

# Wyoming State Board of Education Agenda

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

<b>June 30, 2014</b> <b>Carbon CSD #1 Boardroom</b> <b>615 Rodeo</b> <b>Rawlins, Wyoming</b> <b>Work Session</b>		
	Breakfast on Your Own	
8:00 a.m. to 10:00 a.m.	Board Reports and Updates- Paige Fenton Hughes <ul style="list-style-type: none"> <li>• JEC, Legislative Updates &amp; Interim Topics</li> <li>• High School Graduate Definition</li> <li>• Professional Judgment Panel Contract (Action Needed)</li> </ul>	Tab A
10:00 a.m. to 10:15 a.m.	Break	
10:15 a.m. to 11:30 a.m.	Accreditation- Dianne Frazer	Tab B
11:30 a.m. to 12:15 p.m.	Lunch	
12:15 p.m. to 2:15 p.m.	Assessment- Deb Lindsey <ul style="list-style-type: none"> <li>• ELA and Math Standards Extensions for Students with Significant Cognitive Disabilities</li> <li>• Performance Level Descriptors In ELA and Math</li> <li>• Educational Testing Service Contract Extension, PAWS and SAWS</li> <li>• American Institutes for Research Contract, Wyoming Alternate Assessments</li> </ul>	Tab C
2:15 p.m. to 2:30	Break	
2:30 p.m. to 3:00 p.m.	Summer Food Service Program- Tamra Jackson & Amanda Anderson	Tab D
<b>July 1, 2014</b> <b>Carbon CSD #1 Boardroom</b> <b>615 Rodeo</b> <b>Rawlins, Wyoming</b> <b>Business Session</b>		
	Breakfast on Your Own	
8:00 am to 9:00 am	State Board of Vocational Education <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Pledge of Allegiance</li> </ul>	

	<ul style="list-style-type: none"> <li>Approval of Agenda</li> <li>Minutes</li> </ul>	
	<ul style="list-style-type: none"> <li>CTE Introductions- Teri Wigert</li> <li>STEM Presentations- Teri Wigert &amp; Carbon CSD #1</li> <li>Student Interest Survey- Julie Magee &amp; Teri Wigert</li> </ul>	Tab G
9:00 am to 9:15 a.m.	State Board of Education <ul style="list-style-type: none"> <li>Call to order</li> <li>Approval of agenda</li> <li>Minutes</li> <li>Treasurer's report</li> </ul>	Tab H Tab I Tab J
9:15 a.m. to 9:30 a.m.	Break	
9:30 a.m. to 12:00 a.m.	Action Items: <ul style="list-style-type: none"> <li>Alternative Schedules- Brian Aragon (20 mins)</li> <li>Restructuring Plans- Jennifer Peterson (45 mins) <ul style="list-style-type: none"> <li>Ft. Mackenzie- Sheridan CSD #2</li> <li>Rawlins Middle School- Carbon CSD #1</li> </ul> </li> <li>Next Meeting</li> </ul>	Tab K Tab L
12:00 p.m. 1:00 p.m.	Luncheon	
1:15 p.m. to 2: 30 p.m.	Discussion Item: <ul style="list-style-type: none"> <li>Wyoming Science Content &amp; Performance Standards- Laurie Hernandez &amp; Jim Verley (30 mins)</li> </ul> Action Items: <ul style="list-style-type: none"> <li>Future Steps on Science Standards</li> <li>Accreditation- Dianne Frazer (10 mins)</li> <li>Assessment- Deb Lindsey (20 mins)</li> <li>Chapter 10 Rules- Laurie Hernandez (15 mins)</li> <li>Pending Action Items</li> </ul>	Tab M Tab N Tab O Tab P
2:30 p.m. to 3:00 p.m.	Other issues, concerns, discussion, public comment:	
	Meeting evaluation (plus/delta or other)	



# WYOMING

## State Board of Education

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

RON MICHELI  
*Chair, Fort Bridger*

SCOTTY RATLIFF  
*Vice Chair, Riverton*

PETE GOSAR  
*Treasurer, Laramie*

SUE BELISH  
*Ranchester*

KATHY COON  
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CINDY HILL  
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WALT WILCOX  
*Casper*

BELENDIA WILLSON  
*Thermopolis*

CHELSIE OAKS  
*Executive Assistant*

TO: State Board Members

FROM: Paige Fenton Hughes, Coordinator

RE: Board report and updates

The Joint Education Committee (JEC) will meet in Casper on June 26<sup>th</sup>, 2014. Part of our work with this committee is to address interim topics. One topic that we have been asked to address at this upcoming meeting is the following:

Priority #: 2 Review of duties and processes of the State Board of Education.

The Committee will review and study the duties delegated to and process of the State Board of Education, including graduation requirements, state and district assessment systems, standard setting and the possible inclusion of financial literacy in the state standards.

For this meeting we have been asked to address the process for standards adoption. At the present time, the State Board does not have a written process for standards adoption. The details of managing the standards review has been under the purview of the Wyoming Department of Education (WDE). Clearly, the management of that process will remain under the purview of the WDE because the board lacks the staff and resources to administer such a process. What the committee is asking the board to do is to craft a framework to guide the standards review to ensure consistency from year to year, across content areas, through board membership change, and through WDE leadership changes. Hopefully we can avoid prescriptive legislation around this issue. When we meet in Rawlins, I'll bring you a draft framework along with comments from the JEC. We can make revisions and take a subsequent draft to a later JEC meeting before we finalize the proposal for the October 15 report.

State and district assessment systems will be addressed later in the interim. We are hoping we will have a draft piece of legislation to address the assessment issues that we worked so hard on during last year's interim. I expect we will be able to work with the committee to come to some consensus on a way to move forward. We will await further direction on the graduation requirements and financial literacy discussions.

The JEC is undertaking a study of the Wyoming statewide governance structure. They have contracted with a firm, Cross and Joftus, to facilitate this work over the next few months. A representative of the firm has contacted me, and eventually the consultants will be garnering input from the board about the areas of focus in the study. I will keep you updated on this work as I am informed.

Last year, as part of our assessment study work, Chad Buckendahl's report included a skeleton framework for a definition of a Wyoming high school graduate. Both the board and the JEC wanted the definition expanded to include non-cognitive elements. Our plan was to continue our outreach efforts from last year by combining information from the work on district assessments (and maybe statewide assessments) and this work on the high school graduate definition. However, in the absence of new legislation on district assessments, I've asked the supervisory committee to allow us to hold off on holding statewide meetings until we have more

topics of interest to share at one time. It's possible that after the PJP we could share accountability updates, draft legislation on assessment, and garner input on the graduation definition. At this point, we are proceeding with that plan in mind.

As you all are aware, the State Board is responsible for populating the Professional Judgment Panel (PJP) and reconvening the PJP in the fall of this year. This is the first year that the accountability model will be operational and the results of the work of the PJP will "count" for each school in the state.

A great deal of work has been done on the model itself in an attempt to make it the most accurate model it can be. Most of the recent efforts have been focused on the high school level, and some recommendations for adjustments will be presented to the Advisory Committee for their consideration prior to populating the model with this year's data.

The PJP is scheduled for September 23, 24, and 25, 2014, in Casper. Correspondence has gone out to all former PJP members, and we are confirming who will be able to continue to serve. We have a few folks we know we need to replace on the panel due to retirement or change of assignments. In the past, we have used the original pool of candidates from the first PJP, but this year (once we finalize who needs to be replaced) we will be asking for people to apply for those slots. The board has a committee that will determine the replacement panel members.

We are asking the board to approve a contract with Mike Beck to facilitate the PJP for the third year. Mike has the background and understanding of the Wyoming accountability model, has developed a rapport with members of the PJP, and is familiar with the reporting and presenting requirements to the Select Committee.

We look forward to partnering with the WDE team as well as the LSO consultants to try to hone the PJP process and ensure reliable data are shared with schools across the state.

I look forward to talking with you all in Rawlins.



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*Executive Assistant*

To: State Board of Education Members

From: Sue Belish and Kathy Coon

Topic: Joint Education Committee (JEC)

Date: April 27, 2014

Kathy and I attended and testified at the April 25<sup>th</sup> JEC meeting. We reviewed the April 17, 2014 memo that was sent to the committee and then answered questions. We reiterated that our statutory responsibility was “to establish policies for public education that are consistent with the Wyoming Constitution and statutes” and thus our intent is to be a policy making board. We reviewed our priorities: 1) prescribing uniform content and performance standards as well as setting minimum graduation requirements; 2) enforcing uniform standards for educational programs through accreditation; 3) implementing, through the state superintendent, a statewide assessment system, and 4) implementing and enforcing the statewide accountability system. We discussed our five recommendations:

1. Authorize a permanent full-time executive director
2. Selection of SBE members
3. Ex Officio members
4. Process for reviewing and adopting content and performance standards
5. Limiting overly prescriptive statutes

As a result of the conversations we will be receiving an additional request from the JEC to offer more specific suggestions for the state education governance structure and for the responsibilities that might be assigned to the State Superintendent, the State Board, and the WDE. We will also be directed to consider what tasks currently being done by the Board or the department might be delegated to the districts. We will likely be asked to provide a response before the next JEC meeting –which has not yet been scheduled.

The committee appreciated our memo and specific recommendations. I believe they truly want to hear our opinions.



# Wyoming Department of Education

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## Accreditation Recommendation Process

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

### 1) Assurances

- Annual review of staff certification
  - Personnel can only be paid with public funds if their certification is appropriate for their assignment. (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.
- Calendars
  - All districts scheduled for External Review (ER) visits with AdvancED 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 ER visit, a district participates in an Assurances check on-site.
  - A single Assurances element will not cause an impact on accreditation, however, if a pattern of missed assurances emerges, accreditation may be lowered.
  - All districts and schools submit assurances annually with their improvement plans. WDE reviews submissions for completeness.

## **2) AdvancED Accreditation Process for Public Schools**

- For school year 2013-2014, all districts scheduled for ER visits were evaluated using the Wyoming NCA accreditation district model.
- WDE will recommend a lowered state accreditation status when any district receives an accreditation under review status from AdvancED.
- WDE collaborates with AdvancED to follow-up with each district visited and provide a written report with an accreditation recommendation based on progress. All districts have a 2 year period to complete required actions given based on the ER. All submit an Accreditation Progress Review (APR) report within those 2 years. Follow-up visits are scheduled with any district accredited under review during which APR reports are completed by the visiting team.

## **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. Accreditation may be lowered if issues are ongoing or of considerable concern.

## **4) Institutional Schools**

- All Wyoming institutional schools are scheduled for ER visits during the 2013-14 school year.
- Institutional schools are evaluated against standards developed for special purpose schools and focused on their unique needs and systems.
- AdvancED accreditation is the primary factor used to determine state accreditation status for institutional schools.
- Assurances are reviewed during the ER.
- Staff qualifications are checked during the ER.
- Systems issues that may impact accreditation include data and operational reporting
- Each institution will receive follow-up on accreditation progress from WDE.
- WDE will participate in any APR visits scheduled for institutional schools.

All Wyoming school districts and institutional schools will be reviewed on the above factors. WDE will make accreditation determinations by mid June 2014 and districts will be notified of their recommended status. A formal recommendation will be made to SBE at the June 30, 2014 meeting. Any school districts that would like to attend this SBE meeting will be welcome to do so.



## Chapter 6

### Accreditation Status

**Section 21.** All public school districts and schools within these districts shall be granted accreditation levels by the State Board of Education.

(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 review 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.



**NCA Accreditation Visitation Schedule**  
**External Review**

School Year 2013-2014	School Year 2014-2015	School Year 2015-2016	School Year 2016-2017	School Year 2017-2018
Albany #1	Laramie #1	Big Horn #1	Converse #1	Campbell #1
Carbon #1	Lincoln #1	Big Horn #2	Converse #2	Crook #1
Carbon #2	Lincoln #2	Big Horn #3	Hot Springs #1	Johnson #1
Goshen #1	Sublette #1	Big Horn #4	Natrona #1	Sheridan #1
Laramie #2	Sublette #9	Fremont #1		Sheridan #2
Niobrara #1	Sweetwater #1	Fremont #2		Sheridan #3
Platte #1	Sweetwater #2	Fremont #6		Weston #1
Platte #2	Teton #1	Fremont #14		Weston #7
Institutional Schools	Uinta #1	Fremont #21		
	Uinta #4	Fremont #24		
	Uinta #6	Fremont #25		
		Fremont #38		
		Park #1		
		Park #6		
		Park #16		
		Washakie #1		
		Washakie #2		
		Saint Stephen's Schools		

# 2013-14 District Accreditation Recommendations; Two Year Comparison/ 6/30/2014



District	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2013-14 Recommendation		2012-13 with Reason
Albany #1	Full Accreditation	NCA External Review IEQ 285, recommended accreditation. 4 misassignments, the first ever. Submitting Corrective Action Plan.	Full Accreditation
Big Horn #1	Full Accreditation		Full Accreditation
Big Horn #2	Full Accreditation		Full Accreditation
Big Horn #3	Full Accreditation		Full Accreditation
Bigt Horn #4	Full Accreditation		Full Accreditation
Campbell #1	Full Accreditation		Full Accreditation
Carbon #1	Full Accreditation	NCA External Review IEQ 283, recommended accreditation. No misassignments.	Accreditation with Follow-up; 1 misassignment for second year of 4.
Carbon #2	Full Accreditation	NCA External Review IEQ 266, recommended accreditation.	Full Accreditation
Converse #1	Full Accreditation		Full Accreditation
Converse #2	Full Accreditation		Full Accreditation
Crook #1	Full Accreditation	NCA APR Completed and Accepted.	Accreditation with Follow-up based on visit results.
Fremont #1	Full Accreditation		Full Accreditation: completed all APR requirements, accepted
Fremont #2	Full Accreditation		Full Accreditation
Fremont #6	Full Accreditation		Full Accreditation
Fremont #14	Full Accreditation		Full Accreditation
Fremont #21	Full Accreditation	NCA APR Completed and Accepted.	Accreditation with Follow-up based on visit results.
Fremont #24	Full Accreditation		Full Accreditation
Fremont #25	Full Accreditation		Full Accreditation

District	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2013-14 Recommendation		2012-13 with Reason
Fremont #38	Accreditation with Follow-up	Continued administrative staff turnover.	Accreditation with Follow-up based on reporting issues and administrative staff turnover.
Goshen #1	Full Accreditation	NCA External Review IEQ 237, recommended accreditation. No misassignments	Full Accreditation
Hot Springs #1	Full Accreditation		Full Accreditation: completed all APR requirements, accepted
Johnson #1	Full Accreditation		Full Accreditation based on QAR
Laramie #1	Full Accreditation		Full Accreditation
Laramie #2	Full Accreditation	NCA External Review IEQ 261, recommended accreditation. No misassignments	Full Accreditation
Lincoln #1	Full Accreditation		Full Accreditation
Lincoln #2	Full Accreditation		Full Accreditation
Natrona #1	Full Accreditation		Full Accreditation
Niobrara #1	Full Accreditation	NCA External Review IEQ 256, recommended accreditation. No misassignments	Full Accreditation
Park #1	Full Accreditation		Full Accreditation
Park #6	Full Accreditation		Full Accreditation
Park #16	Full Accreditation		Full Accreditation
Platte #1	Accreditation with Follow-up	NCA External Review IEQ 212, recommended accreditation under review. No misassignments	Full Accreditation
Platte #2	Full Accreditation	NCA External Review IEQ 241, recommended accreditation. No misassignments	Full Accreditation
Sheridan #1	Full Accreditation	NCA APR Completed and Accepted.	Accreditation with Follow-up based on QAR
Sheridan #2	Full Accreditation		Full Accreditation

District	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2013-14 Recommendation		2012-13 with Reason
<b>Sheridan #3</b>	Full Accreditation	NCA APR Completed and Accepted.	Accreditation with Follow-up based on QAR
<b>Sublette #1</b>	Full Accreditation		Full Accreditation
<b>Sublette #9</b>	Full Accreditation		Full Accreditation
<b>Sweetwater #1</b>	Full Accreditation		Full Accreditation
<b>Sweetwater #2</b>	Full Accreditation		Full Accreditation
<b>Teton #1</b>	Full Accreditation		Full Accreditation
<b>Uinta #1</b>	Full Accreditation		Full Accreditation
<b>Uinta #4</b>	Full Accreditation		Full Accreditation
<b>Uinta #6</b>	Full Accreditation		Full Accreditation
<b>Washakie #1</b>	Full Accreditation		Full Accreditation
<b>Washakie #2</b>	Full Accreditation		Full Accreditation
<b>Weston #1</b>	Full Accreditation		Full Accreditation
<b>Weston #7</b>	Accreditation with Follow-up	Continuing work on NCA APR	Accreditation with Follow-up based on QAR

For information on Accreditation contact Dianne Frazer at 307-777-8676 or [dianne.frazer@wyo.gov](mailto:dianne.frazer@wyo.gov)

## AdvancED Accreditation Recommendation - Institutional Schools 2014

Org Name	IEQ Score	Recoomended Accreditation Status
Wyoming Girls' School	322	Accredited
St. Joseph's Children's Home	319	Accredited
Big Horn Basin Children's Center	309	Accredited
Red Top Meadows	309	Accredited
Mae Olson Education Center	297	Accredited
C Bar V Ranch	294	Accredited
Youth Emergency Services, Inc.	294	Accredited
Colter High School	291	Accredited
Wyoming Behavioral Institute	288	Accredited
Normative Services	275	Accredited
Powder River Basin Childrens Center NE BOCES	275	Accredited
Southeastern Wyoming Juvenile Center	225	Accredited Under Review

# 2013-2014 Wyoming Institutional School Accreditation Status; Two Year Comparison 6/30/14



Institutional School	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2013-14 Recommendation		2012-13 with Reason
<b>C Bar V Ranch</b>	Full Accreditation	NCA External Review IEQ 294, recommended accreditation.	Full Accreditation
<b>Cathedral Home</b>	Full Accreditation	NCA External Review IEQ 297, recommended accreditation.	Full Accreditation
<b>NE BOCES, Powder River Basin</b>	Full Accreditation	NCA External Review IEQ 275, recommended accreditation.	Full Accreditation
<b>Northeast WY BOCES, Big Horn Basin</b>	Full Accreditation	NCA External Review IEQ 309, recommended accreditation.	Full Accreditation
<b>Normative Services</b>	Full Accreditation	NCA External Review IEQ 275, recommended accreditation.	Full Accreditation
<b>Red Top Meadows</b>	Full Accreditation	NCA External Review IEQ 316, recommended accreditation.	Full Accreditation
<b>St. Joseph's Children's Home</b>	Full Accreditation	NCA External Review IEQ 319, recommended accreditation.	Full Accreditation
<b>Southeastern Wyoming Juvenile Center</b>	Accreditation with Follow-up	NCA External Review IEQ 225, recommended accreditation under review.	Full Accreditation
<b>Wyoming Behavior Institute</b>	Full Accreditation	NCA External Review IEQ 288, recommended accreditation.	Full Accreditation
<b>Wyoming Boys School</b>	Full Accreditation	NCA External Review IEQ 291, recommended accreditation.	Full Accreditation
<b>Wyoming Girls School</b>	Full Accreditation	NCA External Review IEQ 322, recommended accreditation.	Full Accreditation
<b>Youth Emergency Services, Inc. (YES House)</b>	Full Accreditation	NCA External Review IEQ 294, recommended accreditation.	Full Accreditation

For information on Accreditation contact Dianne Frazer at 307-777-8676 or [dianne.frazer@wyo.gov](mailto:dianne.frazer@wyo.gov)



# Wyoming Department of Education

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## State Assessment Update

Wyoming State Board of Education  
June 30 – July 1, 2014

Deb Lindsey, Division Administrator

# Assessment Update Topics

- Contracts – Educational Testing Service (amendment) and American Institutes for Research (new): Action Items
- Performance Standards: Action Item
- Standards Extensions: Action Item



# Assessment Program

- ESEA requires annual testing in grades 3-8, plus once in high school, of ELA/reading and math
- ESEA also requires science testing once in each grade span, elementary, middle and high
- Wyoming statute requires a writing test in grades 3, 5 and 7 during a window that's different from the reading and math tests
- Wyoming statute also requires the ACT Explore, Plan and ACT Plus Writing in grades 9, 10, and 11; the ACT at grade 11 serves as the ESEA-required accountability assessment



# Assessment Program

- ESEA requires that all assessments measure performance on the state's adopted content standards
- ESEA and IDEA permit adoption of alternate content standards for students with significant cognitive disabilities (1%); these are to be directly aligned to the “primary” content standards
- Students with significant cognitive disabilities must participate in alternate assessments aligned to the alternate standards (extensions of the “regular” standards)



# 2015 & 2016 Assessment

- No changes to state statute in 2014 Legislative Session
- Continue PAWS, grades 3 – 8, with current blueprints & summer 2014 cut scores  
Continue SAWS, grades 3, 5, & 7; use summer 2014 cuts for 5 & 7 (grade 3 cuts to be set in summer 2015)
- Adopt new ALT beginning in 2015



# 2015 & 2016 Assessment

- Continue with Explore, Plan, and ACT Plus Writing at grades 9 – 11 in 2015
- Explore and Plan will not be available after the spring 2015 administration; not yet known which assessment, if any, will be used at grades 9 & 10 in 2016
- New cuts will be established for ACT in summer 2014 to align to college and career readiness



# 2014-15 Assessment Calendar

Grade	NAEP TBD	PAWS Mar 2 - 27	WY-ALT Feb 23 - Mar 27	SAWS Apr 13 - May 1	ACCESS & ALT for ELLS Jan 19 - Feb 23	EXPLORE Apr 20 - May 12	PLAN Apr 20 - May 12	ACT Plus Writing Apr 28 (May 12)	WorkKeys Apr 29 (May 13) Optional	COMPASS Oct 6 - 24 April 20 - May 12
K					X					
1					X					
2					X					
3		X	X	X	X					
4	X	X	X		X					
5		X	X	X	X					
6		X	X		X					
7		X	X	X	X					
8	X	X	X		X					
9			X		X	X				
10			X		X		X			
11			X		X			X	X	
12					X				X	X



# Assessment Contracts

## *Educational Testing Service (ETS)*

- Covers two administration/scoring cycles (Spring 2015 and 2016) and three item/form development cycles (to build, but not print a 2017 test)
- Includes a PAWS standard-setting validation and a grade 3 SAWS standard-setting following the 2015 administration
- Continues use of consumable booklets in grades 3-5 and bubble sheets in 6-8
- Continues erasure analysis reporting
- Discontinues PAWS-ALT



# Assessment Contracts

## *Educational Testing Service (ETS)*

- Original contract : April 2012, \$10,980,000
- Amendment 1: November 2012, increased costs by \$4,423,923 to \$15,403,923
- Amendment 2 (proposed): increases costs by \$18,593,100, extending through December 2016



# Assessment Contracts

## *American Institutes for Research (AIR)*

- Provides a new ALT assessment for students with significant cognitive disabilities through a collaboration with other states (DE, NM, OH, SC, HI) to achieve economies of scale and joint professional development opportunities
- Covers two administration/scoring cycles (Spring 2015 - 2016) with an option to extend to 2017
- Contains performance tasks aligned to WyCPS in ELA and Math extensions & is administered 1:1
- Administered 1:1
- Allows for on-line data entry for immediate scoring and reporting



# Assessment Contracts

## *American Institutes for Research (AIR)*

- ALT has passed federal peer review in 2 other states
- Provides ELA, math, and science tests
- Improves accessibility for students with disabilities
- Uses a continuous scale that shows growth over time



# Assessment Contracts

## *American Institutes for Research (AIR)*

- Contract term: July 2014 through December 2016 (administration in spring 2015 and 2016 with an option to extend into 2017)
- Cost in year 1 = \$775,000
- Cost in years 2 – 3 = \$650,000 each year
- Year one reflects initial start up costs



# Performance Standards

- Chapter 10 requires the State Board of Education to establish Content *and Performance* Standards
- Content standards in ELA and math were last adopted in July 2012, but performance standards were not adopted at the same time
- Performance level descriptors (PLDs) outline what students need to know and be able to do in order to achieve scores in basic, proficient, and advanced ranges on the state test



# Performance Standards

- WDE Standards and Assessment staff worked with ETS content experts to draft the PLDs in Phase I
- Wyoming educator experts in ELA and math (17) were convened to review and revise the PLDs in Phase II
- PLDs serve as the foundation for standard-setting panels as they deliberate where cuts should be on PAWS and SAWS





# Performance Standards

May 1, 2014

## 2014 Mathematics Grade 3 Performance Level Descriptors

Level	Basic	Proficient	Advanced
<b>Policy Level PLDs</b>	Marginal academic performance, work approaching, but not yet reaching, satisfactory performance, indicating partial understanding and limited display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Satisfactory academic performance indicating a solid understanding and display of the knowledge and skills included in the Wyoming Content and Performance Standards.	Superior academic performance indicating an in-depth understanding and exemplary display of the knowledge and skills included in the Wyoming Content and Performance Standards.
<b>Domain</b>	<b>Operations and Algebraic Thinking</b>		
<b>Range PLD: Cluster A -</b> Represent and solve problems involving multiplication and division.	Basic students interpret products and quotients of whole numbers (2, 5, 10) using pictorial representations (3.OA.A.1).	Proficient students interpret products and quotients of whole numbers in mathematical and real-world contexts (3.OA.A.1);	Advanced students write products and quotients in mathematical and real-world contexts;
	Basic students use multiplication and division within 100 to represent word problems provided a pictorial representation (3.OA.3);	Proficient students use multiplication and division within 100 to represent word problems provided a pictorial representation (3.OA.3);	Advanced students use multiplication and division within 100 to solve and represent word problems (3.OA.3);
	Basic students determine the product or quotient in an equation given one of the factors to be 2, 5, or 10 (3.OA.4).	Proficient students determine the unknown whole number in a multiplication or division equation given the other two facts (3.OA.4).	Advanced students interpret two or more equations each with an unknown number in a multiplication or division equation (3.OA.4).
<b>Range PLD: Cluster B -</b> Understand properties of multiplication and the relationship between multiplication and division.	Basic students use the commutative property of multiplication to find the product of familiar numbers, e.g. 1, 2, 5, and 10 (3.OA.5);	Proficient students use the associative property to multiply two or more numbers (3.OA.5);	Advanced students use the distributive property to multiply two numbers (3.OA.5);
	Basic students use multiplication to find a missing factor in a division equation (3.OA.6).	Proficient students use division to find a missing factor in a division equation (3.OA.6).	Advanced students use division to find unknown factors given a verbal context (3.OA.6).
<b>Range PLD:</b> Multiply and divide within 100.	Basic students multiply with factors of 2, 5, and 10 (3.OA.7);	Proficient students multiply two numbers with factors of 2, 5, and 10 fluently multiply two numbers with factors of 2, 5, and 10 to numbers with both the factors and the product less than 100 (3.OA.7);	Advanced students fluently multiply two numbers within 100 with factors of 2, 5, and 10 (3.OA.7);
	Basic students describe the relationship between multiplication and division (3.OA.7).	Proficient students describe the relationship between multiplication and division (3.OA.7).	Advanced students describe the relationship between multiplication and division (3.OA.7).
<b>Range PLD: Cluster D -</b> Solve problems involving the four operations and identify and explain patterns in arithmetic.	Basic students solve two-step word problems involving only addition and subtraction (3.OA.8);	Proficient students solve and represent as an equation a two-step real-world or mathematical problem using the four operations (3.OA.8);	Advanced students solve and represent as an equation a two-step real-world or mathematical problem involving the four operations and assess the reasonableness of answers (3.OA.8);
	Basic students predict the next term of a pattern described by an addition or a subtraction rule (3.OA.9).	Proficient students predict any term of a pattern and create a rule to describe the pattern (3.OA.9).	Advanced students identify a characteristic of a pattern that is not explicitly given (3.OA.9).

This is a domain title

This is the cluster

This is the associated WyCPS

These are the proficiency levels.



# Performance Standards

## Performance Level Descriptors

Proficient	
<p>ic performance indicating a solid display of the knowledge and skills included in the Performance Standards.</p>	<p>Su un ind</p>
<p><b>Operations and Algebraic Thinking</b></p>	
<p>interpret products and quotients of whole numbers in mathematical and real-world contexts (3.OA.1);</p>	<p>Advanced students write products and quotients in mathematical and real-world contexts;</p>
<p>use multiplication and division within 100 to solve word problems provided a pictorial representation (3.OA.3);</p>	<p>Advanced students use multiplication and division within 100 to solve and represent word problems (3.OA.3);</p>
<p>determine the unknown whole number in a multiplication equation given the other two factors</p>	<p>Advanced students interpret two or more equations each with an unknown number in a multiplication or division equation (3.OA.4).</p>
<p>use the associative property to multiply two or three numbers (3.OA.5);</p>	<p>Advanced students use the distributive property to multiply two numbers (3.OA.5);</p>

In mathematics, items in red found in the Performance Levels denote content that cannot be assessed within the parameters of our current assessment.



# Performance Standards

In the mathematics PLDs, there may be foundational skills and advanced skills relative to the entire cluster. The cluster functions as a set of skills a student should be able to perform to score in that level. There may be empty fields (denoted by red arrows) for those skills that are only assessable at a particular level or skills that are already addressed by another part of the cluster.

	(4.NF.2).		
Range PLD: Cluster G - Build fractions from unit fractions applying and extending previous understandings of operations on whole numbers.	Basic students interpret a fraction as a sum of		
	(4.NF.3);		
	Basic students solve one-step problems involving subtraction of fractions with like denominators in real-world contexts (4.NF.3);		
	Basic students multiply 2 by a fraction (double the numerator).		
Range PLD: Cluster H - Understand decimal notation for fractions, and compare decimal fractions.		Proficient students generate equivalent fractions with denominators of 10 and 100 and to add these fractions (4.NF.5).	
		Proficient students write fractions with denominators of 10 or 100 in decimal form (4.NF.6);	Advanced students justify why two decimals are equivalent (4.NF.6);
	Basic students compare two decimals of the same place value using the symbols $<$ , $>$ , or $=$ (4.NF.7).	Proficient students compare two decimals to hundredths using the symbols $<$ , $>$ , or $=$ (4.NF.7).	Advanced students justify how and when a valid decimal comparison can be made (4.NF.7).



# Standards Extensions

- WDE Standards and Assessment staff convened educators to review standards extensions for students with the most significant cognitive disabilities in ELA and math beginning in June 2013 (Phase I)
- Participants were encouraged to use the drafts in their classrooms as a small scale pilot prior to refinement
- Educators were reconvened during February and March of 2014 to review for vertical and horizontal alignment and content progression
- Participants included special educators, esp. those working with students with significant cognitive disabilities (aka “the 1%”), as well as related service providers and administrators



# Standards Extensions

- Drafts were presented in June 2013 at the special education Symposium, at the Fall 2013 School Improvement Conference, and the March 2014 meeting of the WY Assoc of Special Education Administrators
- Approx 400 school staff attending the 2013-14 ALT training also received an overview of the draft standards
- Comments were very positive, expressing appreciation for more rigorous academic focus of the standards for this population of students and for the PD opportunity with colleagues



Left column: Content standard. This is taken directly from the Wyoming Content and Performance Standards in ELA and math.

Good reference for teachers and related service providers.



## COMMON CORE ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FIRST GRADE

### First Grade Mathematics Standards

CCSS Grade-Level Clusters	Common Core EE	Instructional Achievement Level Descriptor
<b>Operations and Algebraic Thinking</b>		
<b>1.OA.1.</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.2	<b>EE1.OA.1.</b> When solving problems with sums up to 10, students will determine the math functions of putting together and taking apart.	<p><b>Level IV AA Students will:</b> EE1.OA.1. When solving word problems with sums up to 20, students will determine the math functions of putting together and taking apart.</p> <p><b>Level III AA Students will:</b> EE1.OA.1. When solving problems within 10, students will determine the math functions of putting together and taking apart. Ex. After the teacher shows six blocks and removes two, label the action as "take away" or informal language with the same meaning.</p> <p><b>Level II AA Students will:</b> EE1.OA.1. Put together or take away. Ex. Take away one crayon from the box.</p> <p><b>Level I AA Students will:</b> EE1.OA.1. Follow directions to put together.</p>
<b>1.OA.2.</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>EE1.OA.2.</b> Use "putting together" to solve problems with two sets.	<p><b>Level IV AA Students will:</b> EE1.OA.2. Use "putting together" to solve problems using three sets.</p> <p><b>Level III AA Students will:</b> EE1.OA.2. Use "putting together" to solve problems with two sets.</p> <p><b>Level II AA Students will:</b> EE1.OA.2. Use "putting together" to solve a problem with one set and adding one more.</p> <p><b>Level I AA Students will:</b> EE1.OA.2. Indicate two equal sets.</p>

**Middle column: Essential Element. This is the main focus of the standard – reduced in complexity but still holds the breadth and depth of content.**



**COMMON CORE ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FIRST GRADE**  
First Grade Mathematics Standards

CCSS Grade-Level Clusters	Common Core EE	Instructional Achievement Level Descriptor
<b>Operations and Algebraic Thinking</b>		
1.OA.1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <sup>2</sup>	EE1.OA.1. When solving problems with sums up to 10, students will determine the math functions of putting together and taking apart.	<p><b>Level IV AA Students will:</b> EE1.OA.1. When solving word problems with sums up to 20, students will determine the math functions of putting together and taking apart.</p> <p><b>Level III AA Students will:</b> EE1.OA.1. When solving problems within 10, students will determine the math functions of putting together and taking apart. Ex. After the teacher shows six blocks and removes two, label the action as "take away" or informal language with the same meaning.</p> <p><b>Level II AA Students will:</b> EE1.OA.1. Put together or take away. Ex. Take away one crayon from the box.</p> <p><b>Level I AA Students will:</b> EE1.OA.1. Follow directions to put together.</p>
1.OA.2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	EE1.OA.2. Use "putting together" to solve problems with two sets.	<p><b>Level IV AA Students will:</b> EE1.OA.2. Use "putting together" to solve problems using three sets.</p> <p><b>Level III AA Students will:</b> EE1.OA.2. Use "putting together" to solve problems with two sets.</p> <p><b>Level II AA Students will:</b> EE1.OA.2. Use "putting together" to solve a problem with one set and adding one more.</p> <p><b>Level I AA Students will:</b> EE1.OA.2. Indicate two equal sets.</p>

## Right column: Instructional Achievement Level Descriptors

Here are 4 levels that provide “access” points for all students. Teachers and related service providers determine the level for each individual student and design IEP goals and instruction at that level and with goal of moving to higher level.

### COMMON CORE ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FIRST GRADE First Grade Mathematics Standards

CCSS Grade-Level Clusters	Common Core EE	Instructional Achievement Level Descriptor
<b>Operations and Algebraic Thinking</b>		
<b>1.OA.1.</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <sup>2</sup>	<b>EE1.OA.1.</b> When solving problems with sums up to 10, students will determine the math functions of putting together and taking apart.	<p><b>Level IV AA Students will:</b> EE1.OA.1. When solving word problems with sums up to 20, students will determine the math functions of putting together and taking apart.</p> <p><b>Level III AA Students will:</b> EE1.OA.1. When solving problems within 10, students will determine the math functions of putting together and taking apart. <i>Ex.</i> After the teacher shows six blocks and removes two, label the action as “take away” or informal language with the same meaning.</p> <p><b>Level II AA Students will:</b> EE1.OA.1. Put together or take away. <i>Ex.</i> Take away one crayon from the box.</p> <p><b>Level I AA Students will:</b> EE1.OA.1. Follow directions to put together.</p>
<b>1.OA.2.</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>EE1.OA.2.</b> Use “putting together” to solve problems with two sets.	<p><b>Level IV AA Students will:</b> EE1.OA.2. Use “putting together” to solve problems using three sets.</p> <p><b>Level III AA Students will:</b> EE1.OA.2. Use “putting together” to solve problems with two sets.</p> <p><b>Level II AA Students will:</b> EE1.OA.2. Use “putting together” to solve a problem with one set and adding one more.</p> <p><b>Level I AA Students will:</b> EE1.OA.2. Indicate two equal sets.</p>

Each Essential Element (EE) has 4 performance/achievement levels.

Examples help teachers know what student performance at each level 'looks like.'

**COMMON CORE ELEMENTS AND ACHIEVEMENT DESCRIPTORS FOR FIRST GRADE**  
First Grade Mathematics Standards

CCSS Grade-Level Clusters	Common Core EE	Instructional Achievement Level Descriptor
<b>Operations and Algebraic Thinking</b>		
<b>1.OA.1.</b> Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. <sup>2</sup>	<b>EE1.OA.1.</b> When solving problems with sums up to 10, students will determine the math functions of putting together and taking apart.	<p><b>Level IV AA Students will:</b> <b>EE1.OA.1.</b> When solving word problems with sums up to 20, students will determine the math functions of putting together and taking apart.</p> <p><b>Level III AA Students will:</b> <b>EE1.OA.1.</b> When solving problems within 10, students will determine the math functions of putting together and taking apart. <i>Ex.</i> After the teacher shows six blocks and removes two, label the action as "take away" or informal language with the same meaning.</p> <p><b>Level II AA Students will:</b> <b>EE1.OA.1.</b> Put together or take away. <i>Ex.</i> Take away one crayon from the box</p> <p><b>Level I AA Students will:</b> <b>EE1.OA.1.</b> Follow directions to put together.</p>
<b>1.OA.2.</b> Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	<b>EE1.OA.2.</b> Use "putting together" to solve problems with two sets.	<p><b>Level IV AA Students will:</b> <b>EE1.OA.2.</b> Use "putting together" to solve problems using three sets.</p> <p><b>Level III AA Students will:</b> <b>EE1.OA.2.</b> Use "putting together" to solve problems with two sets.</p> <p><b>Level II AA Students will:</b> <b>EE1.OA.2.</b> Use "putting together" to solve a problem with one set and adding one more.</p> <p><b>Level I AA Students will:</b> <b>EE1.OA.2.</b> Indicate two equal sets.</p>

Levels

Examples

# Questions and Follow Up

- ✓ Deb Lindsey, Division Administrator
- ✓ Jessica Steinbrenner, Assessment Supervisor
- ✓ Pari Swanson, Alternate Assessment Coordinator

- 
- Action on the PLDs and the standards extensions is scheduled for July 1 as a part of the Chapter 10 rules
  - Action on the contracts with ETS and AIR is also scheduled for July 1



**CONTRACT AMENDMENT  
AMENDMENT NUMBER TWO (2) TO CONTRACT BETWEEN  
STATE OF WYOMING, DEPARTMENT OF EDUCATION AND EDUCATIONAL TESTING SERVICE**

1. **Parties.** This Amendment is made and entered into by and between the State of Wyoming, Department of Education 2300 Capitol Ave., Hathway Building 2<sup>nd</sup> Floor Cheyenne, WY 82002 [Agency] and Educational Testing Service, ETS Corporate Headquarters, Rosedale Road, Princeton, NJ 08541 [Contractor].
2. **Purpose of Amendment.** This Amendment shall constitute the second (2) amendment to the Contract between the Agency and the Contractor which was duly executed on April 26, 2012 and which became effective March 1, 2012. The purpose of this Amendment is to add additional services as outlined in Attachments C and D and to increase the payment amount by eighteen million, five hundred and ninety three thousand, one hundred dollars and no cents (\$18,593,100.00) and to extend the contract term from December 30, 2015 to December 31, 2016 in order to allow for an additional cycle of development and administration.

The original contract, dated April 26, 2012 set forth the terms and conditions to provide professional services as it relates to implementing educational assessment services of Wyoming's primary and secondary school students for the total contract amount of Ten Million Nine Hundred Eighty Thousand Dollars (\$10,980,000.00), with an expiration date of December 30, 2015.

Amendment No. One (1), executed on November 15, 2012, provided for additional additional payment amount, increasing the Contract Price by Four Million Four Hundred and Twenty Three Thousand Nine Hundred and Twenty Three Dollars (\$4,423,923.00) from Ten Million Nine Hundred Eighty Thousand Dollars (\$10,980,000.00) to Fifteen Million Four Hundred and Three Thousand Nine Hundred and Twenty Three Dollars (\$15,403,923.00).

3. **Term of the Amendment.** This Amendment shall commence upon the date the last required signature is affixed hereto and shall remain in full force and effect through the term of the Contract December 31, 2016, unless terminated at an earlier date pursuant to the provisions of the Contract, or pursuant to federal or state statute or rule or regulation.
4. **Payment.** Agency agrees to pay the Contractor for the services set forth in the Statement of Work, Attachments C and D, herein made part of this Amendment. The total payment under this Amendment shall not exceed eighteen million, five hundred and ninety three thousand, one hundred dollars and no cents (\$18,593,100.00). The total contract cost

not to exceed is increased from Fifteen Million Four Hundred and Three Thousand Nine Hundred and Twenty Three Dollars (\$15,403,923.00) to thirty three million two hundred and forty seven thousand and twenty four dollars and no cents (\$33,247,024.00).

Payments of invoices will be based upon the Contractor successfully completing the deliverables within the stated deadlines, and upon the Agency's written acceptance of the deliverables and/or services.

Payment shall be made pursuant to Wyo. Statute 16-6-602. No payment shall be made for services performed before the date upon which the last required signature is affixed to this Amendment.

5. **Additional Responsibilities of Contractor.**

The Contractor shall provide the additional duties as defined in the Statement of Work, Attachments C and D.

6. **Additional Responsibilities of Agency.**

The Agency has not taken on any additional duties as a result of this Amendment.

7. **Special Provisions.**

A. Same Terms and Conditions. With the exception of items explicitly delineated in this Amendment, all terms and conditions of the Contract between the Agency and the Contractor, including but not limited to sovereign immunity, and including all prior amendments to this Contract shall remain unchanged and in full force and effect.

8. **General Provisions.**

A. **Entirety of Contract.** This Amendment, consisting of four (4) pages, Attachment C, consisting of ten (10) pages, Attachment D, consisting of four (4) pages, Attachment E, consisting of one (1) page, the Original Contract consisting of sixteen (16) pages, the Statement of Work (Attachment A), consisting of seven (7) pages, and Amendment 1 consisting of three (3) pages, and Attachment B, consisting of seven (7) pages represents the entire and integrated agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

**Remainder of page left intentionally blank.**

9. **Signatures.** The parties to this Amendment through their duly authorized representatives have executed this Amendment, known as Amendment two (2) to the Contract between the Agency and the Contractor, on the days and dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Amendment as set forth herein.

This Contract is not binding on either party until approved by A&I Procurement and the Governor of the State of Wyoming or his designee, if required by Wyo. Stat. § 9-2-1016(b)(iv).

The effective date of this Amendment is the date of the signature last affixed to this page.

**AGENCY**

\_\_\_\_\_  
John Masters, Deputy

\_\_\_\_\_  
Date

**CONTRACTOR**

\_\_\_\_\_  
John Oswald, VP K-12 Assessment Programs

\_\_\_\_\_  
Date

**ATTORNEY GENERAL'S OFFICE APPROVAL AS TO FORM**

\_\_\_\_\_  
S. Jane Caton, Senior Assistant Attorney General

\_\_\_\_\_  
Date

ATTACHMENTS

Attachment C – Scope of Work Revisions, effective 12/1/2012

Attachment D – Scope of Work Revisions for 2014, 2015, and 2016

Attachment E – Invoice Schedule effective 6/7/2014

Wyoming Department of Education

Amendment 2

## **ATTACHMENT C**

# ***EDUCATIONAL TESTING SERVICE***

## **Statement of Work**

**WYOMING DEPARTMENT OF EDUCATION**

**STATEWIDE ASSESMENT SYSTEMS**

**PAWS, PAWS-ALT, SAWS, SAWS-ALT**

**Provided by: ETS**

### **Corporate Office**

Educational Testing Service (ETS)

Rosedale Road

Princeton, NJ 08541

### **K-12 Assessment Programs**

Educational Testing Service (ETS)

10999 IH-10 West, Suite 400

San Antonio, TX 78230

(210) 558-5813

### General Description

This document is intended as a Statement of Work (SOW) to identify and describe important milestones and deliverables in the continued development of the Proficiency Assessments for Wyoming Students-Alternate (PAWS-ALT and SAWS-ALT) and the broader Wyoming Assessment System. In the SOW Educational Testing Service (ETS) will specify the additional professional services and products that will be provided to the Wyoming Department of Education in 2013 and 2014.

This document specifies the tasks that are included in the SOW included with the contract of 5/31/12, the tasks that are included in Amendment 1 dated 12/12/2012, and the agreed-upon changes to the Wyoming Assessment program. All changes to tasks in the aforementioned documents are noted as Scope Changes, and when applicable, dollar savings are indicated in the Cost/ (Savings) column. A total dollar amount which sums the changes in each SOW is provided for each document.

Most specifically, this document identifies the tasks to be included, deleted, or modified in Amendment 2. A cost for each task in this Amendment is provided. A net, showing the savings in the Contract, Amendment 1, and changes to the PAWS program offsetting the costs for the work included in Amendment 2, is also provided.

### High Level Overview

Changes to the SOW included with the Contract dated 5/31/12	(\$ 205,472)
Changes to Amendment 1 dated 12/12/12	(\$1,021,703)
Changes to the Wyoming Assessment Program	(\$ 225,050)
<b>TOTAL SAVINGS from the above changes</b>	<b>(\$1,452,225)</b>
Cost of implementing the additional tasks to be included in Amendment 2	\$1,452,225
<b>NET</b>	<b>\$ 0.0</b>

### Detailed Table of Tasks/Scope Changes/Costs/Savings

Task #	Description	Scope change	Cost/(Savings)
<b>Statement of Work from Contract dated 4/26/2012</b>			
1	Test Development		
	ETS will be responsible for all test construction and psychometric work including: <ul style="list-style-type: none"> <li>Review and modify blueprints and specifications (2013 and 2014 administrations)</li> <li>Maximum number of Blueprints reviewed/modified for any one administration <ul style="list-style-type: none"> <li>PAWS: 14</li> <li>SAWS 2013: 6, 2014: 3</li> <li>PAWS-ALT: 23</li> <li>SAWS-ALT: 9</li> </ul> </li> <li>Select linking sets</li> <li>Select operational items for forms and draft test maps</li> <li>Select field test items and create final test maps</li> <li>Double code existing items to 2011 Common Core Standards</li> </ul>	Scope change: coding to include 2012 adopted Common Core retaining the Wyoming Skills Statements in transition	
2	Item and Prompt Development		
	ETS will produce items that are aligned with the 2011 Common Core-based Wyoming Standards. Tasks include refining the item writer's guides, aligning and recoding existing items with Wyoming Content and Performance Standards (Extended Standards for ALT) and developing items/prompts for SAWS which reflect the processes required to perform specific tasks. <ul style="list-style-type: none"> <li>Maximum number of items to be developed, aligned and/or reviewed for any one administration (2013 and 2014)</li> </ul>		

Wyoming Department of Education  
Amendment 2

	<ul style="list-style-type: none"> <li>○ PAWS: 2529</li> <li>○ SAWS: 77</li> <li>○ PAWS ALT: 207</li> <li>○ SAWS ALT: 70</li> </ul>		
		Scope change: none	
3	<b>Test Design</b>		
	ETS will develop one operational test form per grade per subject for each spring administration. (2013: PAWS and SAWS grades 3-8; PAWS-ALT and SAWS-ALT grades 3-8, and 11; 2014: PAWS: grades 3-8, SAWS grades 3,5,7, PAWS ALT: grades 3-11, SAWS-ALT: grades 3,5,7,11) Field test items will be embedded within each operational form. ETS will manage the transition from the current assessment to one that addresses Wyoming's new Common Core-based Standards.		
		Scope change: none	
4	<b>Accessibility</b>		
	ETS is responsible for meeting approved industry standards in the development of Special Test Forms, including one form per grade per subject. Large Print and Braille will be provided for all content areas in all grades, English Audio and Oral Spanish will be provided for Math grades 3-8 and Science grades 4 and 8. For SAWS 2013 a Spanish Audio was provided for the operational items for grades 3-8. A Spanish Audio will be provided for the operational and field test items for grades 3, 5 and 7, in 2014.		
		Scope Change: none	
5	<b>Review committees</b>		
	ETS will provide staff to facilitate committee review meetings such as Item, Bias, and Data reviews for all assessments. ETS will provide all materials, arrangements, accommodations, and committee meeting costs per the contract. Annually, ETS will provide 2 -21/2 days for Item Review, 1 day for Bias Review, and 1 day for Data Review. Traffic signal workshop – this is a two-day workshop in April 2013 and 2014 for which ETS will supply materials, housing, meals, for participants subject to state re-imbursment rates.		
		<b>Scope change: Traffic signal workshops were removed for both years</b>	<b>(\$82,400)</b>
6	<b>Test Security</b>		
	ETS will safeguard test design and form development from unauthorized access, disclosure, modification or destruction. ETS will maintain security of the item bank at all meetings, in order to produce secure items and test forms. In addition, during the scoring process ETS will use a software program to detect potential cheating. ETS will develop a Breach of Security form to be available to schools and will provide a Security Results Report at the conclusion of each administration		
		Scope Change: none	
7	<b>Test Materials</b>		
	ETS shall produce, in estimated numbers with overages of 10% per the SOW in the contract: all required scannable and non-scannable test books, special test forms and kits (Audio, Large Print, Braille, and Oral Spanish Versions), training materials, technical manuals, project plans, ancillary materials, Test Coordinator Manuals and kits, Directions for Administration, Interpretive Guides for each assessment, Pre-ID labels, student rosters, and scannable headers. WDE to have the ability to review and edit all materials. Electronic versions will be made available. For ALT, ETS will produce the Learner Characteristics Survey.		
		Scope Change: none	
8	<b>Test Administration Training</b>		
	Design, produce and conduct training webinars, interactive modules and materials, as well as in-person training for WY test administrators and assessment coordinators in cooperation with WDE. Electronic version of training materials will be provided for posting to the Web, and recordings of webinars will be provided. Training will be scaled back each year.		
		<b>Scope Change: in-person training changed to Web cast in 2013. In 2014 up to 4 in-person administrative training sessions will be provided to</b>	<b>(\$9,600)</b>

Wyoming Department of Education  
Amendment 2

		<b>Building Coordinators.</b>	
9	Test Administration		
	PAWS: Provide assessments in paper and pencil for Grades 3-8 and 11. Grade 10 students have option to participate in reading and/or math. For Science, Grades 4, 8, and 11. SAWS: Provide a paper and pencil assessment for grades 3-8 and 11. PAWS ALT and SAWS ALT: Provide a paper assessment for grades 3-8 and 11 in reading, writing and math and in science for grades 4, 8, 11.		
		Scope Change: Remove Grade 11 from PAWS. Reduce SAWS to 3 grades. Remove grade 10 from the 2013 administration of PAWS ALT, and add SAWS ALT to the 2013 administration. (Amend #1)	
10	Scoring		
	Maintain current scale for content domains of reading, mathematics, and science using equating and scaling. Maintain vertical scales to provide a means to measure individual student incremental growth toward proficiency in reading and math. Match student scale score to Proficiency Level using WY approved cut scores. Scored student responses are to be associated with WY district, school, and teach/class codes and WISER IDs. PAWS: Calculate Grade 11 “personal best scores” using 10th and 11 <sup>th</sup> grade results in reading and math.		
		Scope Change: Delete teacher codes (WDE plans to report through their system) Delete the calculating of “personal best scores.”	
11	Data Management: ETS to maintain all data files consistent with professional standards		
	Maintain files for future storage and transmission to WDE in mutually-agreed upon format. Generate and maintain student data results for each assessment. Provide WDE with the Final Results Data File, State Data File and District Data File in an agreed to format. Draft layouts to be approved by WDE. ETS will check for accuracy and consistency of all student level data on all data files prior to submission to WDE. Any discrepancies found after WDE verification shall be resolved to satisfaction of WDE at ETS expense. Provide student level raw score, sub-category based points earned/points possible information on the double-coded core items which are linked with the Common Core-based Wyoming Standards of 2011.		
		<b>Scope Change: WDE to produce the District Data File. The State File from ETS to be delivered in time for AYP reporting. PAWS, PAWS-ALT; include SAWS and SAWS-ALT.</b>	<b>(\$10,000)</b>
		Scope Change: 2013: Reporting by skills, 2014: Reporting by Common Core Standards.	
12	Psychometric Services		
	Perform all psychometric and statistical analysis of all assessment data to be included in corresponding Technical Manuals. Use 1-parameter (Rasch) IRT model for all psychometric analyses. Provide for interpretation of student performance longitudinally from grade to grade and year to year. Conduct content validity studies to address content-related validity, concurrent validity of state assessments with other variables, construct validity, student responses processes, internal structure and dimensionality, and predictive, consequential, and other types of validity evidence. Complete classical item analysis, including classical item difficulty (p-value), percentage of students choosing each response option, item-total correlation and distracter –total correlation. Conduct differential (DIF) item functioning analysis. Work with WDE to ensure that all data reported in the current data files continues to be provided. Work with WDE to develop scientifically-based sampling plan so that data samples are representative of the target test-taking population.		
		Scope Changes: none	
13	Reporting		
	Produce and deliver 2 copies of paper Individual Student Reports with test results – one copy for parents/guardians and copy for student files. Reports are to be delivered to districts, private schools and institutions. ETS to produce electronic Student Data Files and an Erasure Report. Interpretive Guides to be produced in English and Spanish.		

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	Reports are to be approved by WDE before distribution. ETS to produce all reports listed in the ETS Technical Proposal and the RFP 0005-V.	
	Scope Change: Reports are to be delivered to districts only.	
	Scope Change: Interpretive Guides to be produced in English only. ETS to work with WDE to produce a template parent letter for schools to adapt.	
	Scope Change: ETS to produce ISRs; aggregate reports to be done from the WDE data base.	
14	<b>Master Schedule</b>	
	<p>Create a Master Schedule for each assessment test and each administration year. Specify plan for production and delivery of assessment materials according to this schedule. Maintain electronically-based item bank to store, track, and manipulate all test items and related information. Item bank to enable future export or transfer of the data usable on other systems. Provide Test Archive Documents and final Item Bank update on or before September 15<sup>th</sup> of the final year of contract. Provide annual deliverables as per ETS Technical Proposal and RFP 0005-V.</p> <p>PAWS-ALT to be administered on or before Feb 16, 2013 and Feb 16 each year thereafter. PAWS to be administered on or before March 4, 2013 and March 2 or date to be determined by WDE each year thereafter. SAWS to be administered during a time determined by WDE.</p> <p>PAWS and PAWS-ALT Final Results Dates files to be delivered on or before May 1, 2013 and on or before May 1 each year thereafter. Provide ISRs on PDF on or before June 14, 2013 and June 14 each year thereafter. PAWS Interpretive Guide to be delivered on or before September 14, 2013 and on or before September 14 each year thereafter. PAWS-ALT Interpretive Guide to be delivered on June 14, 2013 and June 14 each year thereafter. PAWS Technical Manual to be delivered on or before July 1, 2013 and before July 1 each year thereafter. PAWS-ALT Technical Manual to be delivered September 15, 2013 and September 15 each year thereafter. PAWS and PAWS-ALT Security Results Report</p>	
	<b>Scope Change: Add second item bank load from Pearson</b>	<b>\$10,200</b>
	<b>Scope Change: Assume two deliveries of item bank to support possible contract transition – such as early 2015</b>	<b>\$10,200</b>
	Scope Change: Delivery of Final Results file changed to May 15	
	Scope Change: PAWS and PAWS-ALT ISRs to be delivered on September 1, 2013.	
	Scope Change: PAWS and PAWS-ALT Interpretive Guides to be delivered September 1.	
	Scope Change: PAWS and PAWS-ALT Technical Manuals to be delivered September 1.	
15	<b>Management Meetings</b>	
	Provide a tentative schedule for meetings to manage the contract and the deliverables. Ensure appropriate staff participation, identify meeting goals, and prepare agendas and meeting notes. Cost effective strategies are to be used for all meetings.	
	<b>Scope Change: reduced management meeting travel in 2013</b>	<b>(\$78,637)</b>
	<b>Scope Change: reduced management meeting travel in 2014</b>	<b>(\$56,235)</b>

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16	Management Reports		
	Prepare Annual Program plan for each assessment that incorporates the development schedules for the deliverables of the contract. Include details on item development, form developments, test material production and delivery, training material creation and workshops, test administration, material retrieval and processing, psychometric analysis, scoring, meetings and transition at both the beginning and the end of the contract. Provide Annual and Quarterly Progress Reports for each assessment summarizing the completion of the deliverables and proposed enhancements for future years. Prepare weekly status reports.		
		Scope Change: weekly status reports are the minutes of the weekly phone calls	
17	Management Plan		
	Provide detailed and comprehensive management plan and a proposed timeline covering all the tasks outlined in RFP 0005-V. Provide a Gantt chart for each assessment component depicting timeline for major tasks and subtasks, including deliverables, key activities, and person(s) directly responsible. Define duties of management team, program staff and detail the management of subcontractors and timelines.		
		Scope Change: none	
18	Staffing		
	No changes to key personnel shall occur without WDE written approval. Subcontractors are the responsibility of prime contractor. Subsidiaries that are separately incorporated shall be clearly identified and treated as subcontractors. Assure adequate program staffing.		
		Scope Change: none	
19	Communication		
	Maintain close and constant communication with the WDE and keep them informed of communication problems that could affect contract deliverables. Propose communication plan for duration of contract that covers the process of solving problems that arise that could affect any deliverable.		
		Scope Change: none	
20	Customer Service and Technical Support		
	Establish call center with staff trained in each assessment. Respond to calls and emails within one 1 working day of receipt. Maintain call logs; summarize complaints and questions from schools or districts regarding services and products. Develop scripts and referral guides for technical support staff, submitted to WDE for approval. Develop Customer Satisfaction Survey to be provided to each call center user and produce quarterly reports that summarize, evaluate, and analyze questions and complaints. Staff the toll-free help line and email technical support service to cover days and hours designated by the WDE.		
		<b>Scope Change: Expand call center support from 3 months to year-round support.</b>	<b>\$11,000</b>
		Scope Change: Survey to be conducted annually at the end of the testing cycle.	
21	Cost Management		
	Monitor and maintain cost control for each assessment's contract deliverables. Provide suggestions for improving the efficiency of the work.		
		Scope Change: none	
22	Transition		
	Address all of the activities listed in the Transition Plan and how the transition of critical documents and materials will be transferred in an organized manner for two contractual transitions: 1) first year of new contractor to be focused on transition activities; and 2) at the end of the contract period assist WDE for successful transition to future contractor. Provide a transition plan for WDE approval that includes activities for both transitions. Provide a detailed timeline for the transition of all critical documents.		
		Scope Change: none	
	<b>TOTAL CHANGE IN APRIL 2012 CONTRACT</b>		<b>(\$ 205,472)</b>

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Amendment 1: March 12, 2012		
1	Standard Setting Summer 2014	
1.0	Prepare materials, facilitate meetings and produce reports for four one-time standard settings for the state assessment system for PAWS, PAWS-ALT, SAWS, and SAWS-ALT. Sessions to be held in Wyoming. ETS to pay for all meeting costs – honoraria, lodging, meals, and travel for WY educators/stakeholders. General assumptions: 2-day standard setting panel meetings; ½ day articulation panel except where noted.	
		Scope Change: Remove the Standard Setting for PAWS ALT and SAWS ALT for the summer of 2014 (expect to conduct this in summer 2015)
1.1	PAWS grades 3 – 8. Math - 2 panels (grades 3-5; grades 6-8) nine people per panel; 2 articulation panels, 3 people per panel Reading – 2 panels (grades 3-5; grades 6-8) nine people per panel; 2 articulation panels, 3 people, one day	
1.2	PAWS ALT grades 3 -8, and 11 Math – 3 panels (grades 3-5; grades 6&7, grades 8&11) maximum 25 people; 1 articulation panel, 7 people, one day Reading – 3 panels (3-5, 6&7, 8&11) 25 people; 1 articulation panel, 7 people, one day	
		<b>Scope Change: Remove the PAWS-ALT Standard Setting from the summer of 2014</b>
		<b>(\$290,250)</b>
1.3	SAWS grades 5,7 3 panels, 5 people each; articulation panel of 3 table leaders	
		Scope Change: None
1.4	SAWS ALT grades 3,5,7,11 4 panels, 5 people each, 3 days; 1 articulation panel of 4 table leaders	
		<b>Scope Change: Remove SAWS-ALT Standard Setting</b>
		<b>(\$132,252)</b>
1.5	Standard Setting method is to be determined for approval by WDE	
1.6	Production of student scores will be delayed until process is complete and new cut scores adopted for 2014. Actual timelines will be developed and mutually agreed upon by the WDE and ETS.	
2	Modification of Test Blueprints, Item Writing Guides and Assessment Descriptors based on varying item types – Winter 2012/Spring 2013	
2.0	Revise test blueprints (SAWS-ALT), item writing guides, and assessment descriptors for PAWS, PAWS-ALT, SAWS, SAWS-ALT to include existing item types and new writing item types.	
2.1	Stakeholder item review meetings to be held in Wyoming. Prepare all materials, facilitate meetings and produce documents. Pay for all meeting costs – honoraria, lodging, meals, and travel for WY educators/stakeholders. Assume 1 event per test at 2 days per test.	
2.1.1	PAWS Reading and Math Grades 3-8: 6 teachers per grade, per content	
2.1.2	SAWS Grades 3, 5, 7: 6 teachers per grade	
2.1.3	SAWS-ALT Grades 3, 5, 7, 11: 4 teachers per grade	
2.1.4	PAWS-ALT Grades 3-8 and 11	
		Scope Change: none
3	Modification of existing SAWS to include new common-core aligned writing tasks. Field test 2012-13 and Operational 2013-14	
3.0	Modify SAWS program to include new common-core aligned writing tasks, including passage-based, literary and informational response and new response types.	
3.1	Develop items to meet 2012 Revised Wyoming Content Standards.	
3.1.1	SAWS Grades 5, 7: develop passages and items assessing Writing Standard 9 to include responses to informational and literary text. Field test one passage and 2 passage-based prompts per form. (10 forms – 5 literary and 5 informational) Include commissioned and	

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	permitted passages. Reading level on grade – text length to be shorter than reading passages. Develop multiple item types, one extended response, and one short response per form. WDE will develop scoring guides; holistic scoring to be used for scope.	
3.1.2	SAWS Grades 3, 5, 7: develop items which assess Writing Standard 1 – Opinion/Argument Writing. Field test one item per form in 2013. In grades 3, 5, 7, develop 10 forms. WDE will modify current scoring guide to address this mode.	
3.1.3	SAWS Grades 4, 6, 8: re-purpose prompts for possible use in Grades 3, 5, 7. 2013: 10 FT items to measure Standard 1 (Opinion/Argument) at grade 3. 2013: 10 Literary and Informational Text responses (5 of each type) at grades 5, 7 2013: 10 items which measure Standard 1 (Opinion/Argument) at grades 5, 7 2014 Operational: one prompt from Standards 1-3 and one passage and prompt set from Standard 9	
	Scope Change: None	
4	Operationalize Alternate Writing Assessment – SAWS-ALT	
4.0	2013: Administer separate operational writing program. Prepare, ship, receive, scan, score, and report during established SAWS window. Use existing test form in 2013 (Grades 3-8, 11) to be altered in 2014 (Grades 3, 5, 7, 11) by rotation of one student performance event per grade level.	
4.1.1	2013: administer separate writing program for grades 3-8, 11.	
4.1.2	2013: Use 2011 form to create 2013 assessments with changes: replace one item per grade level with the FT item from 2011. Develop 9 operational items per form. No new field test items to be developed in 2013.	
	Scope Change: None	
7	Expand students served by PAWS-ALT to include grades 1, 2, 9, 10, 12	
7.0	Items to be developed in 2012-13; field tested within PAWS-ALT 2013-14 cycle and made ready for operational use in spring 2015.	
	<b>Scope Change (7 and 7.0): Remove Grades 1, 2, and 12 and Build 2014 grades 9 and 10 forms from existing items.</b>	(\$288,177)
7.1	Development to include content, bias and data reviews. Prepare all materials, facilitate meetings and pay for meeting costs – honoraria, lodging, meals, and travel for WY educators/stakeholders.	
7.A	Revision of extended standards. Committee meetings to include: <ul style="list-style-type: none"> <li>Grade bands K-2: 8 teachers per content for reading and math</li> <li>Grades 9, 10, 12: 8 teachers per content for reading and math grades 9, 10, 12; science grades 9 and 10</li> <li>4 day meeting per content per grade to draft expanded standards</li> <li>4 day meeting per content per grade band for revision and developing prototype items</li> </ul>	
7.B.1	Development to include: <ul style="list-style-type: none"> <li>2 forms – 10 Student Performance Events per form</li> <li>18 items per grade per content with expected survival of 12 items per grade per content</li> <li>6 common items per form</li> <li>4 unique items per form</li> </ul>	
	<b>Scope Change (7.1 and 7.A and 7.B.1): Development for grades 9 and 10 of forms and items; Delete existing items used for grades 9 and 10; and WDE to conduct Extensions meetings</b>	(\$191,755)
7.B.2	Item review committees: <ul style="list-style-type: none"> <li>Grades 1 – 2: Math and Reading</li> <li>Grades 9, 10, 12: Math and Language Arts</li> <li>Grades 9 – 10: Science</li> </ul>	

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	<ul style="list-style-type: none"> <li>6 participants per committee</li> <li>Duration: 2-day per item/content review</li> </ul>	
7.B.3	Bias review committees: <ul style="list-style-type: none"> <li>Grades 1, 2, 9, 10, 12</li> <li>Committee is made up from a portion of the item review committee members</li> <li>8 participants per committee</li> <li>Duration: 1 day for each bias committee</li> </ul>	
7.C	Field Test – Spring 2014: <ul style="list-style-type: none"> <li>Fold into PAWS operational flow</li> <li>Two forms</li> <li>10 items per form</li> </ul>	
	<b>Scope Change: Remove grades 1, 2, 12; Use one form instead of two forms; and Possible deletion if using existing items.</b>	<b>(\$119,269)</b>
7.D	Operational Test – Spring 2015 (not in current contract) <ul style="list-style-type: none"> <li>Fold into PAWS operational flow</li> <li>One form</li> <li>10 items – 9 operational, one field test</li> </ul>	
<b>TOTAL CHANGE IN AMENDMENT 1</b>		<b>(\$1,021,703)</b>
Other changes to the Wyoming PAWS Program		
Added online training for the test administrators and second scorers for the ALT tests		
	<b>Scope Change: Dillard Associates handled the training – ETS managed the contract</b>	<b>\$59,950</b>
Removed the Quantiles from the PAWS report cards		
	<b>Scope Change: remove Quantiles for 2014</b>	<b>(\$85,000)</b>
Add a pricing and billing component to TOMS for private schools who request to participate in the PAWS assessment		
	Scope Change: to be determined	
In 2014 move grades 6-8 to standard non-scannable test books; and use answer documents that are scanned		
	<b>Scope Change: remove scannable test books in grades 6-8</b>	<b>(\$200,000)</b>
<b>TOTAL OTHER CHANGES</b>		<b>(\$ 225,050)</b>
<b>TOTAL of ALL CHANGES: Contract, Amendment #1 and Other Changes</b>		<b>(\$1,452,225)</b>
<b>Amendment #2: Additions to Scope for 2014</b>		
The scope of this amendment includes the following additions to scope as requested by client: <ul style="list-style-type: none"> <li>Calculating Omit Rates as needed for additional Erasure Analysis</li> <li>ALT Validation work for Grades 9, 10</li> <li>PAWS &amp; SAWS PLD work</li> <li>PAWS &amp; SAWS Released Test Questions (RTQs)</li> <li>2014 Accommodation Changes</li> <li>Free Scale versus Vertical Scale</li> <li>State Percentile Ranking Calculations</li> <li>Adding back in QUANTILES</li> <li>Components of Item Development related to 3<sup>rd</sup> Development Cycle for 2015</li> </ul>		

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1	<u>Calculating Omit Rates:</u> <ul style="list-style-type: none"> <li>Requested additional calculations for Omit Rate</li> <li>Applied to 2013 Erasure Analysis Report</li> </ul>	
	<b>Cost 2014:</b>	<b>\$ 3,507</b>
2	<u>ALT Validation Study:</u> In lieu of Standard Setting for Grades 9 and 10 in PAWS ALT, conduct Validation Study in Cheyenne, WY using Grades 8 and 11 respectively <ul style="list-style-type: none"> <li>2 day committee meeting</li> <li>15 teachers</li> <li>Teacher travel expenses</li> <li>ETS staffing as required</li> </ul>	
	<b>Cost 2014:</b>	<b>\$ 73,388</b>
3	<u>PLDs for PAWS &amp; SAWS:</u> Facilitated by ETS, WDE to produce a new and approved set of Performance Level Descriptors for Reading, Math, and Writing. <ul style="list-style-type: none"> <li>PLD Workshop to be held 3/31 – 4/1</li> <li>12 recruited committee attendees</li> <li>ETS staffing as required</li> <li>Validity Research work conducted before and after workshop</li> <li>Deliverables concluded in time for Standard Setting and inclusion in ISR</li> </ul>	
	<b>Cost 2014:</b>	<b>\$111,460</b>
4	<u>Released Test Questions (RTOs) for PAWS &amp; SAWS:</u> Web-ready PDF's for WDE to post to be used prior to 2014 test administration. ETS and WDE will agree upon final number of Released Test Questions <ul style="list-style-type: none"> <li>Reading: 4-12 questions to be approved and published</li> <li>Math: 4-12 questions to be approved and published</li> <li>Science: 4-12 questions to be approved and published</li> <li>Writing: 2-5 questions to be approved and published</li> </ul>	
	<b>Cost 2014:</b>	<b>\$ 41,906</b>
5	<u>2014 Accommodation changes:</u> Change in procedure in recording Accommodations for individual students. <ul style="list-style-type: none"> <li>Remove Accommodations input from TOMS interface</li> <li>Change Test Answer Book and Answer Documents</li> <li>Change in scoring procedures to report Accommodations recorded</li> <li>State Data Student File to include Accommodations received at the time of testing</li> </ul>	
	<b>Cost 2014:</b>	<b>\$ 400,526</b>
6	<u>Free Scale versus Vertical Scale:</u> Alternative scaling methodology to evaluate against initial Vertical Scale to further analyze appropriateness of applying Vertical Scale <ul style="list-style-type: none"> <li>ETS Statistical Analysis staff</li> </ul>	
	<b>Cost 2014:</b>	<b>\$ 54,157</b>
7	<u>State Percentile Ranking (SPR) Calculations:</u> Change in reporting scores from 2013 to 2014 in which SPR is calculated by subject and reported out for each student <ul style="list-style-type: none"> <li>Score Definitions to be changed</li> <li>Statistical Analysis models to be applied for SPR calculation</li> <li>Changes to TOMS and score reporting systems to reflect SPR score</li> <li>Change applied to State Student Data file</li> <li>Change applied to Individual Score Report (ISR)</li> </ul>	
	<b>Cost 2014:</b>	<b>\$ 188,159</b>
8	<u>Quantiles:</u> Changing to add Quantiles calculation back in to scope for 2014 PAWS Reporting	
	<b>Cost 2014:</b>	<b>\$ 85,000</b>
9	Item Development: Item Development tasks for 3 <sup>rd</sup> Development cycle to carry into 2015 <ul style="list-style-type: none"> <li>Style Guide Development update</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Item Development Planning</li> <li>• Passage Development</li> <li>• Prompt Development</li> <li>• Program Management staffing as required</li> </ul>	
	<b>Cost 2014:</b>	<b>\$ 494,122</b>
	<b>TOTAL COST OF AMENDMENT #2</b>	<b>\$1,452,225</b>
	<b>TOTAL of ALL CHANGES: Contract, Amendment #1 and Other Changes</b>	<b>(\$1,452,225)</b>
	<b>NET COST OF ADDITIONS TO SCOPE – including the tasks listed above, which is to be included in Amendment 2</b>	<b>\$ 0.00</b>

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**ATTACHMENT D**  
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**General Description**

As the Wyoming legislature is expected to use 2014 to study the future of the Wyoming state assessment system ETS has been asked to extend the current scope of work to encompass development and administration of the 2015 & 2016 PAWS and SAWS assessments as well as item and test form review and build in preparation for a 2017 administration, should such be needed. This amendment will encompass two operational administration cycles (2015 & 2016) and three development cycles (2015, 2016 and 2017).

**Detailed Table of Tasks/Scope Changes/Costs/Savings**

<b>Task #</b>	<b>Description</b>	<b>Scope change</b>	<b>Cost/(Savings)</b>
<b>Amended Statement of Work from Contract dated 5/31/2012</b>			
1	Test Development		\$ 14,752
	ETS will be responsible for 3 cycles all test construction and psychometric work including: <ul style="list-style-type: none"> <li>• Review only blueprints and specifications (for 2015, 2016 and 2017 administrations). No development work on Blueprints and specifications expected</li> <li>• Select linking sets</li> <li>• Select operational items for forms and draft test maps for 2015, 2016, and 2017 admin</li> <li>• Select field test items and create final test maps for 2015, 2016, and 2017 admin</li> </ul>		
2	Item and Prompt Development		\$ 2,549,724
	ETS will produce items for PAWS & SAWS that are aligned with the 2012 Content and Performance Wyoming Standards (Common Core State Standards/CCSS). Tasks include reviewing the item writer's guides, and developing items/prompts for SAWS which reflect the processes required to perform specific tasks. <ul style="list-style-type: none"> <li>• Number of items to be developed, aligned and/or reviewed for any one administration (2015, 2016 and 2017)               <ul style="list-style-type: none"> <li>○ PAWS: 2015: 2,056; 2016: 2,056; 2017: 2,056</li> <li>○ SAWS: 2015: 35, 2016: 35; 2017: 35</li> </ul> </li> <li>• Produce text complexity analysis as specified in Common Core State Standards (CCSS) to include Lexile and Qualitative for 2016 and beyond</li> </ul>		
		Scope change: none	
3	Test Design		\$ 572,705
	ETS will develop one operational test form per grade per subject for each spring administration. (2015: PAWS R&M: grades 3-8, PAWS S: grades 4&8 and SAWS grades 3,5,7 and 2016: PAWS R&M: grades 3-8, PAWS S: grades 4&8 and SAWS grades 3,5,7 and 2017: PAWS R&M: grades 3-8, PAWS S: grades 4&8 and SAWS grades 3,5,7) Field test items will be embedded within each operational form, 10 versions for 2015, 10 versions for 2016, 10 versions for 2017. 6 versions SAWS 2015, 2016 and 2017 forms.		
		Scope change: none	
4	Accessibility		\$ 576,844
	ETS is responsible for meeting approved industry standards in the development of Special Test Forms, including one form per grade per subject. Large Print and Braille will be provided for all content areas in all grades, English and Spanish Audio will be provided for Math grades 3-8 and Science grades 4 and 8. A Spanish Audio will be provided for the operational and field test items for SAWS (grades 3, 5 and 7) in 2015		

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	and 2016.	
	Scope Change: none	
5	Review committees	\$ 1,283,545
	ETS will provide staff to facilitate committee review meetings such as Item, Bias, and Data reviews for all assessments (PAWS R-M-S, SAWS). ETS will provide all materials, arrangements, accommodations, and committee meeting costs (inclusive of teacher stipends when applicable, specific meeting materials required, etc.) per the contract. ETS will provide 2 -2 1/2 days for Item Review (summers 2014, 2015, 2016), 1 day for Bias Review (Summers 2014, 2015, 2016), and 1 day for Data Review in summer of 2015 and 2016.	
	Scope Change: none	
6	Test Security	\$ 35,510
	ETS will safeguard test design and form development from unauthorized access, disclosure, modification or destruction. ETS will maintain security of the item bank at all meetings, in order to produce secure items and test forms. In addition, during the scoring process ETS will use a software program to detect potential cheating. ETS will develop a Breach of Security form to be available to schools and will provide a Security Results Report at the conclusion of each administration, in addition to, an Erasure Analysis Report by school, grade, and subject area.	
	Scope Change: none	
7	Test Materials	\$ 4,497,236
	ETS shall produce for the 2015 and 2016 Admin, in estimated numbers with overages of 10% per the SOW in the contract: all required scannable and non-scannable test books, Answer Documents, special test forms and kits (Audio, Large Print, Braille, and Spanish Audio Versions), training materials, technical manuals, project plans, ancillary materials, Test Coordinator Manuals and kits, Directions for Administration, Interpretive Guides for each assessment, Pre-ID labels, student rosters, and scannable headers. WDE to have the ability to review and edit all materials. Electronic versions will be made available.	
	Scope Change: none	
8	Test Administration Training	\$ 90,285
	Design, produce and conduct 2015 & 2016 training webinars, interactive modules and materials, as well as in-person training for WY test administrators and assessment coordinators in cooperation with WDE. Two one-day Face-to-Face BC training session will be conducted in early 2015 & 2016 for BC training and video-based TOMS training will occur. Electronic version of training materials will be provided for posting to the Web, and WDE will provide video recordings of face-to-face training sessions when available and post to web.	
	Scope Change: none	
9	Test Administration	\$ 1,295,207
	PAWS 2015: Provide assessments in paper and pencil for Grades 3-8. For Science, Grades 4, 8. (grades 3-5 scannable booklets, 6-8 answer sheets and standard test booklets) SAWS 2015: Provide a paper and pencil assessment for grades 3, 5 and 7. PAWS 2016: Provide assessments in paper and pencil for Grades 3-8. For Science, Grades 4, 8. (grades 3-5 scannable booklets, 6-8 answer sheets and standard test booklets) SAWS 2016: Provide a paper and pencil assessment for grades 3, 5 and 7.	
	Scope Change: none	
10	Scoring	\$ 2,213,007
	For 2015 & 2016 administration: Maintain current scale for content domains of reading, mathematics, and science using equating and scaling. Maintain "vertical scales" to provide a means to measure individual student incremental growth toward proficiency in reading and math. Match student scale score to Proficiency Level using WY approved cut scores. Include State Percentile Ranking scores. Scored student responses are to be associated with WY district, school, and WISER IDs.	
	Scope Change: none	
11	Data Management: ETS to maintain all data files consistent with professional standards	\$ 808,938
	For 2015 & 2016 administration: Maintain files for future storage and transmission to WDE in mutually-agreed upon format. Generate and maintain student data results for each assessment. Provide WDE with the Final Results Data File, State Data File and District Data File in an agreed to format and in a timely manner for AYP reporting. Draft layouts to be approved by WDE. ETS will check for accuracy and consistency of all	

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	student level data on all data files prior to submission to WDE. Any discrepancies found after WDE verification shall be resolved to satisfaction of WDE at ETS expense. Provide student level raw score, sub-category based points earned/points which are linked with the Common Core-based Wyoming Standards of 2012.	
12	<b>Psychometric Services</b>	\$ 640,351
	For 2015 & 2016 administration: Perform all psychometric and statistical analysis of all assessment data to be included in corresponding Technical Manuals. Use 1-parameter (Rasch) IRT model for all psychometric analyses. Provide for interpretation of student performance longitudinally from grade to grade and year to year. Conduct content validity studies to address content-related validity, concurrent validity of state assessments with other variables, construct validity, student responses processes, internal structure and dimensionality, and predictive, consequential, and other types of validity evidence. Complete classical item analysis, including classical item difficulty (p-value), percentage of students choosing each response option, item-total correlation and distracter-total correlation. Conduct differential (DIF) item functioning analysis. Work with WDE to ensure that all data reported in the current data files continues to be provided. Work with WDE to develop scientifically-based sampling plan so that data samples are representative of the target test-taking population. Implement 2014 SAWS Grades 5 & 7 scale. Implement SAWS Grade 3 scale based on 2014 Grade 5 & 7 SAWS scaling. Produce PAWS & SAWS Technical Manual	
	Scope Changes: none	
13	<b>Reporting</b>	\$ 1,159,127
	For 2015 & 2016 administration: Produce and deliver 2 copies of paper Individual Student Reports with test results – one copy for parents/guardians and copy for student files. Reports are to be delivered to districts. ETS to produce electronic Student Data Files and an Erasure Report. Interpretive Guides to be produced in English. Reports are to be approved by WDE before distribution on a timeline that is based on a mutually-agreed upon schedule.	
14	<b>Master Schedule</b>	\$ 603,734
	For 2015 & 2016 administration: Create a Master Schedule for each assessment test (PAWS and SAWS) for the 2015 & 2016 year. Specify plan for production and delivery of assessment materials according to this schedule. Maintain electronically-based item bank to store, track, and manipulate all test items and related information. Item bank to enable future export or transfer of the data usable on other systems. Provide Test Archive Documents and final Item Bank update on or before September 15 <sup>th</sup> of 2016. PAWS and SAWS to be administered during a time determined by WDE, generally between March and May of 2015 & 2016 respectively. PAWS Final Results Data files to be delivered on or before July 1. SAWS Final Results Data files to be delivered on or before Aug 1. Provide PAWS/SAWS ISRs (and in PDF) on or before Aug 31. PAWS and SAWS Interpretive Guide (combined) to be delivered on or before September 1. PAWS and SAWS Technical Manual to be delivered on or before Aug 1. Deliverable dates are applicable for both 2015 and 2016 admin years.	
15	<b>Management Meetings</b>	\$ 894,655
	Provide a schedule for meetings to manage the contract and the deliverables. Ensure appropriate staff participation, identify meeting goals, and prepare agendas and meeting notes. Cost effective strategies are to be used for all meetings but two face-to-face meetings per academic year (both 2014-15 and 2015-2016) are to take place.	
16	<b>Management Reports</b>	\$ 4,670
	Prepare Weekly Status Reports via the minutes of scheduled weekly ETS-WDE meetings and deliver documented notes weekly. Ensure the plan for each assessment that incorporates the development schedules for the deliverables of the contract are covered. Include details on item development, form developments, test material production and delivery, training material creation and workshops, test administration, material retrieval and processing, psychometric analysis, scoring, meetings and transition at both the beginning and the end of the contract.	
17	<b>Management Plan</b>	\$ 143,255

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	Provide detailed and comprehensive management plan and a proposed timeline covering all the tasks needed. Provide a Gantt chart for each assessment component depicting timeline for major tasks and subtasks, including deliverables, key activities, and person(s) directly responsible. Define duties of management team, program staff and detail the management of subcontractors and timelines. The time period is July 1, 2014 through December 31 2016.	
	Scope Change: none	
18	<b>Staffing</b>	\$ 471,642
	No changes to key personnel shall occur without WDE written approval. Subcontractors are the responsibility of prime contractor. Subsidiaries that are separately incorporated shall be clearly identified and treated as subcontractors. Assure adequate program staffing.	
	Scope Change: none	
19	<b>Communication</b>	\$ 5,996
	Maintain close and constant communication with the WDE and keep them informed of communication problems that could affect contract deliverables. Propose communication plan for duration of contract that covers the process of solving problems that arise that could affect any deliverable.	
	Scope Change: none	
20	<b>Customer Service and Technical Support</b>	\$ 163,265
	Establish call center with staff trained in each assessment. Respond to emails and calls left in voice mail within one working day of receipt. For all calls coming into Call Center, time on hold for any individual caller cannot exceed ten minutes of wait time. Maintain call logs; summarize complaints and questions from schools or districts regarding services and products. Develop scripts and referral guides for technical support staff, submitted to WDE for approval. Develop Customer Satisfaction Survey to be provided to each call center user and produce quarterly reports that summarize, evaluate, and analyze questions and complaints. Staff the toll-free help line and email technical support service available year-round.	
	Scope Change: none	
21	<b>Cost Management</b>	\$ 159,269
	Monitor and maintain cost control for each assessment's contract deliverables. Provide suggestions for improving the efficiency of the work.	
	Scope Change: none	
22	<b>Transition</b>	\$ 233,421
	Address all of the activities listed in the Transition Plan and how the transition of critical documents and materials will be transferred in an organized manner for two contractual transitions: 1) first year of new contractor to be focused on transition activities; and 2) at the end of the contract period assist WDE for successful transition to future contractor. Provide a transition plan for WDE approval that includes activities for both transitions. Provide a detailed timeline for the transition of all critical documents.	
	Scope Change: none	
<b>SUB TOTAL</b>		<b>\$ 18,417,138</b>
1	<b>Standard Setting Summer 2015</b>	<b>\$ 81,715</b>
1.0	Prepare materials, facilitate meetings and produce reports for one-time standard settings for the state assessment system for SAWS, Grade 3. Sessions to be held in Wyoming. ETS to pay for all meeting costs – honoraria, lodging, meals, and travel for WY educators/stakeholders. General assumptions: 2-day standard setting panel meetings; ½ day articulation panel except where noted.	
1.1	SAWS grades 3. 1 Panel (nine people per panel) and 1 articulation panel (3 people)	
1.2	Standard Setting method is to be based on 2014 standard setting and approved by WDE	
	Scope Change: none	
2	<b>2015 PAWS/SAWS Validation Study</b>	<b>\$ 122,636</b>
2.0	Prepare materials, facilitate meeting and produce report for one-time Validation Study meeting. Session to be held in Wyoming. ETS to pay for meeting costs – honoraria, lodging, meals, and travel for WY educators/stakeholders. General assumptions: 3 day panel for Math and 4 day panel for Reading and Writing with 12 people per panel.	

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3	2014 ALT Validation Study changes		(28,389)
3.0	Cancellation of 2014 ALT validation study: Late cancel fee (75%) applied by Hotel, ETS staff and labor applied to preparing for Study, Materials created for WDE use and shipping all result in applicable credit to WDE (Original price minus costs incurred = applicable credit applied here).		
		<b>TOTAL</b>	<b>\$ 18,593,100</b>

Wyoming Revised Billing Schedule ( includes initial contract, amendment plus 2015 & 2016 extension)

Task	2011-12		2012-13			2013-14				2014-2015				2015-2016				2016-2017		Total	
	July 1	October 1	January 1	April 1	July 1	October 1	January 1	April 1	July 1	October 1	January 1	April 1	July 1	October 1	January 1	April 1	July 1	October 1	January 1		
1 Test Development	\$ 14,420	\$ -	\$ -	\$ 46,579	\$ 22,878	\$ 33,798	\$ 113,194	\$ 102,945	\$ 105,055	\$ 586,050	\$ 49,391	\$ 1,817	\$ 1,817	\$ 1,871	\$ 1,871	\$ 1,871	\$ 1,871	\$ -	\$ -	\$ -	\$ 1,085,429
2 Item Development	\$ 502,321	\$ 99,915	\$ 99,915	\$ 179,120	\$ 337,963	\$ 29,345	\$ 55,798	\$ 8,754	\$ 8,770	\$ 751,876	\$ 228,894	\$ 228,894	\$ 228,894	\$ 278,249	\$ 276,814	\$ 260,240	\$ 260,240	\$ 18,550	\$ 17,071	\$ -	\$ 3,871,626
3 Test Design	\$ 79,762	\$ 20,836	\$ 21,162	\$ 617,364	\$ 331,375	\$ 250,798	\$ 144,480	\$ 127,696	\$ 132,626	\$ 178,702	\$ 49,903	\$ 36,969	\$ 36,969	\$ 95,923	\$ 95,923	\$ 44,230	\$ 44,230	\$ 53,245	\$ 53,245	\$ -	\$ 2,415,438
4 Accessibility	\$ -	\$ 24,784	\$ 24,784	\$ 223,908	\$ 163,733	\$ 107,754	\$ 89,704	\$ 89,401	\$ 127,056	\$ 58,597	\$ 65,439	\$ 215,722	\$ 988	\$ 3,037	\$ 66,320	\$ 222,699	\$ 1,330	\$ 1,213	\$ 2,324	\$ -	\$ 1,488,791
5 Review Committees	\$ 6,326	\$ 218,515	\$ 22,719	\$ 121,478	\$ 96,704	\$ 220,417	\$ 4,001	\$ 119,814	\$ 89,388	\$ 216,006	\$ 30,542	\$ 18,196	\$ 65,324	\$ 484,799	\$ 66,695	\$ 23,770	\$ 72,315	\$ 274,031	\$ 44,214	\$ -	\$ 2,195,254
6 Test Security	\$ 1,548	\$ 2,753	\$ 2,753	\$ 2,753	\$ 2,792	\$ 3,011	\$ 3,011	\$ 3,011	\$ 3,603	\$ 2,311	\$ 3,803	\$ 5,865	\$ 5,513	\$ 2,381	\$ 3,917	\$ 6,041	\$ 5,679	\$ -	\$ -	\$ -	\$ 6,704,745
7 Test Materials	\$ 51,712	\$ 105,678	\$ 253,042	\$ 612,825	\$ 411,473	\$ 321,102	\$ 283,287	\$ 356,253	\$ 401,313	\$ 156,431	\$ 454,601	\$ 1,465,586	\$ 102,256	\$ 66,732	\$ 592,370	\$ 1,511,944	\$ 107,647	\$ 15,924	\$ 250,842	\$ -	\$ 7,521,017
8 Test Administration Training	\$ -	\$ 6,203	\$ 6,203	\$ 13,552	\$ 6,201	\$ 6,476	\$ 6,476	\$ 13,587	\$ 6,476	\$ 1,436	\$ 18,744	\$ 22,859	\$ 1,436	\$ 1,479	\$ 19,307	\$ 23,546	\$ 1,479	\$ -	\$ -	\$ -	\$ 155,459
9 Test Administration	\$ 115,962	\$ 98,185	\$ 140,087	\$ 140,087	\$ 113,055	\$ 97,071	\$ 97,071	\$ 97,071	\$ 107,239	\$ 63,394	\$ 87,616	\$ 272,410	\$ 259,571	\$ 29,961	\$ 81,046	\$ 271,393	\$ 258,168	\$ -	\$ -	\$ -	\$ 2,329,384
10 Scoring	\$ 181,268	\$ -	\$ 100,814	\$ 94,646	\$ 0	\$ 15,875	\$ 9,598	\$ 9,598	\$ 79,764	\$ 130,104	\$ 168,490	\$ 735,406	\$ 173,757	\$ 78,845	\$ 171,073	\$ 546,538	\$ 112,593	\$ 36,180	\$ 60,022	\$ -	\$ 2,704,570
11 Data Management	\$ -	\$ 17,520	\$ 17,520	\$ 17,520	\$ 17,519	\$ 18,166	\$ 18,166	\$ 18,166	\$ 17,677	\$ 62,362	\$ 88,854	\$ 87,733	\$ 88,401	\$ 129,837	\$ 97,056	\$ 90,369	\$ 91,057	\$ 67,570	\$ 5,697	\$ -	\$ 951,192
12 Psychometrics Services	\$ -	\$ 71,233	\$ 72,869	\$ 74,446	\$ 71,017	\$ 58,684	\$ 63,277	\$ 66,056	\$ 60,370	\$ 64,807	\$ 69,822	\$ 80,644	\$ 168,172	\$ 138,881	\$ 98,852	\$ 58,453	\$ 66,127	\$ 49,389	\$ 36,917	\$ -	\$ 1,370,015
13 Reporting	\$ 65,147	\$ 21,892	\$ 21,892	\$ 21,892	\$ 93,746	\$ 22,328	\$ 22,328	\$ 22,328	\$ 92,163	\$ 45,845	\$ 48,974	\$ 246,912	\$ 156,285	\$ 107,559	\$ 57,111	\$ 254,329	\$ 160,980	\$ 76,134	\$ 11,381	\$ -	\$ 1,549,227
14 Master Schedule	\$ 269,376	\$ 28,723	\$ 27,984	\$ 27,984	\$ 42,181	\$ 18,146	\$ 18,146	\$ 18,146	\$ 40,139	\$ 78,237	\$ 72,096	\$ 97,048	\$ 58,795	\$ 46,705	\$ 74,469	\$ 100,823	\$ 61,420	\$ 20,767	\$ 20,767	\$ -	\$ 1,121,953
15 Management Meetings	\$ 283,953	\$ 87,007	\$ 62,531	\$ 139,077	\$ 56,740	\$ 79,245	\$ 65,234	\$ 145,941	\$ 72,265	\$ 130,936	\$ 151,240	\$ 72,931	\$ 68,388	\$ 139,275	\$ 148,522	\$ 76,312	\$ 71,633	\$ 94,639	\$ 75,524	\$ -	\$ 2,021,393
16 Management Reports	\$ 38,514	\$ 17,983	\$ 15,617	\$ 15,617	\$ 13,253	\$ 16,276	\$ 16,276	\$ 16,276	\$ 16,276	\$ 13,851	\$ 16,782	\$ 251	\$ 251	\$ 774	\$ 1,032	\$ 258	\$ 258	\$ 798	\$ 798	\$ -	\$ 201,140
17 Management Plan	\$ 52,125	\$ 16,078	\$ 14,835	\$ 14,835	\$ 13,592	\$ 15,587	\$ 15,587	\$ 15,587	\$ 15,587	\$ 816	\$ 19,486	\$ 19,486	\$ 19,486	\$ 10,452	\$ 21,753	\$ 20,072	\$ 20,072	\$ 9,900	\$ 1,731	\$ -	\$ 317,068
18 Staffing	\$ 97,768	\$ 45,103	\$ 42,681	\$ 41,570	\$ 36,928	\$ 45,588	\$ 45,588	\$ 45,588	\$ 41,212	\$ 114,352	\$ 110,110	\$ 45,427	\$ 45,427	\$ 69,521	\$ 60,722	\$ 47,625	\$ 47,625	\$ 26,918	\$ 25,399	\$ -	\$ 1,035,154
19 Communication	\$ 6,417	\$ 2,684	\$ 2,354	\$ 2,354	\$ 2,024	\$ 2,444	\$ 2,444	\$ 2,444	\$ 2,446	\$ -	\$ 2,954	\$ -	\$ -	\$ -	\$ 3,042	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 31,607
20 Customer Service and Technical Support	\$ -	\$ 7,413	\$ 7,413	\$ 7,413	\$ 7,415	\$ 7,636	\$ 7,636	\$ 7,636	\$ 366	\$ 9,619	\$ 20,359	\$ 20,359	\$ 22,149	\$ 13,877	\$ 24,940	\$ 20,971	\$ 22,815	\$ 4,088	\$ 4,088	\$ -	\$ 216,193
21 Cost Management	\$ 4,460	\$ 2,999	\$ 2,535	\$ 2,535	\$ 2,371	\$ 2,647	\$ 2,647	\$ 2,647	\$ 2,846	\$ 1,329	\$ 26,463	\$ 24,890	\$ 24,890	\$ 1,894	\$ 27,531	\$ 25,637	\$ 25,637	\$ 1,950	\$ 1,950	\$ -	\$ 187,858
22 Transition	\$ 77,143	\$ 2,911	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,080	\$ 57,956	\$ -	\$ 18,384	\$ 52,881	\$ 43,730	\$ 339	\$ 19,275	\$ 54,120	\$ 44,693	\$ -	\$ 416,511
<b>Total</b>	<b>\$ 1,848,222</b>	<b>\$ 898,415</b>	<b>\$ 959,710</b>	<b>\$ 2,417,554</b>	<b>\$ 1,842,960</b>	<b>\$ 1,372,394</b>	<b>\$ 1,083,949</b>	<b>\$ 1,288,944</b>	<b>\$ 1,422,637</b>	<b>\$ 2,712,141</b>	<b>\$ 1,842,519</b>	<b>\$ 3,699,406</b>	<b>\$ 1,547,153</b>	<b>\$ 1,754,933</b>	<b>\$ 2,034,098</b>	<b>\$ 3,607,460</b>	<b>\$ 1,452,451</b>	<b>\$ 805,415</b>	<b>\$ 656,663</b>	<b>\$ -</b>	<b>\$ 33,247,024</b>

**INFORMATION TECHNOLOGY (IT)  
PROFESSIONAL SERVICES CONTRACT BETWEEN  
STATE OF WYOMING, DEPARTMENT OF EDUCATION, ASSESSMENT  
DIVISION AND AMERICAN INSTITUTES FOR RESEARCH**

1. **Parties:** The parties to this Contract are the State of Wyoming, Department of Education, Assessment Division, 2300 Capitol Ave., Hathaway Building 2<sup>nd</sup> Floor Cheyenne, WY 82002 [Agency] and American Institutes for Research 1000 Thomas Jefferson St, NW Washington, D.C., 20007 [Contractor].
2. **Purpose of Contract:** The purpose of this Contract is to set forth the terms and conditions by which the Contractor shall provide and implement educational assessment services. These services, as fully described in the Scope of Work (Attachment A) herein made part of this Contract, include, but are not limited to test administration, data analyses, and scoring reports for the Wyoming alternate assessment program.
3. **Term of Contract and Required Approvals.** This Contract is effective when all parties have executed it and all required approvals have been granted [Effective Date]. The term of the Contract is from the Effective Date through December 31, 2016. All services shall be completed during this term. This Contract may be renewed once by agreement of both parties in writing and subject to the required approvals. There is no right or expectation of renewal and any renewal will be determined at the discretion of the Agency.

By law, contracts for professional or other services must be approved by the Attorney General and A&I Procurement, Wyo. Stat. § 9-1-403(b)(v), and all contracts for services costing over one thousand five hundred dollars (\$1,500.00) must be approved by the Governor or his designee as well, Wyo. Stat. § 9-2-1016(b)(iv).

**A. Extensions and renewals**

- (i.) The Contract may be renewed for one (1) successive terms of one (1) year each, by agreement of both parties in writing and subject to the required approvals and biennium budget authorization through December 2017. In the event the Agency so chooses to extend this Contract for the option years, said option years shall be performed according to and based on the contractual arrangement in place at the end of original Contract expiration date. During this period, the Contractor will perform all services, as fully described in the Statement of Work (Attachment A).
4. **Payment.** Agency agrees to pay Contractor for the services described with the Statement of Work (Attachment A). The total payment under this Contract shall not exceed one million four hundred and twenty five thousand dollars and no cents (\$1,425,000.00).

Payments of invoices will be based upon the Contractor successfully completing the deliverables within the stated deadlines, and upon the Agency's written acceptance of the deliverables and/or services. Payment shall be made pursuant to Wyo. Statute 16-6-602. No payment shall be made for services performed before the date upon which the last required signature is affixed to this Contract. The source of funds for this Contract is the from 15-001-206-1252-120 and 15-009-205-4601-009 budgets.

**A. Invoice Payment.** The Agency will remit payment of invoices to the Contractor in accordance with the Statement of Work, (ATTACHMENT A).

**B. Payment Retained.** The Agency shall withhold (retain) ten percent (10%) of all payments to be used if the Contractor should miss providing the deliverables within the stated deadlines, inability to meet the milestones or performance requirements as stated in the Statement of Work, (Attachment A), or other Attachments incorporated within this Contract, or for not providing acceptable deliverables. The 10% withholding shall be held until the Contractor successfully completes the deliverables within the stated deadlines and/or services are implemented into production and the Agency has given written acceptance of the final product to include all written documentation. All costs for hardware, software, or other direct costs such as travel and expenses shall be paid in full.

Payments of invoices will be based upon the Contractor meeting the stated deadlines and upon the State's acceptance of the deliverables. Should the Contractor fail to comply with the provisions of the Contract, payment for portions of the Contract will be withheld until such time as the Contract terms have been implemented. Administrative, contractual, and/or legal remedies, as determined by the Wyoming Attorney General, will be implemented, if it appears the Contractor has breached or defaulted on the Contract.

**C. Final Product Clause.** At any time, but prior to Acceptance of the deliverables and/or services, the Parties agree that should the deliverables and/or Services materially fail to perform substantially in compliance with the Agency's Specifications, the Contractor's liability in such an event shall be to return all fees paid by the Agency to that point. Prior to Acceptance, such termination decision shall be at the sole discretion of the Agency and is in addition to any other Termination provisions contained within this Contract.

**5. Responsibilities of Contractor.** The services provided by Contractor are described in the Statement of Work (Attachment A) which is made part of this Contract pursuant to Section 8.K. of this Contract,

**6. Responsibilities of Agency.** The responsibilities of the Agency are described the Statement of Work, (Attachment A).

## 7. **Special Provisions.**

- A. Conflicting Language.** Contract language in this document will have precedence and control over any language contained within Statement of Work (Attachment A) that conflicts with the signed and fully executed Contract.

In the event of a conflict between the Contract, Statement of Work (Attachment A), or any other document incorporated by reference, the following order of documents shall govern, in the order listed: (1) the Contract, (2) Statement of Work (Attachment A), then any other document incorporated by reference. In case of conflict any clarification must be mutually agreed upon in writing and will govern the contractual relationship between the parties.

- B. Limitation of Payments.** The Agency's obligation to pay the Contractor for services rendered pursuant to this Contract is conditioned upon the availability of state or federal government funds which are allocated to pay the Contractor. If funds are not allocated and available for the Agency to pay the Contractor for these services, the Agency may terminate this Contract at the end of the period for which the funds are available.

The Agency shall notify Contractor at the earliest possible time if this Contract will or may be affected by a shortage of funds. No liability shall accrue to the Agency in the event this provision is exercised, and the Agency shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section. This provision shall not be construed so as to permit the Agency to terminate this Contract to acquire similar services from another party.

- C. Monitor Activities.** The Agency shall have the right to monitor all Contract related activities of the Contractor and all subcontractors. This shall include, but not be limited to, the right to make site inspections at any time, to bring experts and consultants on site to examine or evaluate completed work or work in progress, and to observe all Contractor personnel in every phase of performance of Contract related work.

- D. No Finder Fees.** No finder's fee, employment agency fee, or other such fee related to the procurement of this Contract shall be paid by either party.

- E. Publicity.** Any publicity given to the program or services provided herein, including, but not limited to, notices, information, pamphlets, press releases, research, reports, signs, and similar public notices prepared by or for the

Contractor, shall identify the Agency as the sponsoring agency and shall not be released without prior written approval from the Agency.

- F. System Failure or Damage.** In the event of system failure or damage, as defined in this paragraph, directly caused in whole or in part as a result of the services provided by the Contractor, Contractor agrees to use its best efforts to restore the system to operational capacity. System failure or damage for purposes of this Contract shall mean the inability of any mechanism provided by the Contractor pursuant to the terms of this Contract, to operate properly and, as a result of its failure to operate properly, critical government functions, including sending and receiving data information, are unable to be performed.
- G. Use of Subcontractors.** The Contractor shall be wholly responsible for performance of the entire Contract whether or not subcontractors are used. In any event, whether there are subcontracting or joint venture arrangements or not, a prime Contractor shall be designated and the prime Contractor shall sign this Contract. The Agency reserves the right to reject any named subcontractor or any subcontractor relationship. The Contractor shall not enter into any subcontracts or joint venture arrangement for any of the work proposed under this Contract without prior written acceptance from the Agency.
- H. Warranty of the Deliverables.** The Contractor shall warrant that all services will be performed on a timely basis in a professional, workmanship like manner.

The State requires a MINIMUM warranty period of twelve (12) months for all information technology contracts with Executive Branch agencies for developmental software, workflow process applications and consulting engagements (with a warranty and/or deliverable). The warranty period shall begin at the time the software/application/consulting has been tested and accepted by the Agency. During the warranty period, the Contractor shall be responsible to correct (at their expense) any problems, defects, and/or deficiencies reported by Agency, which do not meet the agreed upon software/application/consulting specifications.

- I. Project Representative.** All project management and coordination for the Agency shall be through a single point of contact designated as the Project Representative. The Agency Project Representative for this project is Pari Swanson.

Any and all work performed under this Contract shall be subject to approval and acceptance by the Agency Project Representative. In no instance shall the Contract Between the State of Wyoming, Department of Education, Assessment Division,

And American Institutes for Research

Contractor's staff refer any matters to any Agency Director or Deputy Directors or any other official in Wyoming unless initial contact, both verbal and in writing, regarding the matter has first been presented to the Agency Project Representative. This does not prevent the Contractor from communicating with the Agency's Executive Leadership within the Governor's office with appropriate coordination with the Agency Project Representative (courtesy).

All correspondence from the Contractor shall be addressed directly to the Agency Project Representative. The Agency Project Representative or his designee shall be responsible for corresponding and arranging meetings with Agency personnel and outside Agencies and associations.

The Agency Project Representative shall document performance of the Contractor as to the satisfaction of any deliverables required to meet the requirements of the Contract.

The Contractor will be required to perform their work in compliance with Agency technology standards, policies, and procedures; as well as any applicable Federal guidelines.

- J. Change Control Management.** The Contractor must maintain a change control process with all changes and must be approved through the Agency's change control board. The change control process shall include the reason for the change, a complete description of work to be performed, an estimate of time and cost to complete the change, a completion date for the change and an impact analysis indicating ramifications or impact to the project.

If unforeseen circumstances arise where a dispute resolution might be needed, Contractor will submit in writing a description of the problem and proposed resolution to the Agency Project Representative for his consideration. If change orders are needed, the Contractor agrees to continue at the hourly rate specified in the Statement of Work, (ATTACHMENT A).

In the event it is determined that a change to the Statement of Work (Attachment A) is required, a Contract amendment shall be made to the Contract in accordance to the Contract. The change request shall be used by the Contractor as the justification for a change to the Statement of Work.

- K. Ownership and Disposition of Agency Owned Data.** Agency shall own all state data that may reside within the Contractor's hosting environment and/or equipment/media. Upon termination of the services, for any reason, the

Contract Between the State of Wyoming, Department of Education, Assessment Division,  
And American Institutes for Research

Contractor agrees to return all original state owned data and any derivative work to the Agency in a usable format. Delivery must be through a secured electronic transmission or by parcel service that utilizes tracking numbers.

Following the Agency's verified receipt of the original state owned data and any derivative work, the Contractor agrees to physically and/or electronically destroy or erase all residual state owned data regardless of format from the entire Contractor's technology resources and any other storage media or areas. This includes, but is not limited to, all production copies, test copies, backup copies and /or printed copies of information created on any other servers or media and at all other Contractor sites. The Contractor will provide a record of data destruction to the Agency for inspection and records retention no later than 30 days after destruction.

If, for any reason, the state owned data cannot be returned and/or destroyed upon termination of services, the Contractor agrees to notify the Agency with an explanation as to the conditions which make return and/or destruction impossible. Upon mutual agreement by both parties that the return and/or destruction of the data is not possible or feasible, the Contractor shall make the state owned data inaccessible to those purposes that make the return or proper destruction impossible. The Contractor shall provide to the Agency a detail description as to the procedures and methods used to make the state owned data inaccessible no later than 30 days after making the data inaccessible.

## **8. General Provisions.**

- A. Amendments.** Any changes, modifications, revisions or amendments to this Contract which are mutually agreed upon by the parties to this Contract shall be incorporated by written instrument, executed and signed by all parties to this Contract.
  
- B. Applicable Law/Venue.** The construction, interpretation and enforcement of this Contract shall be governed by the laws of the State of Wyoming. The Courts of the State of Wyoming shall have jurisdiction over this Contract and the parties, and the venue shall be the First Judicial District, Laramie County, Wyoming. The parties intend and agree that the State of Wyoming and the Agency do not waive sovereign immunity by entering into this Contract, and specifically retain immunity and all defenses available to them as sovereigns pursuant to Wyo. Stat. ' 1-39-104(a) and all other state law.

- C. Assignment/Contract Not Used as Collateral.** Neither party shall assign or otherwise transfer any of the rights or delegate any of the duties set forth in this Contract without the prior written consent of the other party. The Contractor shall not use this Contract, or any portion thereof, for collateral for any financial obligation, without the prior written permission of the Agency.
- D. Audit/Access to Records.** The Agency and any of its representatives shall have access to any books, documents, papers, and records of the Contractor which are pertinent to this Contract.
- E. Availability of Funds.** Each payment obligation of the Agency is conditioned upon the availability of government funds which are appropriated or allocated for the payment of this obligation. If funds are not allocated and available for the continuance of the services performed by the Contractor, the Contract may be terminated by the Agency at the end of the period for which the funds are available. The Agency shall notify the Contractor at the earliest possible time of the services which will or may be affected by a shortage of funds. No penalty shall accrue to the Agency in the event this provision is exercised, and the Agency shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section. This provision shall not be construed to permit the Agency to terminate this Contract to acquire similar services from another party.
- F. Award of Related Contracts.** The Agency may undertake or award supplemental or successor contracts for work related to this Contract. The Contractor shall cooperate fully with other contractors and the Agency in all such cases.
- G. Certificate of Good Standing.** Contractor shall provide Certificate of Good Standing verifying compliance with the unemployment insurance and workers' compensation programs prior to performing work under this Contract.
- H. Compliance with Law.** The Contractor shall keep informed of and comply with all applicable federal, state and local laws and regulations in the performance of this Contract.
- I. Confidentiality of Information.** All documents, data compilations, reports, computer programs, photographs, and any other work provided to or produced by the Contractor in the performance of this Contract shall be kept confidential by the Contractor until publicly released by the Agency or until written permission is granted by the Agency for its release.

Records shall be made available in response to requests received under the Freedom of Information Act only when such information may be released in compliance with 45 CFR 5.61, et seq., and all other applicable federal and state statutes and regulations.

Records shall not be disclosed or used for any purpose, except when permitted by Wyo. Stat. ' 42-2-111 and all other applicable federal and state statutes and regulations and when such disclosure or use is required by law.

Unless otherwise required by law, all records and other information pertinent to this Contract shall be confidential and the custodian of such records shall deny access to those records in accordance with Wyo. Stat. ' 16-4-203(d).

**J. Conflicts of Interest.**

- (i.) Contractor shall not engage in providing consultation or representation of clients, agencies or firms which may constitute a conflict of interest which results in a disadvantage to the Agency or a disclosure which would adversely affect the interests of the Agency. Contractor shall notify the Agency of any potential or actual conflicts of interest arising during the course of the Contractor's performance under this Contract. This Contract may be terminated in the event a conflict of interest arises. Termination of the Contract will be subject to a mutual settlement of accounts. In the event the Contract is terminated under this provision, the Contractor shall take steps to insure that the file, evidence, evaluation and data are provided to the Agency or its designee. This does not prohibit or affect the Contractor's ability to engage in consultations, evaluations or representation under agreement with other agencies, firms, facilities, or attorneys so long as no conflict exists.
- (ii.) A conflict of interest warranting termination of the Contract includes, but is not necessarily limited to, representing a client in a adversarial proceeding against the State of Wyoming, its agencies, boards, commissions or the University of Wyoming, or initiating suits in equity including injunctions, declaratory judgments, writs of prohibition or quo warranto.

**K. Entirety of Contract.** This Contract, consisting of fourteen (14) pages, the Statement of Work (Attachment A), consisting of six (6) pages, Pricing Schedule (Attachment B), consisting of one (1) page represents the entire and integrated

Contract Between the State of Wyoming, Department of Education, Assessment Division,  
And American Institutes for Research

agreement between the parties and supersedes all prior negotiations, representations, and agreements, whether written or oral.

- L. Ethics.** Contractor shall keep informed of and comply with the Wyoming Ethics and Disclosure Act (Wyo. Stat. ' 9-13-101, et seq.), and any and all ethical standards governing Contractor's profession.
- M. Force Majeure.** Neither party shall be liable for failure to perform under this Contract if such failure to perform arises out of causes beyond the control and without the fault or negligence of the nonperforming party. Such causes may include, but are not limited to, acts of God or the public enemy, fires, floods, epidemics, quarantine restrictions, freight embargoes, and unusually severe weather. This provision shall become effective only if the party failing to perform immediately notifies the other party of the extent and nature of the problem, limits delay in performance to that required by the event, and takes all reasonable steps to minimize delays. This provision shall not be effective unless the failure to perform is beyond the control and without the fault or negligence of the nonperforming party.
- N. Indemnification.** The Contractor shall indemnify, defend and hold harmless the State, the Agency, and their officers, agents, employees, successors and assignees from any and all claims, lawsuits, losses and liability arising out of Contractor's failure to perform any of Contractor's duties and obligations hereunder or in connection with the negligent performance of Contractor's duties or obligations, including but not limited to any claims, lawsuits, losses or liability arising out of Contractor's malpractice.
- O. Independent Contractor.** The Contractor shall function as an independent contractor for the purposes of this Contract, and shall not be considered an employee of the State of Wyoming for any purpose. The Contractor shall assume sole responsibility for any debts or liabilities that may be incurred by the Contractor in fulfilling the terms of this Contract, and shall be solely responsible for the payment of all federal, state and local taxes which may accrue because of this Contract. Nothing in this Contract shall be interpreted as authorizing the Contractor or its agents and/or employees to act as an agent or representative for or on behalf of the State of Wyoming or the Agency, or to incur any obligation of any kind on the behalf of the State of Wyoming or the Agency. The Contractor agrees that no health/hospitalization benefits, workers' compensation and/or similar benefits available to State of Wyoming employees will inure to the benefit of the Contractor or the Contractor's agents and/or employees as a result of this Contract.

- P. Notices.** All notices arising out of, or from, the provisions of this Contract shall be in writing and given to the parties at the address provided under this Contract, either by regular mail, facsimile, e-mail, or delivery in person.
- Q. Notice and Approval of Proposed Sale or Transfer of the Contractor.** The Contractor shall provide the Agency with the earliest possible advance notice of any proposed sale or transfer or any proposed merger or consolidation of the assets of the Contractor. Such notice shall be provided in accordance with the notice provision of this Contract. If the Agency determines that the proposed merger, consolidation, sale or transfer of assets is not consistent with the continued satisfactory performance of the Contractor's obligations under this Contract, then the Agency may, at its option, terminate or renegotiate the Contract.
- R. Ownership of Documents/Work Product/Materials.** All documents, reports, records, field notes, data, samples, specimens, and materials of any kind resulting from performance of this Contract are at all times the property of the Agency.
- S. Patent or Copyright Protection.** The Contractor recognizes that certain proprietary matters or techniques may be subject to patent, trademark, copyright, license or other similar restrictions, and warrants that no work performed by the Contractor or its subcontractors will violate any such restriction.
- T. Prior Approval.** This Contract shall not be binding upon either party, no services shall be performed under the terms of this Contract, and the Wyoming State Auditor shall not draw warrants for payment on this Contract, until this Contract has been reduced to writing, approved as to form by the Office of the Attorney General, filed with and approved by A&I Procurement, and approved by the Governor of the State of Wyoming or his designee if required by Wyo. Stat. ' 9-2-1016(b)(iv)(D).
- U. Proof of Insurance.** The Contractor shall not commence work under this Contract until the Contractor has obtained the following insurance coverages and provided the corresponding certificates of insurance:
- (i.) Commercial General Liability Insurance. Contractor shall provide coverage during the entire term of the Contract against claims arising out of bodily injury, death, damage to or destruction of the property of others, including loss of use thereof, and including products and completed operations in an

amount not less than Two Hundred Fifty Thousand Dollars (\$250,000.00) per claimant and Five Hundred Thousand Dollars (\$500,000.00) per occurrence.

- (ii.) Business Automobile Liability Insurance. Contractor shall maintain, during the entire term of the Contract, automobile liability insurance in an amount not less than Five Hundred Thousand Dollars (\$500,000.00) per occurrence.
- (iii.) Workers' Compensation or Employers' Liability Insurance. The Contractor shall provide proof of workers' compensation coverage pursuant to the Wyoming Workers' Safety and Compensation program, if statutorily required, or such other workers' compensation insurance as appropriate. Contractor's insurance shall include a "Stop Gap" coverage in an amount not less than Five Hundred Thousand Dollars (\$500,000.00) per employee for each accident and disease.
- (iv.) Professional Liability or Errors and Omissions Liability Insurance. The Contractor shall provide proof of professional liability insurance or errors and omissions liability insurance to protect the State and the Agency from any and all claims arising from the Contractor's alleged or real professional errors, omissions or mistakes in the performance of professional duties in an amount not less than Five Hundred Thousand Dollars (\$500,000.00).
- (v.) Payment of Premiums and Notice of Revocation. All policies required under this Contract shall be in effect for the duration of this Contract and project. All policies shall be primary and not contributory. Contractor shall pay the premiums on all insurance certificates which must include a clause stating that the insurance may not be revoked, canceled, amended or allowed to lapse until the expiration of at least thirty (30) days advance written notice to the Agency.
- (vi.) Agency/State May Insure for Contractor. In case of the breach of any provision of this Section, the Agency or the State may, at the Agency's or State's option, purchase and maintain, at the expense of the Contractor, such insurance in the name of the Contractor, or subcontractor, as the Agency or the State may deem proper and may deduct the cost of taking out and maintaining such insurance from any sums which may be found to be due or become due to the Contractor under this Contract.

- (vii.) Agency/State as Additional Insured. All insurance policies required by this Contract, except workers' compensation and unemployment compensation policies, shall name the Agency and the State as an additional insured, and shall contain a waiver of subrogation against the Agency and the State, its agents and employees. Contractor shall provide, upon request, a copy of an endorsement providing this coverage.
- (viii.) Agency's/State's Right to Reject. The State reserves the right to reject a certificate of insurance if the Contractor's insurance company is widely regarded in the insurance industry as financially unstable. This includes, but is not limited to, insurance companies with an "Omit" rating in the A.M. Best insurance rating guide.
- (ix.) Agency's/State's Right to Contact Insurer. The Agency and the State shall have the right to consult with the Contractor's insurance agent for disclosure of relevant policy information. Relevant information includes, but is not limited to:

Exclusions endorsed;

- (i.) Claims in progress which could significantly reduce the annual aggregate limit;
- (ii.) If the policy is a "claims made" policy instead of an "occurrence" policy, the information provided shall include, but not necessarily be limited to:
  - a. Retroactive dates;
  - b. Extended reporting periods or tails; and
  - c. Any applicable deductibles.

**V. Sovereign Immunity.** The State of Wyoming and Agency do not waive sovereign immunity by entering into this Contract and specifically retain all immunities and defenses available to them as sovereigns pursuant to Wyo. Stat. § 1-39-104(a) and all other applicable law. Designations of venue, choice of law, enforcement actions, and similar provisions should not be construed as a waiver of sovereign immunity. The parties agree that any ambiguity in this Contract shall not be strictly construed, either against or for either party, except that any ambiguity as to sovereign immunity shall be construed in favor of sovereign immunity.

- W. Taxes.** The Contractor shall pay all taxes and other such amounts required by federal, state and local law, including but not limited to federal and social security taxes, workers' compensation, unemployment insurance and sales taxes.
- X. Termination of Contract.** This Contract may be terminated, without cause, by the Agency upon thirty (30) days written notice. This Contract may be terminated immediately for cause if the Contractor fails to perform in accordance with the terms of this Contract.
- Y. Third Party Beneficiary Rights.** The parties do not intend to create in any other individual or entity the status of third party beneficiary, and this Contract shall not be construed so as to create such status. The rights, duties and obligations contained in this Contract shall operate only between the parties to this Contract, and shall inure solely to the benefit of the parties to this Contract. The provisions of this Contract are intended only to assist the parties in determining and performing their obligations under this Contract.
- Z. Time is of the Essence.** Time is of the essence in all provisions of the Contract.
- AA. Titles Not Controlling.** Titles of paragraphs are for reference only, and shall not be used to construe the language in this Contract.
- BB. Waiver.** The waiver of any breach of any term or condition in this Contract shall not be deemed a waiver of any prior or subsequent breach.

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9. **Signatures.** The parties to this Contract, either personally or through their duly authorized representatives, have executed this Contract on the dates set out below, and certify that they have read, understood, and agreed to the terms and conditions of this Contract.

This Contract is not binding on either party until approved by the Procurement Services Division of the Department of Administration and Information and the Governor of the State of Wyoming or his designee, if required by Wyo. Stat. ' 9-2-1016(b) (iv).

The effective date of this Contract is the date of the signature last affixed to this page.

**AGENCY**

\_\_\_\_\_  
John Masters, Deputy Superintendent of Public Instruction

\_\_\_\_\_  
Date

**CONTRACTOR**

\_\_\_\_\_

\_\_\_\_\_  
Date

**ATTORNEY GENERAL'S OFFICE APPROVAL AS TO FORM**

\_\_\_\_\_  
S. Jane Caton, Senior Assistant Attorney General

\_\_\_\_\_  
Date

**Wyoming State Alternate Assessment**

**Scope of Work**

**Annual Scope of Work**

(Year 1 Timeline noted. Year 2-4 Timeline months will be similar; many tasks will only be updates as required.)

Line	Tasks	AIR Products	Scope and Assumptions	WDE Interaction/Approvals	Timeframe
1	<b>Project Management</b>				
2		Provide Master Project Calendar	Provide WDE staff with timely updates about project activities and progress toward project goals.	WDE participates.	Ongoing
3			Alert WDE on issues requiring resolution and notify WDE in advance of any changes or potential changes that may affect the administration of the alternate assessment from any perspective.	WDE participates.	Ongoing, but within five calendar days of discovering the issues
4		Publication of test administration schedule on portal.	WDE will schedule the PAWS-ALT testing window to start and end at the same time or within the cooperating state's testing window.	WDE sets Spring 2015 Test Administration Window.	June 2014
5			Conduct weekly Telephone Calls and Annual Planning Meeting; attend additional meetings in Wyoming upon request by WDE.	AIR and WDE participate.	Ongoing
6			Maintain a secure document management tool to share and provide version control of documents between AIR and WDE (e.g., KnowledgeTree).		by July 2014
7	<b>Psychometric Support</b>				
8		TAC Meetings	AIR will support WDE in preparing for TAC meetings.	WDE participates.	Ongoing
9		Peer Review Support	AIR will support WDE throughout the the peer review process.	WDE participates.	Ongoing.
10	<b>Ancillary Documents</b>				
11		Administrative manuals for test administrators and test coordinators	Adapt cooperating state's manuals with required changes to meet the specifications of the PAWS-ALT and WDE, where feasible.	WDE reviews manuals.	October 2014
12			Finalize manuals	WDE approves manuals.	November 2014
13			Review bluelines.	WDE reviews bluelines.	November 2014
14			Approval to Print	WDE gives approval to print.	November 2014
15	<b>Forms for Reading, Math, and Science</b>				
16		Science: 3 grade bands x 1 form Reading: 3 grade bands x 1 form Math: 3 grade bands x 1 form	Once constructed and prior to printing, AIR will send WDE copies of the test forms to be used.	WDE gives approval to print for Wyoming.	October 2014
17	<b>Communications Support for PAWS-ALT Launch</b>				

**Wyoming State Alternate Assessment**

**Scope of Work**

**Annual Scope of Work**

(Year 1 Timeline noted. Year 2-4 Timeline months will be similar; many tasks will only be updates as required.)

Line	Tasks	AIR Products	Scope and Assumptions	WDE Interaction/Approvals	Timeframe
18		Communications Plan	Draft Communications Plan to disseminate information on new assessment design and benefits to educators, parents, and administrators.	WDE reviews and approves plan.	Within 45 days of contract award
		Set of Communications Materials (see Line 16)	Consider appropriate use of FAQs, information sheets, new resources for Portal, and similar outreach tools.		
		Interactive Sessions 1 week onsite	Provide an AIR project team member to participate in informal "town meetings/Q&A" (or equivalent communications efforts as mutually determined by WDE and AIR) with school principals, testing coordinators, and educators.		
19			Adapt cooperating state's communications documents to meet the specifications of PAWS-ALT and WDE, where feasible. These include: - PAWS-ALT Fact Sheet - PAWS-ALT Key Dates for Families - PAWS-ALT Family FAQ - PAWS-ALT Performance Standards - PAWS-ALT Test Design Document - PAWS-ALT Family Score Reports Interpretive Guide	WDE reviews and approves materials for online posting, helps identify communications and other appropriate support opportunities.	July 2014
20			Implement Plan	WDE participates in communications outreach.	August 2014
21	<b>Professional Development</b>				
22		PAWS-ALT Training (once per year, in a single staff trip).  Three to five sessions (at regional locations)	Collaborate with WDE to determine the optimal dates and locations for all training based on previous successes and district populations.	WDE approves locations.	August 2014
23		Adapted training materials based on cooperating state's materials	Develop a process agenda. The process agenda is the driving document that explains the order in which topics will be presented.	WDE reviews and approves agenda.	November - December 2014

**Wyoming State Alternate Assessment**

**Scope of Work**

**Annual Scope of Work**

(Year 1 Timeline noted. Year 2-4 Timeline months will be similar; many tasks will only be updates as required.)

Line	Tasks	AIR Products	Scope and Assumptions	WDE Interaction/Approvals	Timeframe
24			Adapt cooperating state's training presentation and forms (SPQ, score worksheets, evaluation form, and training acknowledgement form) to meet PAWS-ALT and WDE specifications, where feasible.	WDE reviews and approves presentation and forms.	November - December 2014
25			Incorporate the state's eligibility criteria into the test administrator training sessions for the PAWS-ALT. WDE owns the domain name.		November - December 2014
26			Deliver TA training, including materials above.	WDE participates, and leads sessions as appropriate.	January/February 2015
27			Collect forms from Training Participants on which they certify they feel well-trained to administer the PAWS-ALT.		January 2015
28			Compile evaluations results and send summary to WDE.	WDE reviews evaluation results.	March 2015
29	<b>Online Testing and Reporting Systems and User Acceptance Testing</b>				
30		PAWS-ALT Online Systems	Designed PAWS-ALT "skin"	WDE reviews and approves	July 2014
31		PAWS-ALT User Guides	Establish file formats and data transfers plan for student and Test Administrator registration information	WDE provides information on student registration information and signs off on file formats and data transfers	August 2014
32			Deploy WDE Online System for PAWS-ALT, including: -Student registration (TIDE), -Data Entry Interface (DEI) (score entry and second rater entry), and -Online Reporting System (ORS)		October 2014
33			Establish Secure FTP Site for data transfers to/from WDE.		June 2014
34			Write end-to-end test plan and conduct testing and report test results after test plan has been executed by its internal QA Team.		November 2014
35			User Acceptance Testing (UAT). AIR regularly communicates with WDE regarding testers' feedback; then AIR fixes any relevant issues found with any of the software.	WDE tests all software (and interaction between them), and/or assigns representative schools to perform testing.	February 2015

**Wyoming State Alternate Assessment**

**Scope of Work**

**Annual Scope of Work**

(Year 1 Timeline noted. Year 2-4 Timeline months will be similar; many tasks will only be updates as required.)

Line	Tasks	AIR Products	Scope and Assumptions	WDE Interaction/Approvals	Timeframe
36			Adapt cooperating state's DEI, TIDE, and ORS User Guides to meet PAWS-ALT needs	WDE reviews User Guides.	October - December 2014
37			Finalize TIDE User Guide	WDE approves User Guides.	November 2014
38			Finalize DEI and Reporting User Guides.	WDE approves User Guides.	February 2015
39	<b>Teacher/Student Data File for Registration</b>				
40			Work with WDE to develop a PAWS-ALT second rater sampling plan.	WDE reviews and approves sampling plan.	November 2014
41			Create the initial recommended distribution plan for most of the TA kits, leaving a reasonable quantity for late orders.	WDE reviews and approves distribution plan.	December 2014
42				WDE provides file containing information on Test Administrators and Students.	60 Days before Testing Window Opens
43			Combine WDE-provided TA registration data with student data resident in TIDE from the nightly PAWS-ALT update file or other source from WDE.		60 Days before Testing Window Opens
44			Create second rater sample.	WDE reviews and approves sample.	60 Days before Testing Window Opens
45	<b>Packaging</b>				
46		Test Administrator (TA) Kits 300 Kits	Order Physical Manipulatives.		November 2014
47			Order TA Kit Boxes, Box Labels for the TA Kit Box, Plastics Bags for TA Kit Box, Labels for the Plastics Bags Containing Physical Manipulatives, STC Kit Envelopes, STC Kit Labels, TA Kit Envelopes, TA Kit Labels.		January 2015
48			Create School Packing Lists & Teacher Security Checklists.		60 Days before Testing Window Opens
49			Print Test Booklets and Printed Manipulatives.		January 2015
50			Print Ancillary Materials (administrative manuals)		January 2015
51			Package test materials into TA Kits.		February 2015
52	<b>Fulfillment and Delivery of Test Materials</b>				
53		Ship Test Materials to Schools		WDE sends shipping file to AIR.	January 2015
54			Validate the addresses in the shipping file.		January 2015
55			Create Test Coordinator (TC) Kits.		February 2015
56			Box Test Materials (TA Kits and TC Kits) by school.		February 2015

**Wyoming State Alternate Assessment**

**Scope of Work**

**Annual Scope of Work**

(Year 1 Timeline noted. Year 2-4 Timeline months will be similar; many tasks will only be updates as required.)

Line	Tasks	AIR Products	Scope and Assumptions	WDE Interaction/Approvals	Timeframe
57			Create the outbound shipping labels. The labels will contain the shipping location and the name of the test coordinator.		February 2015
58			Create the inbound shipping labels that will be placed in the TC Kits.		February 2015
59			Ship materials to schools.		Materials arrive 14 calendar days before the start of the test administration window.
60			Receive additional orders during agreed-upon window and recommend response.		During testing window
61			Deliver remaining TA Kits.		During testing window
62	<b>Online Testing Delivery and Real-Time Reporting</b>				
63		Testing Window	Open Testing Window.		TBD but not before 2/23/15.
64			Collect TA-entered (DEI) student responses.		During testing window
65			Collect second-rater-entered student responses.		During testing window
66			Deliver real-time reports.		Starting Day 1 of testing window
67			Close Testing Window.		TBD but not after 4/17/15.
68	<b>HelpDesk</b>				
69		PAWS-Alt HelpDesk (Core hours: 7a-5p MST)	Determine 800 number.		July 2014
70			Prepare initial FAQs.		October 2014
71			Train HelpDesk staff.		Nov-14
72			Provide a minimum of two points of contact from the project team, including AIR's project manager, who will be available to answer district queries.		
73			Receive, solve, escalate, and log all inquiries during window, and update FAQs as needed.	WDE addresses inquiries requiring WDE response.	From the opening of TIDE window to two weeks after test window closes.
74	<b>ReturnDocs/Scanning</b>				
75		Missing Document Report (MDR)	Load final materials shipment data (barcode information and return tracking information) into ReturnDocs software.		by April 2015
76			Receive and securely process returned secure materials.		April - May 2015
77			Create MDR and send to WDE.		May 2015
78			Perform initial calls to schools for secure materials. AIR will provide schools the MDR. AIR must log and inform WDE of all attempts and communication documents with TC.		May 2015

**Wyoming State Alternate Assessment**

**Scope of Work**

**Annual Scope of Work**

(Year 1 Timeline noted. Year 2-4 Timeline months will be similar; many tasks will only be updates as required.)

Line	Tasks	AIR Products	Scope and Assumptions	WDE Interaction/Approvals	Timeframe
79			Receive and scan additional secure materials.		May - June 2015
80			After all attempts have been made to retrieve late/missing materials, send a final MDR to WDE.	WDE reviews MDR.	June 2015
81	<b>Score Reporting</b>				
82		Student Data File	Make required changes to cooperating state's data file formats to PAWS-ALT.	WDE reviews and approves format, content, and business rules for producing and distributing student test data files.	Documented in writing within 60 days of signing the contract.
83		Reporting Specifications	Review cooperating state's Reporting Specifications with WDE		December 2014
84		Printed Student Reports to Parents	Make required changes to cooperating state's student report mockups for PAWS-ALT and send mockups to WDE. (Preferential changes not included in base price.)	WDE identifies mandatory changes and reviews revised student report mockups.	December 2014 - January 2015
85			Finalize Student Report mockups .	WDE approves mockups.	April 2015
86			Send sample of family reports to WDE for final review.	WDE reviews and approves sample reports.	May 2015
87			Ship Student Reports to Schools after all testing is complete.		June 2015
88		Interpretive Guide to PAWS-ALT Reports	Adapt cooperating state's Family Score Report Interpretive Guide to meet the specifications of PAWS-ALT and send draft to WDE.	WDE reviews Interpretative Guide.	April 2015
89			Finalize Interpretive Guide.	WDE approves Interpretative Guide.	May 2015
90			Upload Interpretive Guide to PAWS-ALT Online Systems.		June 2015
91	<b>Technical Report</b>				
92		Technical Report	AIR will continue to work with WDE to comprehensively, accurately, and effectively document the reliability and validity of PAWS-ALT test scores and test score interpretations.		August 2015
93			Draft technical report, including second rater study.	WDE reviews technical report.	August 2015
94			Finalize technical report.	WDE approves technical report.	September 2015

**Wyoming State Alternate Assessment  
Pricing**

<b>Years</b>	<b>Amount</b>
2014-15	\$775,000
2015-16	\$650,000
2016-17	\$650,000
2017-18	\$650,000

# SUMMER FOOD SERVICE PROGRAM OPEN SITES 2014

Sponsor Name	Site Name	Start date	End date	Days of operation	Breakfast Time	Lunch Time	Snack Time	Dinner/Supper Time
Albany County School District #1	Valley View School	16-Jun	August 8	M-F		11:45-12:45		
Big Brothers Big Sisters Laramie	SOAR - Lincoln Center	2-Jun	Aug 29	M-TH	8:15-9:15	11:30-12:30		
Big Brothers Big Sisters Laramie	The Hub-Laramie	2-Jun	aug 31	M-F		12:00-1:00	5:00-6:00	
Big Brothers Big Sisters Laramie	The Hub-Saratoga	2-Jun	Aug 29	M-F		12:00-1:00	5:00-6:00	
Big Horn County School District #1	Burlington Migrant	28-May	August 9	M-F	7:45-8:15	11:30-12:15	10:00-10:30	
Big Horn County School District #1	Burlington School	28-May	August 16	M-F			10:00-10:30/4:00-4:15	
Big Horn County School District #1	Rocky Mountain Elementary	28-May	August 16	M-F			10:00-10:30/4:00-4:15	
Big Horn County School District #1	Rocky Mountain Middle and High School	17-Jun	August 2	M-F				
Campbell County School District #1	Hillcrest Elementary School	10-Jun	August 16	M-F	7:45-8:05	11:10-12:30		
Campbell County School District #1	Meadowlark Elementary School	9-Jun	August 15	M-F	7:45-8:05	11:10-11:40		
Campbell County School District #1	Rawlins Elementary	17-Jun	August 16	M-F	8:00-8:30	11:30-12:00		
Carbondale County School District #1	Rawlins Elementary School	5-Jun	June 27	M-F	7:30-8:00	11:15-12:15		
Shoshone Tribal Council	Shoshone Head Start	2-Jun	Aug 8	M-F		11:30-1:00		
Fremont County School District #25	Rendezvous Elementary School	9-Jun	Aug 7	M-F	7:30-8:30	12:00-1:00		
Arapaho Tribal Council	Blue Sky Hall	2-Jun	Aug 8	M-F		11:30-12:30		
Arapaho Tribal Council	Great Plains Hall	2-Jun	August 8	M-F		11:30-12:00		
Goshen County School District #1	Lincoln Elementary	2-Jun	Aug 8	M-F	7:30-8:30	11:00-12:00		
Goshen County School District #1	Torrington Middle School	3-Jun	July 3	M-F	7:30-8:30	11:30-12:30		
Cheyenne Housing Authority	Boys and Girls Club of Cheyenne	9-Jun	August 15	M-F	8:00-10:00	12:00-2:00		
Laramie County School District #1	ARP Elementary	16-Jun	August 15	M-F		11:30-12:30		
Laramie County School District #1	Baggs Elementary	16-Jun	July 17	M-F	8:00-8:30	11:30-12:30		
Laramie County School District #1	Cheyenne Family YMCA	16-Jun	Aug 15	M-F		11:00-12:00		
Laramie County School District #1	Cole Elementary	16-Jun	July 17	M-F		11:30-12:30		
Laramie County School District #1	Freedom Elementary	16-Jun	July 17	M-F	8:00-8:30	11:30-12:30		
Laramie County School District #1	Goins Elementary	16-Jun	July 17	M-F	8:00-8:30	11:30-12:30		
Laramie County School District #1	Rossmann Elementary	16-Jun	July 17	M-F	8:00-8:30	11:30-12:30		
Laramie County School District #1	South High School	16-Jun	July 17	M-F	8:00-8:30	11:30-12:30		
Laramie County School District #1	Sunnise Elementary	16-Jun	July 17	M-F	8:00-8:30	11:30-12:30		
Laramie County School District #1	Triumph High School	16-Jun	July 17	M-F	8:00-8:30	11:30-12:30		
St. Mary's Cathedral Cheyenne	St. Mary's School	9-Jun	July 18	M-F		11:30-12:30		
Natrona County School District #1	Boys & Girls Club-Evansville	28-May	August 22	M-F		11:30-12:30	3:30-4:30	
Natrona County School District #1	Boys & Girls Club-Main Branch	28-May	August 22	M-F		11:30-12:30	5:30-6:00	
Natrona County School District #1	Boys & Girls Club-Mills	28-May	August 22	M-F		11:30-12:30	5:30-6:30	
Natrona County School District #1	Boys & Girls Club-Paradise Valley	28-May	August 22	M-F		11:30-12:30	5:30-6:30	
Natrona County School District #1	Casper Family YMCA	28-May	August 29	M-F		11:30-12:30	5:30-6:00	
Natrona County School District #1	Casper Recreation Center	28-May	August 29	M-F		11:15-12:30	3:45-4:30	
Natrona County School District #1	Midwest Elementary School	2-Jun	Aug 22	M-F		11:30-12:30		
Wyoming Food Bank of the Rockies	Boys & Girls Club of Douglas	27-May	August 147	M-F	8:00-8:30	12:00-12:30		
Wyoming Food Bank of the Rockies	Boys & Girls Club of Gillette	2-Jun	August 15	M-F	7:00-8:00	12:30-1:30		
Wyoming Food Bank of the Rockies	Boys & Girls Club of Rock Springs	16-Jun	August 22	M-F	9:00-10:00	12:00-1:00		
Wyoming Food Bank of the Rockies	Boys and Girls Club of Buffalo	9-Jun	August 14	M-TH	7:30-9:00	12:30-2:30		
Wyoming Food Bank of the Rockies	Star Valley Summer Feeding Program	9-Jun	July 28	M-F	11:00-12:00		3:00-4:00	
Meeteetse Recreation District	Meeteetse Recreation District	9-Jun	August 8	M-F		11:40-12:00	9:40-10:00	
Sweetwater School District #1	Desert School/Wamsutter Elementary	9-Jun	July 24	M-TH	8:00-9:15	12:00-12:30		
Sweetwater School District #1	Fanson-Eden Elementary School	9-Jun	July 21	M-TH	8:00-9:15	12:00-12:20		
Sweetwater School District #1	Overland Elementary	9-Jun	August 15	M-F	8:45-9:00	12:00-12:30		
Sweetwater School District #1	Pilot Butte Elementary	23-Jun	July 24	M-TH	8:00-8:15	12:05-12:35		
Sweetwater School District #1	Rock Springs High School	9-Jun	Aug 15	M-TH	8:00-9:00	11:00-12:00		
Sweetwater School District #1	Rock Springs Junior High School	16-Jun	July 24	M-TH	8:00-8:30	11:00-12:30		
Sweetwater School District #1	Sage Elementary	23-Jun	July 24	M-TH	8:00-8:15	12:00-12:30		
Sweetwater School District #1	Walnut Elementary School	9-Jun	July 23	M-F	8:30-9:30	11:30-12:00		
Uinta School District #1	Davis Middle School	9-Jun	Aug 7	M-F	7:50-8:45	11:30-12:00		



# SUMMER FOOD SERVICE PROGRAM ENROLLED SITES 2014

Sponsor Name	Site Name	Start date	End date	Days of operation	Breakfast Time	Lunch Time	Snack Time	Dinner/Supper Time
University of Wyoming	Upward Bound	8-Jun	July 17	M-Su	7:00-8:00	11:00-12:00		7:00-8:00
C5 Youth Foundation	C5 Youth Foundation	17-Jun	July 19	M-Su	7:15-8:00	12:45-3:15		7:00-8:00
Wyoming Food Bank of the Rockies	Northern Wyoming Mental Health Center	16-Jun	Aug 7	M-TH		12:00-12:30	10:00-10:30	
City Kids Wilderness Project	City Kids Wilderness Project	6-Jun	August 18	M-SU	8:00-9:00	12:30-1:30		6:00-7:00

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

**DATE:** July 1, 2014

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the July 1, 2014

**SUPPORTING INFORMATION ATTACHED:**

- Agenda

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

**APPROVED BY:** \_\_\_\_\_

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

# State Board of Vocational Education

July 1, 2014

8:00 a.m. – 9:00 a.m.

Carbon CSD #1 Board Room  
615 Rodeo, Rawlins Wyoming

## A G E N D A

1.	Call to Order – Ron Micheli Pledge of Allegiance Roll Call		Action	8:00 a.m.
2.	Approval of Agenda – Ron Micheli	Tab E	Action	
3.	Approval of Minutes – Ron Micheli Minutes from	Tab F	Action	
4.	CTE Introductions- Teri Wigert			.
5.	STEM Presentations- Teri Wigert & Carbon CSD #1		Information	8:05 a.m.
6.	Student Interest Survey- Julie Magee & Teri Wigert	Tab G	Action	8:45 a.m.
7.	Adjournment – Ron Micheli			9:00 a.m.

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

**DATE: July 1, 2014**

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the January 24, 2014 meeting

**SUPPORTING INFORMATION ATTACHED:**

- Minutes from January 24, 2014

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

**APPROVED BY:** \_\_\_\_\_

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

WYOMING STATE BOARD OF VOCATIONAL EDUCATION

January 24, 2014

Hathaway Building, Room 126

Cheyenne, Wyoming

Wyoming State Board of Vocational Education members present: Ron Micheli, Scotty Ratliff, Pete Gosar, Sue Belish, Kathy Coon, Richard Crandall, Cindy Hill, Ken Rathbun, Joe Reichardt, Jim Rose, Kathryn Sessions, Walt Wilcox, Belenda Willson.

Members absent: Hugh Hageman

Also present: Chelsie Oaks, WDE; Paige Fenton-Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Teri Wigert, WDE; Guy Jackson, WDE; Brittany West, WDE; Tonya Gerharter, WDE

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#### CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 8:00 a.m.

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

#### APPROVAL OF AGENDA

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

#### APPROVAL OF MINUTES

The minutes from the November 5, 2013 meeting were presented to the Board.

Joe Reichardt moved to approve the minutes, seconded by Scotty Ratliff; the motion carried.

#### CTE INTRODUCTIONS

Teri Wigert, WDE, introduced the Career and Technical Education team; Guy Jackson, Brittany West and Randall Butt, Tonya Grharter. This is the group that oversees the work done for the State Board of Vocational Education.

#### HIGHLIGHTS OF CONSOLIDATED ANNUAL REPORT FOR PERKINS

Teri Wigert and Guy Jackson presented data on the Perkins consolidated annual report highlights for 2012-2013 on secondary and postsecondary education, provided in the

packet to the Board, that would be submitted to the federal government, but noted that the feds would receive a much more comprehensive report.

#### HATHAWAY

Julie Magee, WDE, presented on the Hathaway Scholarship. She reviewed the process of a Career and Vocational Education courses being added to Hathaway and noted that the WDE approves all the courses for Hathaway but does not over step the districts' authority.

Sue Belish requested that the WDE create a survey to send to students to determine career interests and specific courses students would be interesting in taking. Julie Magee will work with Trustees Belish and Wilcox to create the survey.

#### SPOTLIGHT ON INNOVATION

Director, Richard Crandall, quickly reviewed a handout on the Wyoming Department of Education's spotlight on Career Technical Education innovations.

The State Board of Vocational Education adjourned at 9:28 a.m.

DRAFT

# Career Clusters Interest Survey

Name \_\_\_\_\_

School \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

<b>BOX 1</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Learn how things grow and stay alive.</li> <li>2. Make the best use of the earth's natural resources.</li> <li>3. Hunt and/or fish.</li> <li>4. Protect the environment.</li> <li>5. Be outdoors in all kinds of weather.</li> <li>6. Plan, budget, and keep records.</li> <li>7. Operate machines and keep them in good repair.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Self-reliant</li> <li>2. Nature lover</li> <li>3. Physically active</li> <li>4. Planner</li> <li>5. Creative problem solver</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Life Sciences</li> <li>3. Earth Sciences</li> <li>4. Chemistry</li> <li>5. Agriculture</li> </ol>	<p><b>Total number circled in Box 1</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 2</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Read and follow blueprints and/or instructions.</li> <li>2. Picture in my mind what a finished product looks like.</li> <li>3. Work with my hands.</li> <li>4. Perform work that requires precise results.</li> <li>5. Solve technical problems.</li> <li>6. Visit and learn from beautiful, historic, or interesting buildings.</li> <li>7. Follow logical, step-by-step procedures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Curious</li> <li>2. Good at following directions</li> <li>3. Pay attention to detail</li> <li>4. Good at visualizing possibilities</li> <li>5. Patient and persistent</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Drafting</li> <li>3. Physical Sciences</li> <li>4. Construction Trades</li> <li>5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education</li> </ol>	<p><b>Total number circled in Box 2</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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<b>BOX 3</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Use my imagination to communicate new information to others.</li> <li>2. Perform in front of others.</li> <li>3. Read and write.</li> <li>4. Play a musical instrument.</li> <li>5. Perform creative, artistic activities.</li> <li>6. Use video and recording technology.</li> <li>7. Design brochures and posters.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Creative and imaginative</li> <li>2. Good communicator/good vocabulary</li> <li>3. Curious about new technology</li> <li>4. Relate well to feelings and thoughts of others</li> <li>5. Determined/tenacious</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Art/Graphic design</li> <li>2. Music</li> <li>3. Speech and Drama</li> <li>4. Journalism/Literature</li> <li>5. Audiovisual Technologies</li> </ol>	<p><b>Total number circled in Box 3</b></p> <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

**Note:** This survey does not make any claims of statistical reliability and has not been normed. It is intended for use as a guidance tool to generate discussion regarding careers and is valid for that purpose.

<b>BOX 4</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Perform routine, organized activities but can be flexible.</li> <li>2. Work with numbers and detailed information.</li> <li>3. Be the leader in a group.</li> <li>4. Make business contact with people.</li> <li>5. Work with computer programs.</li> <li>6. Create reports and communicate ideas.</li> <li>7. Plan my work and follow instructions without close supervision.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Organized</li> <li>2. Practical and logical</li> <li>3. Patient</li> <li>4. Tactful</li> <li>5. Responsible</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Computer Applications/Business and Information Technology</li> <li>2. Accounting</li> <li>3. Math</li> <li>4. English</li> <li>5. Economics</li> </ol>	<b>Total number circled in Box 4</b> <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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<b>BOX 5</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Communicate with different types of people.</li> <li>2. Help others with their homework or to learn new things.</li> <li>3. Go to school.</li> <li>4. Direct and plan activities for others.</li> <li>5. Handle several responsibilities at once.</li> <li>6. Acquire new information.</li> <li>7. Help people overcome their challenges.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Friendly</li> <li>2. Decision maker</li> <li>3. Helpful</li> <li>4. Innovative/Inquisitive</li> <li>5. Good listener</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Social Studies</li> <li>3. Math</li> <li>4. Science</li> <li>5. Psychology</li> </ol>	<b>Total number circled in Box 5</b> <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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<b>BOX 6</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with numbers.</li> <li>2. Work to meet a deadline.</li> <li>3. Make predictions based on existing facts.</li> <li>4. Have a framework of rules by which to operate.</li> <li>5. Analyze financial information and interpret it to others.</li> <li>6. Handle money with accuracy and reliability.</li> <li>7. Take pride in the way I dress and look.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Trustworthy</li> <li>2. Orderly</li> <li>3. Self-confident</li> <li>4. Logical</li> <li>5. Methodical or efficient</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Accounting</li> <li>2. Math</li> <li>3. Economics</li> <li>4. Banking/Financial Services</li> <li>5. Business Law</li> </ol>	<b>Total number circled in Box 6</b> <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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<b>BOX 7</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Be involved in politics.</li> <li>2. Negotiate, defend, and debate ideas and topics.</li> <li>3. Plan activities and work cooperatively with others.</li> <li>4. Work with details.</li> <li>5. Perform a variety of duties that may change often.</li> <li>6. Analyze information and interpret it to others.</li> <li>7. Travel and see things that are new to me.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Good communicator</li> <li>2. Competitive</li> <li>3. Service-minded</li> <li>4. Well-organized</li> <li>5. Problem solver</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Government</li> <li>2. Language Arts</li> <li>3. History</li> <li>4. Math</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 7</b> <input style="width: 50px; height: 40px; margin-top: 10px;" type="text"/>
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<b>BOX 8</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure.</li> <li>2. Help sick people and animals.</li> <li>3. Make decisions based on logic and information.</li> <li>4. Participate in health and science classes.</li> <li>5. Respond quickly and calmly in emergencies.</li> <li>6. Work as a member of a team.</li> <li>7. Follow guidelines precisely and meet strict standards of accuracy.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Compassionate and caring</li> <li>2. Good at following directions</li> <li>3. Conscientious and careful</li> <li>4. Patient</li> <li>5. Good listener</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Biological Sciences</li> <li>2. Chemistry</li> <li>3. Math</li> <li>4. Occupational Health classes</li> <li>5. Language Arts</li> </ol>	<p><b>Total number circled in Box 8</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 9</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Investigate new places and activities.</li> <li>2. Work with all ages and types of people.</li> <li>3. Organize activities in which other people enjoy themselves.</li> <li>4. Have a flexible schedule.</li> <li>5. Help people make up their minds.</li> <li>6. Communicate easily, tactfully, and courteously.</li> <li>7. Learn about other cultures.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Tactful</li> <li>2. Self-motivated</li> <li>3. Works well with others</li> <li>4. Outgoing</li> <li>5. Slow to anger</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts/Speech</li> <li>2. Foreign Language</li> <li>3. Social Sciences</li> <li>4. Marketing</li> <li>5. Food Services</li> </ol>	<p><b>Total number circled in Box 9</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 10</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Care about people, their needs, and their problems.</li> <li>2. Participate in community services and/or volunteering.</li> <li>3. Listen to other people's viewpoints.</li> <li>4. Help people be at their best.</li> <li>5. Work with people from preschool age to old age.</li> <li>6. Think of new ways to do things.</li> <li>7. Make friends with different kinds of people.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Good communicator/good listener</li> <li>2. Caring</li> <li>3. Non-materialistic</li> <li>4. Intuitive and logical</li> <li>5. Non-judgmental</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Family and Consumer Sciences</li> <li>4. Finance</li> <li>5. Foreign Language</li> </ol>	<p><b>Total number circled in Box 10</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 11</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work with computers.</li> <li>2. Reason clearly and logically to solve complex problems.</li> <li>3. Use machines, techniques, and processes.</li> <li>4. Read technical materials and diagrams and solve technical problems.</li> <li>5. Adapt to change.</li> <li>6. Play video games and figure out how they work.</li> <li>7. Concentrate for long periods without being distracted.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Logical/analytical thinker</li> <li>2. See details in the big picture</li> <li>3. Persistent</li> <li>4. Good concentration skills</li> <li>5. Precise and accurate</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Computer Tech/Applications</li> <li>4. Communications</li> <li>5. Graphic Design</li> </ol>	<p><b>Total number circled in Box 11</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
<b>BOX 12</b>	<p><b>Activities that describe what I like to do:</b></p> <ol style="list-style-type: none"> <li>1. Work under pressure or in the face of danger.</li> <li>2. Make decisions based on my own observations.</li> <li>3. Interact with other people.</li> <li>4. Be in positions of authority.</li> <li>5. Respect rules and regulations.</li> <li>6. Debate and win arguments.</li> <li>7. Observe and analyze people's behavior.</li> </ol>	<p><b>Personal qualities that describe me:</b></p> <ol style="list-style-type: none"> <li>1. Adventurous</li> <li>2. Dependable</li> <li>3. Community-minded</li> <li>4. Decisive</li> <li>5. Optimistic</li> </ol>	<p><b>School subjects that I like:</b></p> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Psychology/Sociology</li> <li>3. Government/History</li> <li>4. Law Enforcement</li> <li>5. First Aid/First Responder</li> </ol>	<p><b>Total number circled in Box 12</b></p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>

<b>BOX 13</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Work with my hands and learn that way.</li> <li>2. Put things together.</li> <li>3. Do routine, organized and accurate work.</li> <li>4. Perform activities that produce tangible results.</li> <li>5. Apply math to work out solutions.</li> <li>6. Use hand and power tools and operate equipment/machinery.</li> <li>7. Visualize objects in three dimensions from flat drawings.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Practical</li> <li>2. Observant</li> <li>3. Physically active</li> <li>4. Step-by-step thinker</li> <li>5. Coordinated</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math-Geometry</li> <li>2. Chemistry</li> <li>3. Trade and Industry courses</li> <li>4. Physics</li> <li>5. Language Arts</li> </ol>	<b>Total number circled in Box 13</b> <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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<b>BOX 14</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Shop and go to the mall.</li> <li>2. Be in charge.</li> <li>3. Make displays and promote ideas.</li> <li>4. Give presentations and enjoy public speaking.</li> <li>5. Persuade people to buy products or to participate in activities.</li> <li>6. Communicate my ideas to other people.</li> <li>7. Take advantage of opportunities to make extra money.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Enthusiastic</li> <li>2. Competitive</li> <li>3. Creative</li> <li>4. Self-motivated</li> <li>5. Persuasive</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Language Arts</li> <li>2. Math</li> <li>3. Business Education/Marketing</li> <li>4. Economics</li> <li>5. Computer Applications</li> </ol>	<b>Total number circled in Box 14</b> <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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<b>BOX 15</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Interpret formulas.</li> <li>2. Find the answers to questions.</li> <li>3. Work in a laboratory.</li> <li>4. Figure out how things work and investigate new things.</li> <li>5. Explore new technology.</li> <li>6. Experiment to find the best way to do something.</li> <li>7. Pay attention to details and help things be precise.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Detail-oriented</li> <li>2. Inquisitive</li> <li>3. Objective</li> <li>4. Methodical</li> <li>5. Mechanically inclined</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Science</li> <li>3. Drafting/Computer-Aided Drafting</li> <li>4. Electronics/Computer Networking</li> <li>5. Technical Classes/Technology Education</li> </ol>	<b>Total number circled in Box 15</b> <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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<b>BOX 16</b>	<b>Activities that describe what I like to do:</b> <ol style="list-style-type: none"> <li>1. Travel.</li> <li>2. See well and have quick reflexes.</li> <li>3. Solve mechanical problems.</li> <li>4. Design efficient processes.</li> <li>5. Anticipate needs and prepare to meet them.</li> <li>6. Drive or ride.</li> <li>7. Move things from one place to another.</li> </ol>	<b>Personal qualities that describe me:</b> <ol style="list-style-type: none"> <li>1. Realistic</li> <li>2. Mechanical</li> <li>3. Coordinated</li> <li>4. Observant</li> <li>5. Planner</li> </ol>	<b>School subjects that I like:</b> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. Trade and Industry courses</li> <li>3. Physical Sciences</li> <li>4. Economics</li> <li>5. Foreign Language</li> </ol>	<b>Total number circled in Box 16</b> <input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>
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**Disclaimer:** Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.



# The Sixteen Career Clusters

<p><b>1</b></p>  <p><i>Agriculture, Food &amp; Natural Resources</i></p>	<p>The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.</p>
<p><b>2</b></p>  <p><i>Architecture &amp; Construction</i></p>	<p>Careers in designing, planning, managing, building, and maintaining the built environment.</p>
<p><b>3</b></p>  <p><i>Arts, A/V Technology &amp; Communications</i></p>	<p>Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.</p>
<p><b>4</b></p>  <p><i>Business Management &amp; Administration</i></p>	<p>Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.</p>
<p><b>5</b></p>  <p><i>Education &amp; Training</i></p>	<p>Planning, managing, and providing education and training services, and related learning support services.</p>
<p><b>6</b></p>  <p><i>Finance</i></p>	<p>Planning, services for financial and investment planning, banking, insurance, and business financial management.</p>
<p><b>7</b></p>  <p><i>Government &amp; Public Administration</i></p>	<p>Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.</p>
<p><b>8</b></p>  <p><i>Health Science</i></p>	<p>Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.</p>
<p><b>9</b></p>  <p><i>Hospitality &amp; Tourism</i></p>	<p>Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions and recreation events, and travel-related services.</p>

## Career Clusters cont.

<p><b>10</b></p>  <p><i>Human Services</i></p>	<p>Preparing individuals for employment in career pathways that relate to families and human needs.</p>
<p><b>11</b></p>  <p><i>Information Technology</i></p>	<p>Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.</p>
<p><b>12</b></p>  <p><i>Law, Public Safety, Corrections &amp; Security</i></p>	<p>Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.</p>
<p><b>13</b></p>  <p><i>Manufacturing</i></p>	<p>Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.</p>
<p><b>14</b></p>  <p><i>Marketing</i></p>	<p>Planning, managing, and performing marketing activities to reach organizational objectives.</p>
<p><b>15</b></p>  <p><i>Science, Technology, Engineering &amp; Mathematics</i></p>	<p>Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.</p>
<p><b>16</b></p>  <p><i>Transportation, Distribution &amp; Logistics</i></p>	<p>Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.</p>

My top three Career Clusters of interest are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

For more information, check with a career counselor at your high school, career technical center, higher education institution, or one-stop career center.

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 1, 2014

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the July 1, 2014 State Board of Education meeting.

**SUPPORTING INFORMATION ATTACHED:**

- Agenda

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

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

# Wyoming State Board of Education Agenda

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

<b>June 30, 2014</b> <b>Carbon CSD #1 Boardroom</b> <b>615 Rodeo</b> <b>Rawlins, Wyoming</b> <b>Work Session</b>		
	Breakfast on Your Own	
8:00 a.m. to 10:00 a.m.	Board Reports and Updates- Paige Fenton Hughes <ul style="list-style-type: none"> <li>• JEC, Legislative Updates &amp; Interim Topics</li> <li>• High School Graduate Definition</li> <li>• Professional Judgment Panel Contract (Action Needed)</li> </ul>	Tab A
10:00 a.m. to 10:15 a.m.	Break	
10:15 a.m. to 11:30 a.m.	Accreditation- Dianne Frazer	Tab B
11:30 a.m. to 12:15 p.m.	Lunch	
12:15 p.m. to 2:15 p.m.	Assessment- Deb Lindsey <ul style="list-style-type: none"> <li>• ELA and Math Standards Extensions for Students with Significant Cognitive Disabilities</li> <li>• Performance Level Descriptors In ELA and Math</li> <li>• Educational Testing Service Contract Extension, PAWS and SAWS</li> <li>• American Institutes for Research Contract, Wyoming Alternate Assessments</li> </ul>	Tab C
2:15 p.m. to 2:30	Break	
2:30 p.m. to 3:00 p.m.	Summer Food Service Program- Tamra Jackson & Amanda Anderson	Tab D
<b>July 1, 2014</b> <b>Carbon CSD #1 Boardroom</b> <b>615 Rodeo</b> <b>Rawlins, Wyoming</b> <b>Business Session</b>		
	Breakfast on Your Own	
8:00 am to 9:00 am	State Board of Vocational Education <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Pledge of Allegiance</li> </ul>	

	<ul style="list-style-type: none"> <li>Approval of Agenda</li> <li>Minutes</li> </ul>	
	<ul style="list-style-type: none"> <li>CTE Introductions- Teri Wigert</li> <li>STEM Presentations- Teri Wigert &amp; Carbon CSD #1</li> <li>Student Interest Survey- Julie Magee &amp; Teri Wigert</li> </ul>	Tab G
9:00 am to 9:15 a.m.	State Board of Education <ul style="list-style-type: none"> <li>Call to order</li> <li>Approval of agenda</li> <li>Minutes</li> <li>Treasurer's report</li> </ul>	Tab H Tab I Tab J
9:15 a.m. to 9:30 a.m.	Break	
9:30 a.m. to 12:00 a.m.	Action Items: <ul style="list-style-type: none"> <li>Alternative Schedules- Brian Aragon (20 mins)</li> <li>Restructuring Plans- Jennifer Peterson (45 mins) <ul style="list-style-type: none"> <li>Ft. Mackenzie- Sheridan CSD #2</li> <li>Rawlins Middle School- Carbon CSD #1</li> </ul> </li> <li>Next Meeting</li> </ul>	Tab K Tab L
12:00 p.m. 1:00 p.m.	Luncheon	
1:15 p.m. to 2: 30 p.m.	Discussion Item: <ul style="list-style-type: none"> <li>Wyoming Science Content &amp; Performance Standards- Laurie Hernandez &amp; Jim Verley (30 mins)</li> </ul> Action Items: <ul style="list-style-type: none"> <li>Future Steps on Science Standards</li> <li>Accreditation- Dianne Frazer (10 mins)</li> <li>Assessment- Deb Lindsey (20 mins)</li> <li>Chapter 10 Rules- Laurie Hernandez (15 mins)</li> <li>Pending Action Items</li> </ul>	Tab M Tab N Tab O Tab P
2:30 p.m. to 3:00 p.m.	Other issues, concerns, discussion, public comment:	
	Meeting evaluation (plus/delta or other)	

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 1, 2014

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the State Board of Education meeting on April 11, 2014

**SUPPORTING INFORMATION ATTACHED:**

- Minutes of April 11, 2014

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

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

WYOMING STATE BOARD OF EDUCATION

April 11, 2014

McMurry Training Center  
2220 N. Bryan Stock Trail  
Casper, Wyoming

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

Members absent: Sue Belish, Richard Crandall, and Walt Wilcox

Also present: Chelsie Oaks, WDE; Leighton Thomas, WDE; Laura Johnson, WDE; Laurie Hernandez, WDE; Jim Verley, WDE; Stephanie Brady, WDE; Paige Fenton-Hughes, SBE Coordinator; Mary Kay Hill, Governor's Office, Catherine Reeves, WDE; Tom Reeder, REP HD 58; Tania Hytrek, LSO; Matt Wilmarth, LSO; Mackenzie Williams, Attorney General's Office (AG)

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CALL TO ORDER

Chairman Ron Micheli called the meeting to order at 10:00 a.m.

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

APPROVAL OF AGENDA

Scotty Ratliff moved to amend the agenda to move Public Comment before the Wyoming Content and Performance Standards, seconded by Pete Gosar; the motion carried.

A half hour will be given to both the for and against sides of the Next Generation Science Standards.

APPROVAL OF MINUTES

Minutes from the March 24, 2014 State Board of Education meeting were presented for approval.

Joe Reichardt moved that the minutes be approved, seconded by Kathy Coon; the motion carried.

APRIL 25, 2014 JEC MEETING

Paige Fenton Hughes, SBE Coordinator, reviewed the memo on statewide education governance structure that was provided in the packet for the upcoming April 25, 2014 Joint Education Committee. In addition, Tania Hytrek and Matt Wilmarth were in attendance for any additional questions.

Cindy Hill noted that she does not oppose the idea of State Board members being elected.

Kathryn Sessions is concerned that if the State Board members were to be elected that the Board and education would become a political football.

Cindy Hill and Hugh Hageman felt that the word “unanimously” in section 2 of the memo is not an accurate reflection of the Board’s vote.

Belenda Willson moved that the memo be adopted, seconded by Joe Reichardt; the motion carried.

Ron Micheli thanked Paige Fenton Hughes for her work on the memo.

Cindy Hill asked that it be noted she would have voted no on the motion.

## SUPERVISORY COMMITTEE REPORT

Kathy Coon, chairwoman of the Supervisory Committee, handed out and briefly reviewed a resolution on the Wyoming State Science Standards created by the Supervisory Committee.

## WYOMING CONTENT AND PERFORMANCE STANDARDS ON SOCIAL STUDIES, PE & CAREER/VOCATIONAL EDUCATION

Laurie Hernandez, Stephanie Brady, and Catherine Reeves, of the WDE, gave a brief overview on what has happened in prior meetings and reviewed the packet materials around the three content areas of Career/ Vocational Education, Social Studies and Physical Education Standards review.

Laurie Hernandez reassured the Board that these standards are standards that the committee wrote and that they are more rigorous and better for the students of Wyoming. There are no repercussions from the federal government for adopting these standards.

Ron Micheli acknowledged the effort of the WDE and the Social Studies committee to include the Wyoming and US Constitution and the founding fathers.

Hugh Hageman believed that the word democracy was misused in the Social Studies Standards.

Stephanie Brady responded that the word “democracy” refers to civic responsibility.

Joe Reichardt moved to adopt the revised standards for Social Studies, Physical Education, and Career/Vocational Education. Ken Rathbun seconded.

Hugh Hageman moved to amend the Social Studies Standards by omitting the word “democracy” and replacing it with “representative republic.” Motion died for lack of a second.

Pete Gosar wanted to clarify that this adoption is to move the standards to public comment and not a final adoption. There is still time for additional revisions if needed.

Hugh Hageman opposes the motion, the motion carried.

## SCIENCE STANDARDS

Jim Verley, WDE, discussed the Science Standards and the process in creating the standards. He additionally noted, the Science Standards were created without federal input and that it would be very difficult for the committee to create standards that would be as research based as the Next Generation Science Standards. Jim Verley would like to have the opportunity to make modifications to the NGSS if the Board directed him to.

### PUBLIC COMMENT

Members of the public who spoke in favor of the Next Generation Science Standards (NGSS): Josh Thompson, Isaac Lee, Dillon Thompson, Nicole Gomez, Katie Fica, Veronica Stricker, Robert Arlen, Rich Barns, Cate Cabat, Dr. Milton Garret, Marguerite Herman, Pete Ellsworth and Elizabeth Horsch.

Members of the public who spoke against the Next Generation Science Standards (NGSS): Cindy McKee, Elizabeth Bingham, Brittany Botting, Michelle Sabroksy, Debra Deter, Rom Reeder, Lynn Hutchings.

Chairman Micheli thanked the public for their comments.

### SCIENCE STANDARDS (CONTINUED)

Scotty Ratliff recognized former Board member Larry McGarvin.

Mary Kay Hill, Governor's Office, expressed to the Board the Governors optimism for the future Wyoming Science Standards and his appreciation on what has become a tough assignment.

She recommended the Board honor both the spirit and the law of the legislative footnote and to find a path forward that include more people from the public.

Kathy Coon discussed the resolution that was handed out earlier in the meeting. She further discussed that the resolution was created out of frustration with the position the Board has been place in and the inability to complete something it started.

Scotty Ratliff moved to go into executive session to receive legal advice, seconded by Joe Reichardt. The motion carried; the Board entered executive session at 2:01 pm.

The Board returned from executive session at 2:32 p.m.

Mackenzie Williams, attorney for SBE, stated the executive session was needed for legal attorney client communication that is confidential and privileged.

Kathy Coon moved that the Board adopt the resolution on the Wyoming State Science Standards, seconded by Hugh Hageman. Pete Gosar and Belenda Willson spoke in opposition of the resolution. A roll call vote was taken:

Ron Micheli- Yes  
Scotty Ratliff- No  
Pete Gosar- No

Kathy Coon-Yes  
Hugh Hageman- Yes  
Ken Rathbun-No  
Joe Reichardt- No  
Kathryn Sessions- No  
Belenda Willson- No

The motion did not carry.

Hugh Hageman moved to stop further action on the Next Generation Science Standards to comply with the law and the spirit of the letter of the law created by the Legislature. The motion failed for lack of a second.

Scotty Ratliff moved to have the Wyoming Department of Education make revisions to the Next Generation Science Standards and come back to the Board with changes in a timely fashion. Ken Rathbun seconded. Roll call vote was taken:

Ron Micheli- Yes  
Scotty Ratliff- Yes  
Pete Gosar- No  
Kathy Coon-Yes  
Hugh Hageman- No  
Ken Rathbun-Yes  
Joe Reichardt- No  
Kathryn Sessions- Yes  
Belenda Willson- No

The motion did not carry.

Pete Gosar moved that the Next Generation Science Standards be adopted but to remain in compliance with the law that no work on the Next Generation Science Standards beyond June 30 will take place, Joe Reichardt seconded. A roll call vote was taken:

Ron Micheli- No  
Scotty Ratliff- No  
Pete Gosar- Yes  
Kathy Coon-No  
Hugh Hageman- No  
Ken Rathbun-No  
Joe Reichardt- Yes  
Kathryn Sessions- No  
Belenda Willson- Yes

The motion did not carry.

Belenda Wilson moved that the State Board of Education refer the NGSS to the WDE and that they be revised to be the best science standards, Scotty Ratliff seconded.

Ron Micheli believed Belenda's motion is the same as a previous motion. A motion to reconsider the vote is needed, rather than the new motion.

Ron Micheli moved that the Board reconsider the vote on the science standards motion that was proposed by Scotty Ratliff earlier in the meeting, Belenda Willson seconded. A roll call vote was taken:

Ron Micheli- Yes  
Scotty Ratliff- Yes  
Pete Gosar- No  
Kathy Coon-Yes  
Hugh Hageman- Yes  
Ken Rathbun-Yes  
Joe Reichardt- No  
Kathryn Sessions- Yes  
Belenda Willson- Yes

The motion carried.

Scotty Ratliff moved to have the Wyoming Department of Education make revisions to the Next Generation Science Standards and come back to the Board with changes in a timely fashion. Ken Rathbun seconded.

Mackenzie Williams notified the Board that essentially none of the NGSS can be used in creating the future science standards as long as the promulgation progress goes into the next biennium budget.

Walt Wilcox requested to vote via phone, there is no objection.

Ron Micheli- Yes  
Scotty Ratliff- Yes  
Pete Gosar- No  
Kathy Coon-Yes  
Hugh Hageman- Yes  
Ken Rathbun-Yes  
Joe Reichardt- No  
Kathryn Sessions- Yes  
Belenda Willson- Yes  
Walt Wilcox- Yes

The motion carried.

#### OTHER ISSUES, CONCERNS, DISCUSSION, PUBLIC COMMENT

Jillian Balow gave a brief public comment on the science standards conversation.

Scotty Ratliff moved to adjourn the meeting, seconded by Kathy Coon. The State Board of Education adjourned at 3:38 p.m.

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE: July 1, 2014**

**ISSUE:** Approval of Treasurer's Report

**BACKGROUND:** The State Board of Education budget for the period ending May 31, 2014 shows a balance of \$15,705.24

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Treasurer's Reports as submitted.

**SUPPORTING INFORMATION ATTACHED:**

- State Board Budget Summary ending May 31, 2014

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

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

# WYOMING DEPARTMENT OF EDUCATION

State Board of Education

FY13 Budget

1 JULY 2012 thru 31 MAY 2014

DESCRIPTION	BUDGETED	EXPENDED	ENCUMBERED	REMAINING BALANCE	Decrease	Increase	Balance
<b>Personal Services (100 series)</b>							
Salaries (0103)	38,000.00	38,000.00		0.00			
Salaries (0104)	35,000.00	34,950.00		50.00			
Employer Paid Benefits (0105)	3,000.00	2,981.84		18.16			
<b>Supportive Services (200 series)</b>							
Teleconference (0203.07)	4,584.75	4,425.28	0.00	159.47			
Communications Direct Freight (0204.06)	3,025.00	730.28	0.00	2,294.72			
Professional Development & Training (0207)	12,673.25	1,707.97	0.00	10,965.28	6,000.00		4,965.28
Advertising (0208)	3,500.00	3,126.98	0.00	373.02			
State Board, In-State Travel Reimbursement (0221)	60,127.00	72,602.71	0.00	(12,475.71)		13,000.00	524.29
State Board, Out-of-State Travel Reimbursement (0222)	11,125.00	3,501.19	0.00	7,623.81	7,000.00		623.81
State Board, Out-of-State Travel Reimbursement (0227)	581.00	581.00	0.00	0.00			
Supplies - Safety-Security-Law Enforcement (0230.24)	20.00	20.00	0.00	0.00			
Supplies - Office, Printing, Reproduction & Stationery (0231.00)	6,411.00	4,983.95	0.00	1,427.05			
Food & Food Service Supplies (0234.00)	1,000.00	496.43	0.00	503.57			
Supplies - Education & Recreational (0236)	672.00	12.25	0.00	659.75			
Intangible Assets (0240)	300.00	261.61	0.00	38.39			
Office, Institutional & Household Equipment & Furnishings (0241)	200.00	179.00	0.00	21.00			
Data Processing & Other Computer Equipment (0242)	2,000.00	688.79	0.00	1,311.21			
Education, Recreational & Technical Equipment (0246)	0.00	0.00	0.00	0.00			
Conference Room Rental (0251.04)	500.00	840.00	0.00	(340.00)		400.00	60.00
Awards, Prizes (0257.01 Monetary/Taxable) (0257.02 Non Monetary/Not Taxable)	2,152.00	0.00	0.00	2,152.00	400.00		1,752.00
Awards, Prizes (0271.0)	0.00	0.00	0.00	0.00			
Maintenance Agreements (0292.0)	1,100.00	1,100.00	0.00	0.00			
<b>Data Processing Charges (0400 series)</b>							
A&I Telecommunications (0420)	5,903.00	5,554.85	0.00	348.15			
<b>Professional Services (0900 series)</b>							
Contract Services (0901)	66,171.00	61,487.23	4,108.40	575.37			
<b>TOTAL</b>	<b>182,045.00</b>	<b>200,231.36</b>	<b>4,108.40</b>	<b>15,705.24</b>			



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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
26-Jun-13	Salaries	12,375.00
26-Jul-13	Salaries	975.00
27-Aug-13	Salaries	3,900.00
23-Sep-13	Salaries	1,650.00
28-Oct-2013	Salaries	750.00
25-Nov-13	Salaries	3,000.00
23-Dec-13	Salaries	2,250.00
29-Jan-14	Salaries	1,500.00
25-Mar-2014	Salaries	5,550.00
24-Apr-2014	Salaries	2,325.00
23-May-2014	Salaries	675.00
<hr/> <b>TOTAL</b>		<b>34,950.00</b>

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
26-Jun-13	Benefits	946.69
26-Jul-13	Benefits	14.04
26-Jul-13	Benefits	74.59
26-Jul-13	Benefits	109.69
27-Aug-13	Benefits	298.36
23-Sep-13	Benefits	6.48
23-Sep-13	Benefits	51.75
23-Sep-13	Benefits	126.21
28-Oct-13	Benefits	57.38
25-Nov-13	Benefits	229.50
23-Dec-13	Benefits	172.13
29-Jan-14	Benefits	51.75
29-Jan-14	Benefits	114.77
29-Jan-14	Benefits	6.48
25-Mar-2014	Benefits	4.32
25-Mar-2014	Benefits	34.50
25-Mar-2014	Benefits	424.59
24-Apr-2014	Benefits	3.24
24-Apr-2014	Benefits	25.88
24-Apr-2014	Benefits	177.85
23-May-2014	Benefits	51.64

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**TOTAL** **2,981.84**

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
10-Jul-12	Leader Technologies-Teleconference Fees	34.70
10-Aug-12	Leader Technologies-Teleconference Charges	79.73
10-Aug-12	Leader Technologies-Teleconference Fees	168.28
10-Aug-12	Leader Technologies-Teleconference Fees	229.00
11-Sep-12	Leader Technologies-Teleconference Fees	50.55
11-Sep-12	Leader Technologies-Teleconference Fees	75.79
11-Sep-12	Leader Technologies-Teleconference Fees	77.22
11-Sep-12	Leader Technologies-Teleconference Fees	87.79
11-Sep-12	Leader Technologies-Teleconference Fees	117.78
9-Oct-12	Leader Technologies-Teleconference Charges	77.77
9-Oct-12	Leader Technologies-Teleconference Charges	111.51
13-Nov-12	Leader Technologies-Teleconference Charges	55.59
13-Nov-12	Leader Technologies-Teleconference Fees	57.78
13-Nov-12	Leader Technologies-Teleconference Fees	94.94
13-Nov-12	Leader Technologies-Teleconference Fees	250.00
5-Dec-12	Leader Technologies-Teleconference Fees	69.14
5-Dec-12	Leader Technologies-Teleconference Fees	104.13
17-Dec-12	Leader Technologies-Teleconference Charges	44.80
14-Jan-13	Leader Technologies-Teleconference Charges	59.58
14-Jan-13	Leader Technologies-Teleconference Charges	60.82
14-Jan-13	Leader Technologies-Teleconference Charges	65.52
14-Jan-13	Leader Technologies-Teleconference Charges	222.34
11-Feb-13	Leader Technologies-Teleconference Charges	46.37
11-Mar-13	Leader Technologies-Teleconference Charges	60.12
11-Mar-13	Leader Technologies-Teleconference Charges	102.11
11-Mar-13	Leader Technologies-Teleconference Charges	181.39
9-May-13	Leader Technologies-Teleconference Charges	20.14
9-May-13	Leader Technologies-Teleconference Charges	69.40
9-May-13	Leader Technologies-Teleconference Charges	109.82
10-Jun-13	Leader Technologies-Teleconference Fees	167.51
4-Sep-13	Leader Technologies-Teleconference Charges	57.65
8-Oct-13	Leader Technologies-Teleconference Charges	39.15
13-Nov-13	Leader Technologies-Teleconference Charges	43.99
13-Nov-13	Leader Technologies-Teleconference Charges	135.26
9-Dec-13	Leader Technologies-Teleconference Charges	189.61
11-Dec-13	Leader Technologies-Teleconference Charges	41.64
14-Jan-14	Leader Technologies-Teleconference Charges	60.80
14-Jan-14	Leader Technologies-Teleconference Charges	67.00
9-Apr-2014	Leader Technologies-Teleconference Charges	49.82
5-May-2014	Leader Technologies-Teleconference Charges	788.74

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TOTAL

4,425.28

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
5-Jul-12	FEDEX-Shipping-793639585360	20.24
10-Jul-12	FEDEX-Shipping- 793601206746	8.24
10-Jul-12	FEDEX-Shipping- 793601220956	11.52
10-Jul-12	FEDEX-Shipping- 798531810060	12.22
10-Aug-12	FEDEX-Shipping- 798531816609	6.57
11-Sep-12	FEDEX-Shipping- 798664559056	6.29
11-Sep-12	FEDEX-Shipping- 793833942273	7.77
11-Sep-12	FEDEX-Shipping- 793882338217	11.15
9-Oct-12	FEDEX-Shipping- 798993936819	11.25
9-Oct-12	FEDEX-Shipping- 798993995873	11.51
9-Oct-12	FEDEX-Shipping- 798993959967	11.51
9-Oct-12	FEDEX-Shipping- 798994013280	11.51
13-Nov-12	FEDEX	5.58
13-Nov-12	FEDEX 799214368321	7.22
13-Nov-12	FEDEX	11.77
5-Dec-12	FEDEX-Shipping- 793962498867	11.77
5-Dec-12	FEDEX-Shipping- 793950835116	12.86
14-Jan-13	FEDEX-Shipping-iPad-s. Ratliff- 794185007385	19.76
11-Feb-13	FEDEX-Shipping- 794519903682	11.53
11-Feb-13	FEDEX-Shipping- 794520080657	12.86
11-Feb-13	FEDEX-Shipping- 794422456366	13.06
11-Mar-13	FEDEX-Shipping- 794520094366	6.67
11-Mar-13	FEDEX-Shipping- 794765171255	13.69
11-Mar-13	FEDEX-Shipping- 794765078728	15.70
8-Apr-13	FEDEX-Shipping- 794765098498	8.71
8-Apr-13	USPS-Shipping- 57167204530311369	9.20
8-Apr-13	FEDEX - Shipping Charges	13.06
9-May-13	FEDEX-Shipping- 799466648548	6.88
9-May-13	FEDEX-Shipping- 799416354312	7.79
9-May-13	FEDEX-Shipping- 799416995455	7.79
9-May-13	FEDEX-Shipping- 794765184987	10.52
9-May-13	FEDEX-Shipping- 799466641500	13.06
10-Jun-13	FEDEX-Shipping-799557718145	7.79
10-Jun-13	USPS-Postage	9.20
10-Jun-13	FEDEX-Shipping-799601262413	16.70
15-Jul-13	FEDEX-Shipping- 485315000301 SBoE Member	13.59
8-Oct-13	FEDEX-Shipping 795819333102	5.58
8-Oct-13	FEDEX-Shipping 796608435513	7.22
8-Oct-13	FEDEX-Shipping 796538094875	11.77
13-Nov-13	FEDEX-Shipping 796934291785	11.50
13-Nov-13	FEDEX-Shipping 796934340938	11.77
12-May-2014	FEDEX-Shipping 798563270650	32.40
12-May-2014	FEDEX-Shipping 798563270190	37.50
30-May-14	Email Account Mar - Jun 2014	216.00

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TOTAL

730.28

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
10-Jul-12	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Jul-12	CONSTANT CONTACT.CO-Online Subscription	20.00
10-Aug-12	CONSTANT CONTACT.CO-Online Subscription	20.00
12-Sep-12	MATTHEW BENDER &CO-WY Education Laws 2012	432.00
11-Feb-13	PAYPAL *MCREL-Registration-K. Coon-SBE Member	695.00
11-Mar-13	PAYPAL *MCREL-Refund on Registration-Kathy Coon-SBE	-695.00
2-Apr-13	WSBA Associate Member Dues for 2013 Inv Date-3/28/13	600.00
9-May-13	AMAZON MKTPLACE PMTS - Book	15.97
6-May-14	WSBA Associate Member Dues for 2014	600.00
<hr/> <b>TOTAL</b>		<b>1,707.97</b>

2-Apr-13 WSBA As 600.00

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

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

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

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

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

23-Jan-2013	K. Coon - Lodging/Cheyenne, WY	169.40
23-Jan-2013	P. Gosar - Mileage/Cheyenne, WY	54.39
23-Jan-2013	P. Gosar - M&IE/Cheyenne, WY	104.00
23-Jan-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
23-Jan-2013	S. Ratliff -Lodging/Cheyenne, WY	84.70
23-Jan-2013	S. Ratliff -Mileage/Cheyenne, WY	299.70
28-Jan-2013	W. Wilcox - M&IE/Cheyenne, WY	104.00
28-Jan-2013	W. Wilcox - Lodging/Cheyenne, WY	154.00
28-Jan-2013	W. Wilcox - Mileage/Cheyenne, WY	197.58
30-Jan-2013	Nov 02 Flight Chey-Evanston-Casper-Chey (Reichardt, Gosar,Williams,Masters,Fentor	2,500.00
22-Feb-2013	B. Willson - M&IE/Cheyenne, WY	108.00
22-Feb-2013	B. Willson - Lodging/Cheyenne, WY	169.40
22-Feb-2013	B. Willson - Mileage/Cheyenne, WY	349.18
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	G. Reichardt - Mileage/Cheyenne, WY	79.10
22-Feb-2013	J. Micheli - M&IE/Cheyenne, WY	69.00
22-Feb-2013	J. Micheli -Lodging/Cheyenne, WY	79.20
22-Feb-2013	J. Micheli -Mileage/Cheyenne, WY	372.90
22-Feb-2013	K. Coon - M&IE/Cheyenne, WY	108.00
22-Feb-2013	K. Coon - Mileage/Cheyenne, WY	158.20
22-Feb-2013	K. Coon - Lodging/Cheyenne, WY	169.40
22-Feb-2013	P. Gosar - Mileage/Cheyenne, WY	55.37
22-Feb-2013	S. Ratliff - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Ratliff - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Ratliff - Mileage/Cheyenne, WY	305.10
22-Feb-2013	S. Belish - M&IE/Cheyenne, WY	69.00
22-Feb-2013	S. Belish - Lodging/Cheyenne, WY	77.00
22-Feb-2013	S. Belish - Mileage/Cheyenne, WY	384.20
26-Feb-2013	S. Belish - M&IE/Ranchester-Douglas-Cheyenne, WY 7-10 Jan 2013	132.00
26-Feb-2013	S. Belish - Mileage/Ranchester-Douglas-Cheyenne, WY 7-10 Jan 2013	234.21
26-Feb-2013	S. Belish - Lodging/Ranchester-Douglas-Cheyenne, WY 7-10 Jan 2013	265.52
11-Mar-13	H. Hageman - Mileage/Cheyenne, WY	117.52
26-Mar-13	B. Willson - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	B. Willson - Mileage/Casper-Rock Springs-Casper, WY	146.90
26-Mar-13	B. Willson - Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Coon - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	K. Coon -Mileage/Casper, WY	117.52
26-Mar-13	K. Coon -Mileage/Casper-Rock Springs-Casper, WY	117.52
26-Mar-13	K. Coon -Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Rathbun - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	K. Rathbun - Lodging/Casper-Rock Springs-Casper, WY	158.00
26-Mar-13	K. Rathbun - Mileage/Casper-Rock Springs-Casper, WY	222.62
26-Mar-13	L. Millin - M&IE/Rock Springs, WY	115.50
26-Mar-13	L. Millin - Lodging/Rock Springs, WY	158.00
26-Mar-13	M. Williams - M&IE/Rock Springs, WY	115.50
26-Mar-13	M. Williams - Lodging/Rock Springs, WY	158.00
26-Mar-13	P. Gosar - M&IE/Rock Springs, WY	115.50
26-Mar-13	P. Gosar - Lodging/Rock Springs, WY	158.00
26-Mar-13	P. Gosar - Mileage/Rock Springs, WY	233.91
26-Mar-13	S. Ratliff - M&IE/Rock Springs, WY	115.50
26-Mar-13	S. Ratliff -Mileage/Casper, WY	135.60
26-Mar-13	S. Ratliff -Lodging/Rock Springs, WY	158.00
26-Mar-13	S. Ratliff -Mileage/Rock Springs, WY	160.46
26-Mar-13	S. Belish - M&IE/Casper-Rock Springs-Casper, WY	115.50
26-Mar-13	S. Belish - Lodging/Casper-Rock Springs-Casper, WY	158.00

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

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

29-Nov-13	M. Williams - Lodging/Lander, WY	196.10
12-Dec-13	B. Willson - Mileage/Lander, WY	89.27
12-Dec-13	B Willson - M&IE/Lander, WY	327.00
12-Dec-13	G. Reichardt - Mileage/Lander, WY	287.02
12-Dec-13	G. Reichardt - M&IE/Lander, WY	327.00
12-Dec-13	J. Micheli - Mileage/Lander, WY	213.57
12-Dec-13	J. Micheli - M&IE/Lander, WY	327.00
12-Dec-13	K. Coon - Mileage/Lander, WY	281.37
12-Dec-13	K. Coon - M&IE/Lander, WY	327.00
12-Dec-13	S. Ratliff - Mileage/Lander, WY	28.25
12-Dec-13	S. Ratliff - M&IE/Lander, WY	327.00
12-Dec-13	S. Belish - M&IE/Cheyenne, WY	384.20
12-Dec-13	S. Belish - Mileage/Cheyenne, WY	436.00
21-Jan-14	K. Sessions - Mileage/Lander	307.36
21-Jan-14	K. Rathbun - Mileage/Lander	377.42
21-Jan-14	P. Gosar - Mileage/Lander	250.86
21-Jan-14	S. Ratliff - Mileage/Casper	135.60
10-Feb-14	K. Coon - Mileage/Cheyenne	158.20
18-Feb-14	G. Reichardt - Mileage/Cheyenne	78.40
18-Feb-14	J. Micheli - Mileage/Cheyenne	369.60
18-Feb-14	K. Coon - Mileage/Cheyenne	156.80
18-Feb-14	K. Rathbun - Mileage/Cheyenne	296.80
18-Feb-14	S. Ratliff - Mileage/Cheyenne	302.40
18-Feb-14	W. Wilcox - Mileage/Cheyenne	199.36
25-Feb-14	H. Hageman - Mileage/Cheyenne	117.52
25-Feb-14	H. Hageman - Mileage/Lander	309.62
25-Feb-14	P. Gosar - Mileage/Cheyenne	54.88
25-Feb-14	S. Belish - Mileage/Cheyenne	182.00
28-Feb-14	B. willson - Mileage/Cheyenne	346.08
21-Jan-14	K. Sessions - Per Diem/Lander	327.00
21-Jan-14	K. Rathbun - Per Diem/Lander	327.00
21-Jan-14	P. Gosar - Per Diem/Lander	327.00
21-Jan-14	S. Ratliff - Per Diem/Casper	109.00
10-Feb-14	L. Coon - Per Diem/Cheyenne	109.00
18-Feb-14	G. Reichardt - Per Diem/Cheyenne	327.00
18-Feb-14	J. Micheli - Per Diem/ Cheyenne	327.00
18-Feb-14	K. Coon - Per Diem/Cheyenne	327.00
18-Feb-14	K. Rathbun - Per Diem/Cheyenne	327.00
18-Feb-14	S. Ratliff - Per Diem/Cheyenne	327.00
18-Feb-14	W. Wilcox - Per Diem/Cheyenne	327.00
25-Feb-14	H. Hageman - Per Diem/Lander	327.00
25-Feb-14	H. Hageman - Per Diem/Cheyenne	436.00
25-Feb-14	P. Gosar - Per Diem/Cheyenne	218.00
25-Feb-14	S. Belish - Per Diem/Cheyenne	327.00
28-Feb-14	B. Willson - Per Diem/Cheyenne	327.00
21-Apr-2014	B. Willson - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00

21-Apr-2014	B. Willson - Mileage for SBoE Mtg Casper 11 Apr 2014	145.60
21-Apr-2014	G. Reichardt - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00
21-Apr-2014	G. Reichardt - Mileage for SBoE Mtg Casper 11 Apr 2014	122.08
21-Apr-2014	J. Micheli - Per Diem for SBoE Mtg Casper 11 Apr 2014	218.00
21-Apr-2014	J. Micheli - Mileage for SBoE Mtg Casper 11 Apr 2014	334.88
21-Apr-2014	K. Sessions - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00
21-Apr-2014	K. Sessions - Mileage for SBoE Mtg Casper 11 Apr 2014	199.36
21-Apr-2014	K. Coon - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00
21-Apr-2014	K. Coon - Mileage for SBoE Mtg Casper 11 Apr 2014	116.48
21-Apr-2014	K. Rathbun - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00
21-Apr-2014	K. Rathbun - Mileage for SBoE Mtg Casper 11 Apr 2014	220.64
21-Apr-2014	P. Gosar - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00
21-Apr-2014	P. Gosar - Mileage for SBoE Mtg Casper 11 Apr 2014	165.76
21-Apr-2014	S. Ratliff - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00
21-Apr-2014	S. Ratliff - Mileage for SBoE Mtg Casper 11 Apr 2014	134.40
24-Apr-2014	G. Reichardt - Mileage for SBoE Teleconference Mtg-Cheyenne 24 Mar 2014	78.40
24-Apr-2014	G. Reichardt - Mileage for Legislative Session Cheyenne 17 Feb 2014	78.40
24-Apr-2014	G. Reichardt - Per Diem for Legislative Session Cheyenne 17 Feb 2014	109.00
6-May-2014	J. Micheli - Per Diem for WY Curriculum Directors Mtg Cheyenne 22 Apr 2014	218.00
6-May-2014	J. Micheli - Mileage Reimbursement for WY Curriculum Directors Mtg	369.60
13-May-2014	H. Hageman - Per Diem for SBoE Mtg Casper 11 Apr 2014	109.00
13-May-2014	H. Hageman - Mileage Reimbursement for SBoE Mtg Casper 11 Apr 2014	144.48
13-May-2014	S. Belish - Per Diem for JEC Mtg Cheyenne 25 Apr 2014	109.00
13-May-2014	S. Belish - Mileage Reimbursement for JEC Mtg Cheyenne 25 Apr 2014	236.32
15-May-2014	H. Hageman - Per Diem for SBoE Mtg Cheyenne 23 Jan 2014	109.00
15-May-2014	H. Hageman - Mileage for SBoE Mtg Cheyenne 23 Jan 2014	116.48
15-May-2014	K. Coon - Per Diem for JEC Mtg Cheyenne 25 Apr 2014	109.00
15-May-2014	K. Coon - Mileage for JEC Mtg Cheyenne 25 Apr 2014	156.80

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**TOTAL**

**72,602.71**

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**WYOMING DEPARTMENT OF EDUCATION**

**State Board of Education**

**FY13 Biennium Budget**

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

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

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**TOTAL**

**3,501.19**

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**WYOMING DEPARTMENT OF EDUCATION**

**State Board of Education**

**FY13 Biennium Budget**

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

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

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

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

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
10-Jul-12	Office Depot-Office Supplies	16.12
10-Jul-12	Office Depot-Office Supplies	33.08
10-Jul-12	Office Depot-Office Supplies	40.54
10-Jul-12	Office Depot-Office Supplies	205.47
10-Aug-12	Office Depot-Office Supplies	13.10
10-Aug-12	Office Depot-Office Supplies	13.99
10-Aug-12	Indoff Inc-Business Cards-P. Fenton-Hughes	15.85
10-Aug-12	Office Depot-Office Supplies	30.30
10-Aug-12	Amazon-Office Supplies	46.94
11-Sep-12	Office Depot-Office Supplies	1.89
11-Sep-12	Office Depot-Office Supplies	6.09
11-Sep-12	Office Depot-Office Supplies	14.15
9-Oct-12	Office Depot-Office Supplies	11.69
9-Oct-12	WY Trophy & Engraving-Name Tags/Desk Plates	36.11
9-Oct-12	Office Depot-Office Supplies	42.70
9-Oct-12	WY Trophy & Engraving-NotePads-SBoE	594.74
11-Oct-12	Buy.Com-iPad Case-SBoE	51.20
12-Oct-12	Little Ol'Printshop-SpiralBinding of LawBooks-SBoE	97.50
13-Nov-12	Amazon-Office Supplies	2.45
13-Nov-12	Office Depot-Office Supplies	5.03
13-Nov-12	Office Depot-Office Supplies	13.38
13-Nov-12	Office Max-Office Supplies	185.52
13-Nov-12	FEDEX OFFICE	1,173.82
14-Nov-12	Little Ol'Printshop-SpiralBinding of LawBooks-SBoE	6.48
5-Dec-12	Office Max-Refund of Sales Tax Charged in Error	-8.83
14-Jan-13	Office Depot-Office Supplies	15.19
14-Jan-13	Office Depot-Office Supplies	22.22
23-Jan-13	G. Reichardt, D. Mann-Tavegia	186.00
11-Feb-13	Office Depot-Office Supplies	9.49
2-Apr-13	Inv.#119520	34.30
8-Apr-13	Amazon-Office Supplies	27.30
8-Apr-13	Office Depot-Office Supplies	27.35
10-Jun-13	Wal-Mart-Office Supplies	15.91
12-Jul-13	Wal-Mart-Office Supplies	20.75
12-Jul-13	Office Depot-Office Supplies	51.96
4-Sep-13	Office Depot-Office Supplies	7.59
4-Sep-13	Office Depot-Office Supplies	20.74
9-Sep-13	Printing-Name Tag & Desk Plate/K. Session	29.10
8-Oct-13	Office Depot-Office Supplies	9.99
8-Oct-13	Office Depot-Office Supplies	15.29
8-Oct-13	Pioneer Printing - Spiral Binding for WDE Law Books	80.00
13-Nov-13	Wal-Mart-Office Supplies	6.37
13-Nov-13	FEDEX Office - Commercial Printing for State Board	1,659.00
14-Jan-14	Office Depot-Office Supplies	4.49
14-Jan-14	Office Depot-Office Supplies	5.99
14-Jan-14	Office Depot-Office Supplies	69.14

5-Feb-14

Wal-Mart-Office Supplies

16.47

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**TOTAL**

**4,983.95**

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2-Apr-13 Printing-Name€ 34.30

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
13-Nov-12	Wal-Mart-Food for SBoE Mtg	41.96
11-Feb-13	Wal-Mart - Food Supplies for SBoE	6.21
11-Feb-13	Wal-Mart-Food for SBoE Mtg	59.23
10-Jun-13	Wal-Mart-Food for SBoE Mtg	52.93
12-Jul-13	Wal-Mart - Food Supplies for SBoE	2.92
12-Jul-13	Wal-Mart-Food for SBoE Mtg	48.56
8-Oct-13	Wal-Mart-Food for SBoE Mtg	30.10
8-Oct-13	Wal-Mart-Food for SBoE Mtg	109.04
13-Nov-13	Wal-Mart - Food Supplies for SBoE	6.15
13-Nov-13	Safeway - Food (Water) for SBoE Mtg	8.37
13-Nov-13	Wal-Mart - Food for SBE Meeting	72.72
5-Feb-14	Wal-Mart - Food for SBE Meeting	58.24
<hr/> <b>TOTAL</b>		<b>496.43</b>

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
09-May-13	Amazon Mktplace Pmts - Book	12.25

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<b>TOTAL</b>		<b>12.25</b>
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**WYOMING DEPARTMENT OF EDUCATION**

**State Board of Education**

**FY13 Biennium Budget**

**Intangible Assets (0240)**

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

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<b>TOTAL</b>		<b>261.61</b>
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**WYOMING DEPARTMENT OF EDUCATION**

**State Board of Education**

**FY13 Biennium Budget**

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

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

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
14-Aug-12	Amazon-Apple Power Adapter	23.64
11-Oct-12	Buy.Com-Apple iPadReplacement Glass-SBoE	44.18
11-Oct-12	Amazon.Com-Mobile Scanner	195.73
14-Jan-13	Wal-Mart-iPad-S. Ratliff	399.00
14-Apr-14	Dell - Sound Bar for all Entry Plat Panel/1each	26.24
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<b>TOTAL</b>		<b>688.79</b>

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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<b>TOTAL</b>		<b>0.00</b>

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
10-Jul-12	Holiday Inn-Mtg Rm Rental	240.00
2-Apr-13	Mtg Rm Rental-State Board of Education New Member Orientation	100.00
23-Jan-14	Mtg Rm Rental-SBoE Mtg-Lander	300.00
15-May-14	Mtg Rm Rental-WY Contractors Assn Inc 11 Apr 2014	200.00
<b>TOTAL</b>		<b>840.00</b>

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

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

**State Board of Education**

**FY13 Biennium Budget**

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

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
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<b>TOTAL</b>		<b>0.00</b>
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PLEASE ONLY USE 0257 FOR AWARDS

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

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

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
18-Aug-12	Telecommunications	630.52
26-Sep-12	Telecommunications	237.05
1-Nov-12	Telecommunications	135.43
23-Nov-12	Telecommunications	676.53
4-Dec-12	Telecommunications	-135.43
21-Dec-12	Telecommunications	146.63
24-Jan-13	Telecommunications	417.49
26-Feb-13	Telecommunications	282.06
26-Apr-13	Telecommunications	265.86
30-Apr-13	Telecommunications	279.86
21-May-13	Telecommunications	191.51
19-Jun-13	Telecommunications	225.05
17-Jul-13	Telecommunications	225.05
20-Aug-13	Telecommunications	225.05
25-Sep-13	Telecommunications	225.05
22-Oct-13	Telecommunications	225.05
21-Nov-13	Telecommunications	225.05
27-Feb-14	Telecommunications	512.87
19-Mar-2014	Telecommunications	180.04
23-Apr-2014	Telecommunications	180.04
22-May-2014	Telecommunications	204.09
<hr/> <b>TOTAL</b>		<b>5,554.85</b>

report today I am manually adding.

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

<b>DATE</b>	<b>DESCRIPTION</b>	<b>AMOUNT</b>
12-Jul-12	Catering for SBoE Mtg Apr 25-27, 2012	626.00
16-Aug-12	Catering for SBoE Mtg-Gillette Apr 2, 2012	215.00
28-Aug-12	Deposit for SBoE Mtg-SnowKingResortInc-September 25-29, 2012	339.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	157.00
27-Nov-12	Catering for SBoE Mtg Nov 1-2	177.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 11 ProStart	122.00
17-Dec-12	Catering for WSBOE-End of Course Mtg Oct 12 ProStart	152.00
3-Jan-13	Catering for SBoE Mtg Sep 25-27, SnowKingResortInc	2,945.00
3-Jan-13	Lodging for SBoE Mtg Sep 25-27, SnowKingResortInc	2,991.13
2-Apr-13	Catering Services for State Board of Ed. Meeting-3/11-12/13	382.50
7-May-13	Contract Svcs-P. Fenton-Hughes 27 Feb-31 Mar	2,191.14
28-May-13	Contract Svcs-P. Fenton-Hughes Apr	862.47
28-May-13	Contract Svcs & Travel-Ray&Associates 3 Apr-15 May	20,000.00
10-Jun-13	Catering for SBoE Meeting-Gegis LLC Casper-5/8-9/13	1,025.00
20-Jun-13	Incidental Costs-Ray&Associates June	1,230.57
20-Jun-13	Candidate Expenses-Ray&Associates June	10,000.00
28-Jun-13	Contract Svcs-P. Fenton-Hughes May	1,748.25
8-Jul-13	Catering Svcs-Afton M Hall 29 May- 1 Jun	2,000.00
22-Jul-13	Contract Svcs-P. Fenton-Hughes Jun	1,398.60
19-Aug-13	Contract Svcs-P. Fenton-Hughes Jul	979.02
19-Aug-13	Incidental Costs-Ray&Associates Aug	379.24
22-Aug-13	Incidental Costs-Ray&Associates 30 May - 1 Jun	940.58
3-Oct-13	Incidental Costs-Ray&Associates July	815.54
3-Oct-13	Incidental Costs-Ray&Associates July	1,449.61
3-Oct-13	Candidate Expenses-Ray&Associates May - June	1,465.76
3-Oct-13	Candidate Expenses-Ray&Associates May - June	1,694.72
7-Oct-13	Contract Svcs-P. Fenton-Hughes Aug	93.24
23-Oct-13	Catering for SBoE Meeting; 7-8 Oct 2013	960.00
31-Oct-13	Contract Svcs-P. Fenton-Hughes Sep	279.72
20-Nov-13	Contract Svcs-P. Fenton-Hughes Oct	699.30
19-Dec-13	Contract Svcs-P. Fenton-Hughes Nov	139.86
21-Jan-14	Services-Take Minutes for SBE Meeting & Afternoon School T	400.00
23-Jan-14	Catering for SBoE Meeting/Lander 3-5 Nov 2013	1,192.98
25-Feb-14	Catering for SBoE Meeting/Cheyenne 23-24 Jan 2014	975.00
21-Apr-2014	Catering for SBE Mtg Casper 11 Apr 2014	330.00
15-May-2014	Catering for SBE Mtg Casper 11 Apr 2014	130.00

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**TOTAL** **61,487.23**

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

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION  
DATE: MAY 8, 2014**

**ISSUE: ALTERNATIVE SCHOOL SCHEDULE APPROVAL**

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

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

**WYOMING DEPARTMENT OF EDUCATION 2014 ALTERNATIVE SCHEDULE REQUESTS**

<b>SCHOOL DISTRICT</b>	<b>ALTERNATIVE SCHEDULE SUMMARY</b>	<b>YEARS APPROVED</b>
<b>Campbell 1- Westwood High school only</b>	<b>146.5 day schedule (4 day week with Friday remedial activities)</b>	<b>2014-2015 2015-2016</b>
<b>Carbon 1- Rawlins Cooperative High School</b>	<b>150 day schedule(CHS 4 day week with Friday Graduation Acceleration Session)</b>	<b>2014-2015 2015-2016</b>
<b>Little Snake River Valley School (LSRVS)</b>	<b>150 day schedule (LSRVS-4 day week with Friday Remediation)</b>	<b>2014-2015 2015-2016</b>
<b>Converse 1-Rural schools including: Dry Creek, Moss Agate, Shawnee, Walker Creek, White School</b>	<b>152 day schedule (4 day week)</b>	<b>2014-2015 2015-2016</b>
<b>Fremont 6-Crowheart, Wind River El., Middle and HS</b>	<b>155 day schedule (4 day week)</b>	<b>2014-2015 2015-2016</b>

<b>Fremont 24-Shoshoni El., Junior High and HS</b>	<b>170 secondary day schedule and 165 elementary day schedule for 2014-2015, 172 and 168 respectively for 2015-2016</b>	<b>2014-2015 2015-2016</b>
<b>Teton 1-Summit High School and Jackson Hole High School</b>	<b>173 day schedule</b>	<b>2014-2015</b>
<b>Uinta 4-Mountain View El., Middle, High and Ft. Bridger El.</b>	<b>165 day schedule</b>	<b>2014-2015 2015-2016</b>
<b>Uinta 6-Lyman Middle, High and Urie Elementary</b>	<b>148 day schedule (4 day week)</b>	<b>2014-2015 2015-2016</b>

**INFORMATION ONLY:**

**The following school districts have provided letters stating they will continue with their approved calendars for the 2014-2015 school year:**

**Carbon 2                  Sweetwater 1                  Lincoln 2                  Niobrara 1  
Park 16                  Sheridan 1                  Sheridan 3                  Sublette 9  
Johnson 1(with modifications)**

**The following school districts have provided letters stating they will be returning to traditional calendars for the 2014-2015 school year:**

**Weston #7  
Crook #1  
Fremont #2  
Lincoln #1**

**SUGGESTED MOTION/RECOMMENDATION: That the alternative schedules for the above listed schools be approved for the 2014-2015 and 2015-2016 school years.**

**SUPPORTING INFORMATION ATTACHED:**

- 1. Alternative Schedule Summary**
- 2. Alternative Schedule applications from the above 8 districts.**
- 3. Intent to continue letters from 9 districts.**

**PREPARED BY: Brian Aragon**

**APPROVED BY: \_\_\_\_\_**

**ACTION TAKEN BY STATE BOARD: \_\_\_\_\_ DATE: \_\_\_\_\_**

**COMMENTS:**

School District	Alternative Schedule Summary	Request for Approval in the following Year(s)	2013-14 AYP Status/WAEA Pilot Performance and other data
<p>Campbell #1 (Gillette-Westwood High School only) This is an alternative high school</p>	<p>*146.5 day alternative schedule *4 day week *schedule has been approved since 2007-2008</p> <p><b>Educational objectives:</b> *Provide incentives for attending school and maintaining adequate academic performance.</p> <p>*Reduce dropout rates.</p> <p><b>Method of Evaluation:</b> GPA, Absences, Number of dropouts, Enrollment and Honor Roll trends.</p>	<p>2014-2015 2015-2016</p>	<p><b>WAEA rating for Westwood-Not</b></p> <p><b>2012-2013 AYP: Warning (graduation rate)</b></p> <p>GPA has increased from 2.6 in 2006 to 3.7 in 2013-2014.</p> <p>Absences decreased from 22 in 2006 to 12 in 13-14 (averages)</p>
<p>Carbon 1- Rawlins Cooperative High School</p> <p>Little Snake River Valley School (LSRVS)</p>	<p>150 day schedule(CHS 4 day week with Friday Graduation Acceleration Session)</p> <p>150 day schedule (LSRVS-4 day week with Friday Remediation)</p>	<p>2014-2015 2015-2016</p>	<p><b>WAEA rating for Cooperative High-Under Review</b></p> <p><b>2012-13 AYP: Year 8 (graduation rate)</b></p> <p><b>LSRVS-Partially</b></p> <p><b>2012-13 AYP: Met AYP</b></p>

	<p><b>Educational objectives:</b></p> <ul style="list-style-type: none"> <li>*more contact time with teacher</li> <li>*incentivize academic achievement</li> <li>*remediation and enrichment</li> <li>*Reduce dropout rates.</li> </ul> <p><b>Method of Evaluation:</b> GPA, Absences, PAWS, MAP, Number of dropouts and Enrollment.</p>		
<p>Converse 1-Rural schools including: Dry Creek, Moss Agate, Shawnee, Walker Creek, White School</p>	<p>152 day schedule (4 day week)</p> <p><b>Educational objectives:</b></p> <ul style="list-style-type: none"> <li>*Enhance quality of education for students through PD, Student achievement, attendance and behavior modifications</li> <li>*Protect instructional time</li> </ul> <p><b>Method of Evaluation:</b> MAP, PAWS, RTI data, attendance</p>	<p>2014-2015 2015-2016</p>	<p><b>WAEA rating-</b>            Dry Creek: <b>Exceeding</b>            Moss Agate: <b>Partially</b>            Shawnee and Walker Creek: <b>Under Review</b>            White School: <b>Not</b></p> <p><b>2012-13 AYP:</b>            White Year 1 (Math)</p> <p><b>All others met AYP</b></p> <p><b>Attendance ranged from 94-99 % for these rural schools for 2013-2014</b></p>

<p>Fremont 6- Crowheart, Wind River El., Middle and HS</p>	<p>155 day schedule  (4 day week)</p> <p><b>Educational objectives:</b> *Maximize instructional time *remediation and enrichment *Improve communication to stakeholders</p> <p>*Reduce dropout rates.</p> <p><b>Method of Evaluation:</b> MAP, PAWS, ACT, DIBELS, attendance data, discipline data Friday school attendance</p>	<p>2014-2015 2015-2016</p>	<p><b>WAEA rating-</b>  Crowheart: <b>Meeting</b> Wind River El: <b>Meeting</b> Wind River Middle: <b>Partially</b> Wind River HS: <b>Partially</b></p> <p><b>2012-13 AYP:</b> WR El.-Year 1 (Language Arts)</p> <p>All others met AYP</p>
<p>Fremont 24-Shoshoni El., Junior High and HS</p>	<p>170 secondary day schedule and 165 elementary day schedule for 2014-2015, 172 and 168 respectively for 2015-2016</p> <p><b>Educational objectives:</b> *Protecting instructional time and improving attendance.</p> <p><b>Method of Evaluation:</b> MAP, PAWS, SAWS,</p>	<p>2014-2015 2015-2016</p>	<p><b>WAEA rating-</b>  Shoshoni El.: <b>Exceeding</b> Shoshoni JH: <b>Meeting</b> Shoshoni HS: <b>Exceeding</b></p> <p><b>2012-13 AYP:</b> All met AYP</p>

	ACT and student attendance data		
Teton 1-Summit High School and Jackson Hole High School	<p>173 day schedule</p> <p><b>Educational objectives:</b></p> <ul style="list-style-type: none"> <li>*Avoiding school on high impact Fridays will increase student attendance with teachers and improve student performance</li> <li>*increase graduation rates</li> </ul> <p><b>Method of Evaluation:</b></p> <p>GPA, Absences, Number of dropouts, Enrollment and surveys</p>	2014-2015	<p><b>WAEA rating-</b></p> <p>Summit HS: <b>Not</b></p> <p>Jackson Hole HS: <b>Partially</b></p> <p><b>2012-13 AYP:</b></p> <p>JHHS-Met AYP</p> <p>Summit HS- Warning</p>
Uinta 4-Mountain View El., Middle, High and Ft. Bridger El.	<p>165 day schedule</p> <p><b>Educational objectives:</b></p> <ul style="list-style-type: none"> <li>*improve student learning opportunities</li> <li>*improve student and staff attendance</li> </ul> <p><b>Method of Evaluation:</b></p> <p>MAP, PAWS, ACT, formative assessments, WAEA, AYP, GPA</p>	2014-2015 2015-2016	<p><b>WAEA rating-</b></p> <p>Mountain View El: <b>Meeting</b></p> <p>Mountain View Middle: <b>Meeting</b></p> <p>Ft. Bridger: <b>Meeting</b></p> <p>Mountain View HS: <b>Meeting</b></p> <p><b>2012-13 AYP:</b> Ft Bridger, Mountain View El.: Year 1 (math and LA)</p> <p>Mtn. View Middle and HS: Met AYP</p>

<p>Uinta 6-Lyman Middle, High and Urie Elementary</p>	<p>148 day schedule (4 day week)</p> <p><b>Educational objectives:</b> *Reduce time students miss due to extra-curricular activities</p> <p><b>Method of Evaluation:</b> ACT, PAWS, surveys (New superintendent has requested a review and evaluation of their alternative schedule. Results will be completed 2015- 16)</p>	<p>2014-2015 2015-2016</p>	<p><b>WAEA rating-</b> <b>Urie: Meeting</b> <b>Lyman Middle: Meeting</b> <b>Lyman HS: Partially</b></p> <p><b>2012-13 AYP: Urie: Year 1 (Language Arts)</b></p> <p><b>Lyman Middle: Year 2 (Math)</b></p> <p><b>Lyman HS: Met AYP</b></p> <p>(PAWS data provided by grade in the application)</p>
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WESTWOOD HIGH SCHOOL

601 Rohan Ave.  
Gillette, Wy. 82716  
Kelly Morehead

email: [kmorehead@ccsd.k12.wy.us](mailto:kmorehead@ccsd.k12.wy.us)

phone: (307) 682-9809

fax: (307) 686-7566

February 28, 2014

Brian Aragon  
Wyoming Department of Education  
2020 Grand Avenue  
Suite 500  
Laramie, WY 82070

Dear Mr. Aragon,

Westwood High School is requesting an alternative calendar for the 2014-2015 and 2015-2016 school years. This alternative high school would like to be in session with students for a period of 146.5 extended days.

Fridays will be reserved for those requiring remedial opportunities. Specifically students who failed to meet the attendance requirement for the week or are failing courses will be assigned to attend school for a half day on Friday.

We believe this innovative school calendar will work to insure greater success for the at-risk youth who attend Westwood Alternative High School

Sincerely,

Kelly Morehead



***"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."***

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: Campbell County

DISTRICT CONTACT: Kelly Morehead - Westwood High School

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
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) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• <u>2 years</u></li> </ul>	
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary 900 hours</li> <li>• Mid/Jr. High 1050</li> <li>• <u>High School 1100</u></li> </ul>	

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

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

## **Public hearing on proposed alternative calendar for Westwood High School**

Campbell County School District will hold public hearings to address the proposed alternative calendar for Westwood High School on Thursday, Feb 6, 2014, and Thursday, Feb 13, 2014 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.



# Westwood High School

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 and every year since.

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 is 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 six 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, 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.

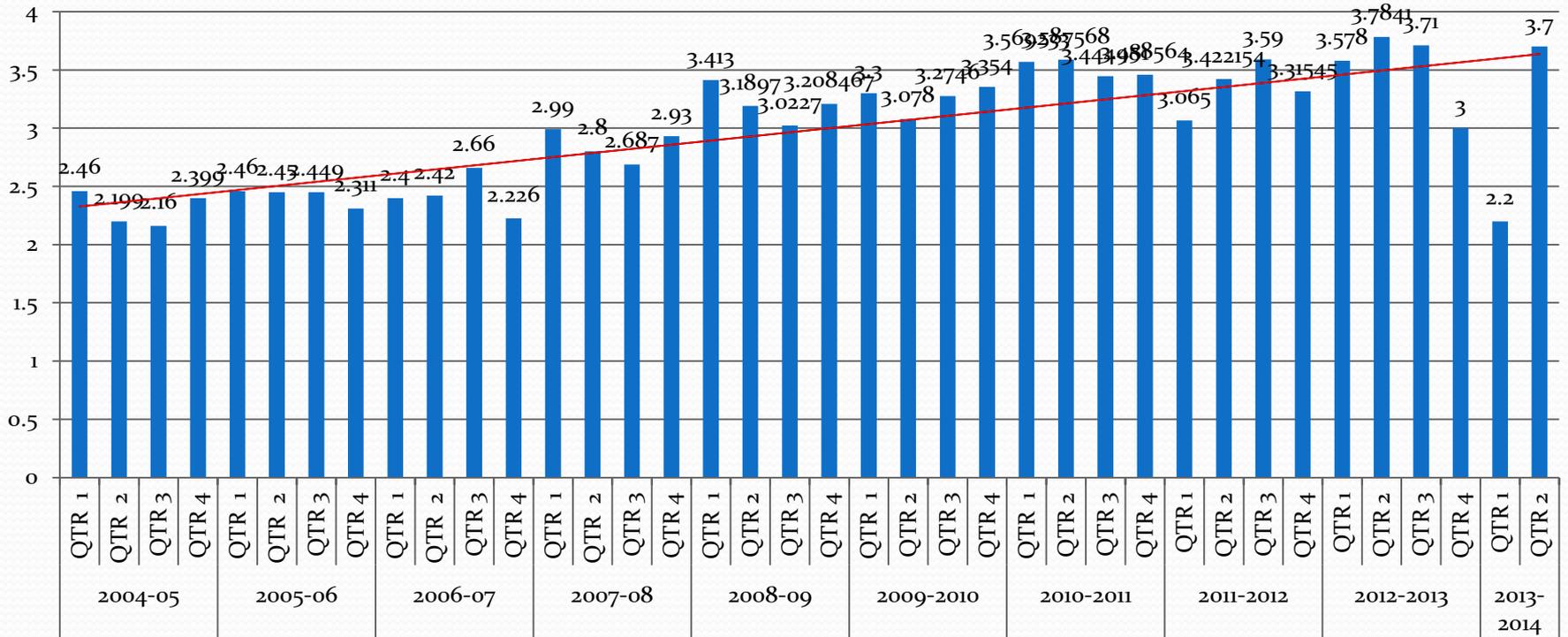
Attached is the data to support Westwood High School four-day alternative schedule.

# 4.5 Day Data

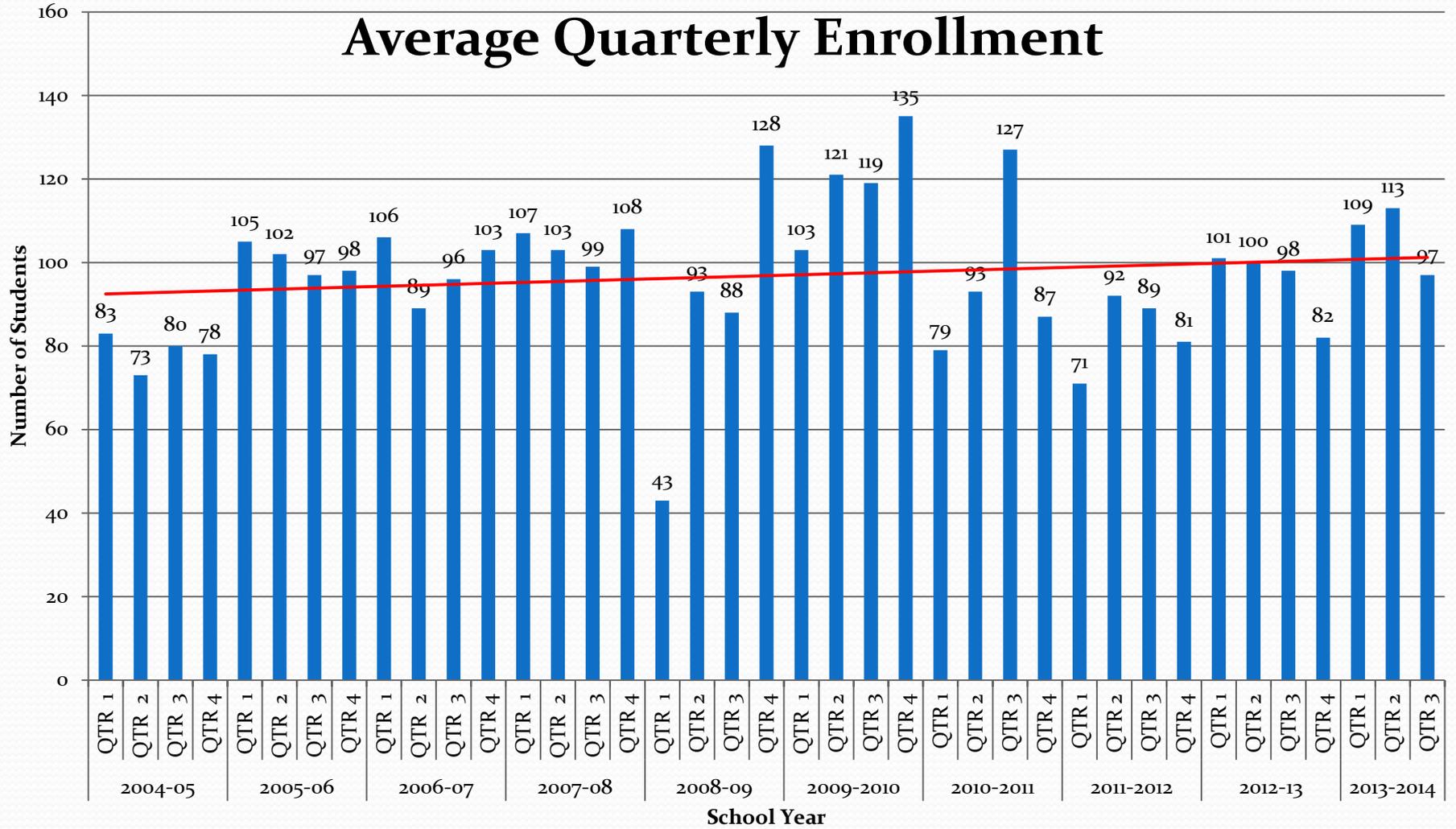
## PURPOSE:

1. To promote attendance
2. To improve academic performance
3. To reduce drop out rate

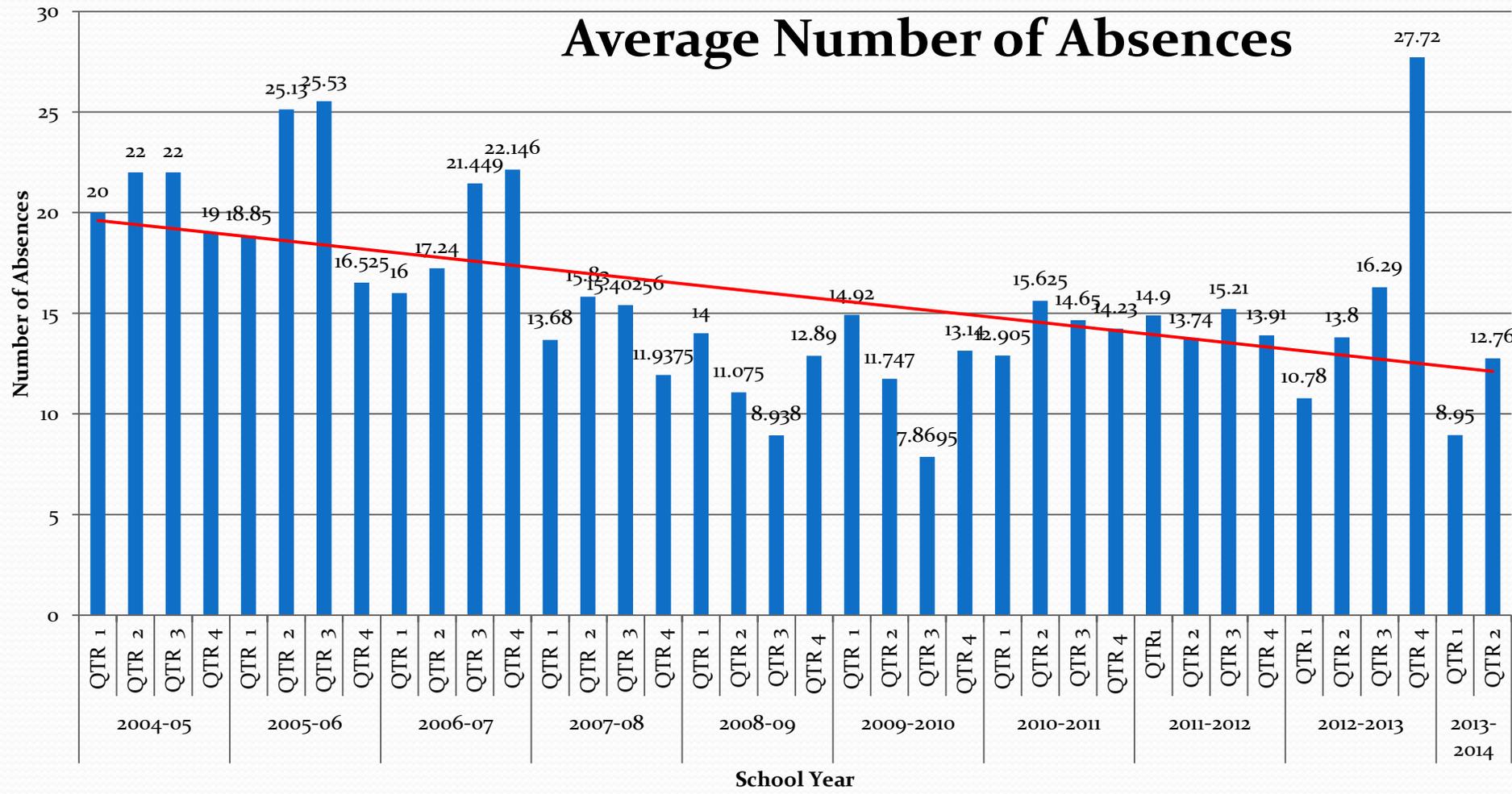
# Average Student GPA



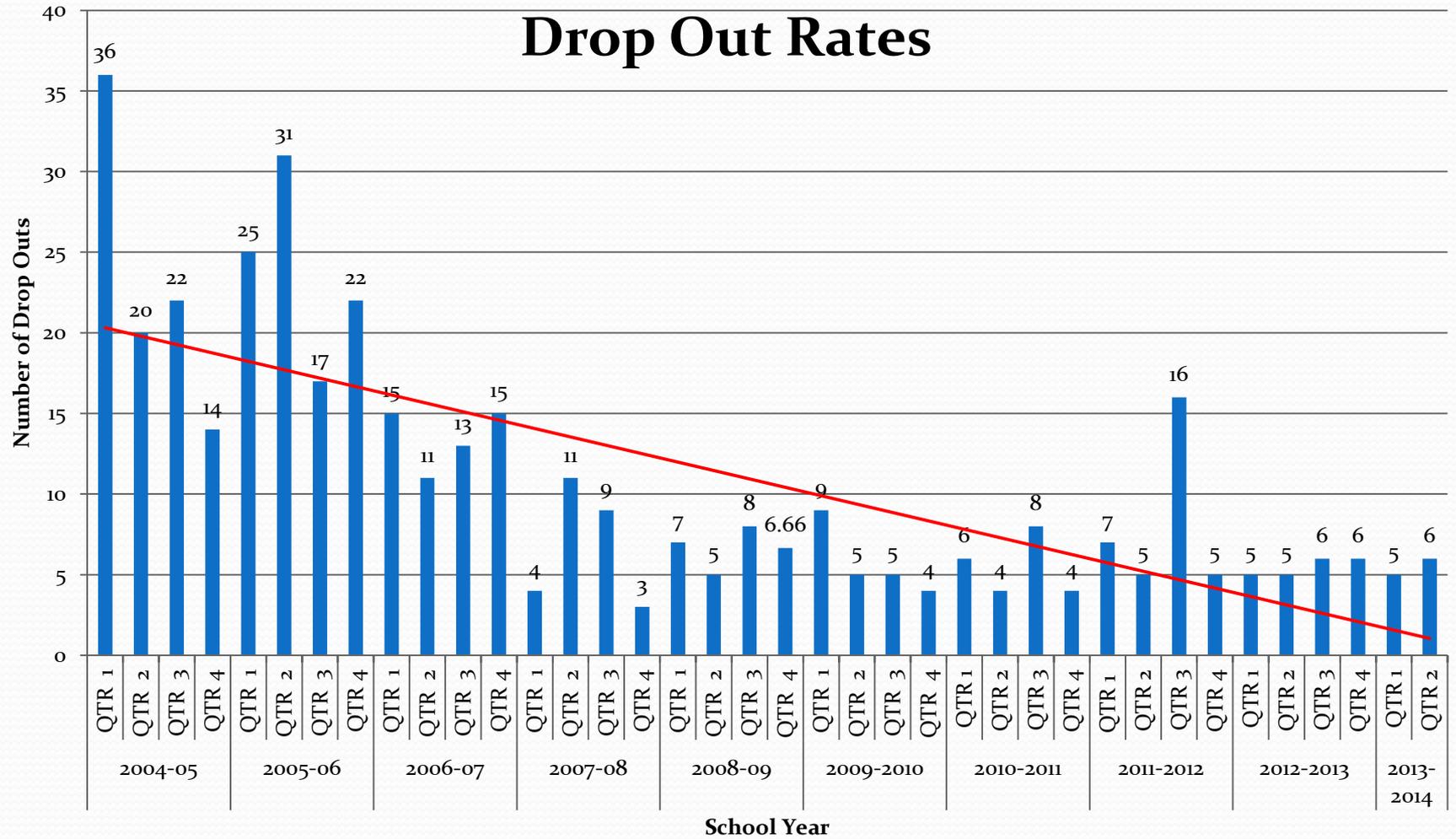
# Average Quarterly Enrollment



# Average Number of Absences



# Drop Out Rates



WESTWOOD HIGH SCHOOL  
ALTERNATIVE CALENDAR  
2014-15

**2014-2015 Calendar**

Legend:

School in session		SCHOOL HOLIDAY	Friday School	PROFES SIONAL DAY	Early Dismissal	No School	Last Day of QTR. Early Dis.	EARLY RELEASE PROF
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MONTH	# of Instruction full DAYS	# half day instruction	# of Friday School Days	# of Holiday Days	# of Prof. Days	1st Week					2nd Week					3rd Week		
						M	T	W	Th	F	M	T	W	Th	F	M	T	W
August	3		0	0	5					1	4	5	6	7	8	11	12	13
September	18		3	1	0	1	2	3	4	5	8	9	10	11	12	15	16	17
October	17	0.5	3	0	1.5			1	2	3	6	7	8	9	10	13	14	15
November	14	0.5	3	2.5	0	3	4	5	6	7	10	11	12	13	14	17	18	19
December	12		3	8	0	1	2	3	4	5	8	9	10	11	12	15	16	17
January	15	0.5	2	3	1.5			1	2	3	5	6	7	8	9	12	13	14
February	16		3	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18
March	17	0.5	3	0	0.5	2	3	4	5	6	9	10	11	12	13	16	17	18
April	16		2	4	0			1	2	3	6	7	8	9	10	13	14	15
May	15	0.5	3	1	0.5					1	4	5	6	7	8	11	12	13
June	1		0	0	1	1	2											
July	0																	
<b>TOTAL</b>	<b>144</b>	<b>2.5</b>	<b>25</b>	<b>20.5</b>	<b>10</b>													

**PARENT/TEACHER CONFERENCES**

Quarter 1	25-Sep
Quarter 2	20-Nov
Quarter 3	19-Feb
Quarter 4	9-May

**END OF QUARTERS**

23-Oct
15-Jan
19-Mar
2-Jun

	early dis. Professional
	no Friday school
	regular day
	1/2 day holiday
	holiday
	professional

<b>TOTAL DAYS</b>	146.5
<b>MINUTES FOR FULL DAY</b>	485
<b>MINUTES EARLY RELEASE</b>	280

instruction time - passing

**TOTAL HRS**

69840	minutes for full day, all year
<b>700</b>	minutes for early release days
70540	total minutes
1175.66667	total hours



Legend: X - In School      H - School Holiday

MONTH	Number of Instructional Days	Number of Education Days	1st Week					M
			M	T	W	Th	F	
August					1	2	3	6
September			3	4	5	6	7	10
October			1	2	3	4	5	8
November						1	2	5
December			3	4	5	6	7	10
January				1	2	3	4	7
February							1	4
March			3	4	5	6	7	10
April				1	2	3	4	7
May						1	2	5
June			2	3	4	5	6	9
July				1	2	3	4	7
<b>TOTAL</b>								

**NOTE:** The 2005-06 school calendar must include 148 instructional school days.

2nd Week				3rd Week				
T	W	Th	F	M	T	W	Th	F
7	8	9	10	13	14	15	16	17
11	12	13	14	17	18	19	20	21
9	10	11	12	15	16	17	18	19
6	7	8	9	12	13	14	15	16
11	12	13	14	17	18	19	20	21
8	9	10	11	14	15	16	17	18
5	6	7	8	11	12	13	14	15
11	12	13	14	17	18	19	20	21
8	9	10	11	14	15	16	17	18
6	7	8	9	12	13	14	15	16
10	11	12	13	16	17	18	19	20
8	9	10	11	14	15	16	17	18

4th Week					5th Week			
M	T	W	Th	F	M	T	W	Th
20	21	22	23	24	27	28	29	30
24	25	26	27	28				
22	23	24	25	26	29	30	31	
19	20	21	22	23	26	27	28	29
24	25	26	27	28	31			
21	22	23	24	25	28	29	30	31
18	19	20	21	22	25	26	27	28
24	25	26	27	28	31			
21	22	23	24	25	28	29	30	
19	20	21	22	23	26	27	28	29
23	24	25	26	27	30			
21	22	23	24	25	28	29	30	31

<b>F</b>
31
30
29
30

# Westwood High School

## Campbell County School District

### 2014-2015

JULY 2014						
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 2014						
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 2014						
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				

OCTOBER 2014						
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 2014						
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						

DECEMBER 2014						
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			

### Holidays, Special Days & Student Dismissal Days

July 4	Independence Day
August 13-19	New Teachers Prof. Days
August 20-26	All Teachers Prof. Days
August 27	Students Report
September 1	Labor Day Holiday
September 25	P/T Conferences
October 13	Professional Day
October 23	Early Rel/Prof. Day/ End of Quarter 1
October 24	No Friday School
November 20	P/T Conferences
November 26-28	Early Dis./Thanksgiving Break
Dec 22-Jan 2	Holiday Break
January 15	Early Rel/Prof. Day/End of Quarter 2
January 16	No Friday School
January 19	Professional Day
February 12	P/T Conferences
February 16	Presidents Day, No School
March 19	Early Rel/Prof. Day/End of Quarter 3
March 20	No Friday School
April 2-7	Spring Break
April 16	P/T Conferences
May 20	Senior's Last Day, Early Dismissal Barbecue & Graduation Practice
May 21	Graduation
May 22	No Friday School
May 25	Memorial Day Holiday
May 29	Last Student Day
June 1	Professional Day
<b>Special Days</b>	
<b>Early Dismissal/Professional Day</b>	
<b>End of Quarter/Early Dismissal</b>	
<b>Parent/Teacher Conf.</b>	
<b>Friday School</b>	
<b>Professional Days (No School)</b>	
<b>Student Vacation Days</b>	

#### QUARTER ONE

August 27-October 23

#### QUARTER TWO

October 27-January 15

#### QUARTER THREE

January 20-March 19

#### QUARTER FOUR

March 23-June 2

Snow days that occur during the quarter will be made up in that same quarter at Westwood.

JANUARY 2015						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

FEBRUARY 2015						
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22	23	24	25	26	27	28
29						

MARCH 2015						
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22	23	24	25	26	27	28
29	30	31				

APRIL 2015						
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19	20	21	22	23	24	25
26	27	28	29	30		

MAY 2015						
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 2015						
S	M	T	W	TH	F	S
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

To: Brian Aragon,  
Wyoming Department of Education

From: Kurt Torstenbo, Principal

Re: Alternative Schedule Request (4/14/14)

Dear Mr. Aragon,

The purpose of this letter is to seek approval for the Rawlins Cooperative High school (an alternative high school) to utilize an alternative schedule for the 2014–2015 and 2015-2016 school years. The Cooperative High School would like to continue using the same schedule that we are currently using for 2013-2014 school year. The four (4) day alternative schedule will meet the student's annual contract hours.

The Cooperative High School is an alternative high school, serving at-risk youth. These students have a difficult time in a traditional setting. With their needs, it is our professional duty and responsibility to create a schedule that meets the needs of our students and helps to ensure that each child has an opportunity to succeed.

My first year as a principal resulted in a bigger growth in earned credits than in past years. A four (4) day week allows the Cooperative High School to offer a GAS (Graduation Acceleration Session) session on Fridays for students who need extra help or wish to work at a faster pace. We also offer extra GAS sessions every day before school and after school on Thursdays. A four (4) day week provides the teachers the opportunity to use Fridays for professional growth and to discuss student progress on a monthly basis.

Respectfully,



Kurt Torstenbo  
Principal, Cooperative High School

TO: Brian Aragon

From: Kurt Torstenbo, Principal

Re: Education Objectives (4/4/14)

**Objective 1: The students will have more contact time with each core subject teacher.**

The four (4) day schedule that has a lengthened time of each day (Monday through Thursday) gives students more time to work on a core subject and have more contact with the core teacher.

In addition, students can attend GAS (Graduation Acceleration Session) Session for extra help in core subjects. Gas sessions are every morning from 7:00 to 8:00 AM, Thursday at 4:00 to 6:00 PM, and Fridays from 8:00 to 2:00 PM.

**Objective 2: The Read 180 reading intervention program will meet once each day. This will streamline this program for students and for the instructor and provide 90 minutes each day of additional student-teacher contact time.**

With the number of students in Read 180 we are able to offer the course in a ninety (90) minute block. This task is a lot easier because our day has been lengthen. Student still have lots of time to work on other subject areas during the day.

**Objective 3: The proposed schedule affords students who are on attendance and or academic contract a full Two (2) day weekend and the motivation to do what is necessary to be in good standing while allowing them the three (3) day weekend.**

As stated above, the Cooperative High School provides two extra school sessions each week. One of these occurs on Friday from 8:00 to 2:00 p.m. Students who are in good academic standing and are not on an attendance contract are not required to attend either extra school session (although they may if they desire). I feel that this extra school session motivates student as we see an upgrade in the number of credits earned this year.

Some are student use the three day weekend to earn money to help support themselves or families.

**Objective 4: Provides scheduled weekly professional learning community (PLC) time for the Cooperative High School staff to discuss topics such as: ILP's (Individual Learning Plans), MAP assessment results, Sig grant (Indistar program), Common Core Black Belt training and district level professional development.**

The four day schedule did provide us time for staff development and collaboration. Having the time to collaborate about students is helping are graduation numbers. Having more PLC time helps the Cooperative staff to work on Sig Grant which deals with school improvement items.

TO: Brian Aragon  
Wyoming Department of Education

From: Kurt Torstenbo, Principal

RE: Schedule Description (4/14/14)

The Cooperative High School proposed schedule: (Tentative)

Monday through Thursday School hours: 8:00 AM to 4:00 PM.

### Daily Schedule

8:00 to 8:30	Circle-up (Discovery Program)
8:30 to 8:45	Wellness Activity (Math Group)
8:45 to 9:00	Wellness Activity (Science Group)
9:00 to 9:15	Wellness Activity (English Group)
8:30 to 10:00	Period One (Math, Science, English)
10:00 to 10:05	Break
10:05 to 11:00	Period Two (Math, English, History)
11:00 to 11:05	Break
11:05 to 12:00	Period Three (Science, Math, English)
12:00 to 12:30	Lunch Break
12:30 to 2:00	Period Four (Read 180, Math, History)
12:30 to 12:45	Wellness Activity (Math Group)
12:45 to 1:00	Wellness Activity (History Group)
2:00 to 2:05	Break
2:05 to 3:00	Schoolwork, Hip-Hop
3:00 to 3:05	Break
3:05 to 4:00	Schoolwork, STEM

# Carbon County School District #1

## 2014-2015 School Calendar

### AUGUST

					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						

14 - Initial Contract Day  
 15—Staff Development  
 18—Staff Development  
 19—Staff Workday  
 20—School Begins

1—New Year's Day  
 5—Back to School

### JANUARY

				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

	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—Labor Day—No School  
 12—Staff Development  
 19—Staff Workday

### FEBRUARY

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

### OCTOBER

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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

16—End of 1st Quarter  
 22, 23—Evening P/T Conf.

12—End of 3rd Quarter  
 17-18—Evening P/T Confer-  
 ences

### MARCH

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

						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						

26 & 27—  
 Thanksgiving Vacation

2-6 —Easter Break

### APRIL

			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

	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—End of Semester  
 22-31—Winter Break

20 - COOP Graduation  
 25—Memorial Day  
 28—End of 2nd Semester  
 28—Students Last Day  
 29—COOP Staff Work Day

### MAY

					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	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				

**KEY**

- Student Days
- COOP Staff Development
- COOP Staff Workdays
- Holiday

Sessions  
 1st Quarter 35 Days  
 2nd Quarter 34 Days  
 3rd Quarter 40 Days  
 4th Quarter 41 Days  
 Total 150 Days

# — NOTICE —

## **PUBLIC INPUT ON NON-NEGOTIATED PROPOSED POLICIES**

The Carbon County School District One Board of Trustees approved the following policies on first reading at the regular scheduled Board meeting on January 23, 2014:

- **JB, Homework/Independent Practice; and policy IKA, Grading Systems**

Community input is being solicited. Input will be accepted through and including **February 20, 2014**.

The policies may be seen in their entirety by stopping at Central Office for a copy at 615 Rodeo or online at [crb1.k12.wy.us](http://crb1.k12.wy.us) under BoardDocs Access. They will go for final reading at the regular scheduled Board meeting on February 27, 2014.

## **PUBLIC INPUT ON NON-NEGOTIATED PROPOSED CALENDARS**

The Carbon County School District One Board of Trustees approved the proposed 2014-2015 calendars for Rawlins/Bairoil/Sinclair, Little Snake River Valley School, and Cooperative High School, on first reading at the January 23, 2014 regularly scheduled Board meeting.

Community input is being solicited. Input will be accepted through and including February 20, 2014.

The calendars may be seen in their entirety by stopping at Central Office for a copy at 615 Rodeo or online at [crb1.k12.wy.us](http://crb1.k12.wy.us) under BoardDocs Access. They will go for final reading at the regular scheduled Board meeting on February 27, 2014.



**Thursday, February 27, 2014  
Regular Board Meeting**

**Meeting Time: 5:00 pm (Executive Session), around 6:00 p.m. (Regular Business)**  
**Meeting Place: 615 Rodeo, Board Room, Rawlins, WY 82301**  
**Meeting called to order at \_\_\_\_\_**

**1. APPROVAL OF THE AGENDA**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the agenda on BoardDocs.

**2. EXECUTIVE SESSION**

A. RESOLVED: That the CCSD #1 Board of Trustees moves into executive session at 5:01 pm, for the purpose of discussing personnel matters considered confidential by law, possible litigation, and legal matters.

**3. RETURN TO OPEN SESSION**

A. RESOLVED: That the CCSD #1 Board of Trustees returns to open session at 6:24 pm.

**4. PLEDGE OF ALLEGIANCE**

A. Misc. Minutes/Enrollment

**5. APPROVAL OF THE MINUTES**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the executive session minutes for February 27, 2014.

**6. CONSENT AGENDA**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the Consent Agenda as follows:

**7. PRESENTATIONS**

- A. Parent/Public Comment
- B. COOP/LSRV Alternative Schedule Public Comment
- C. Data Presentation-Curriculum

**8. REPORTS**

- A. Business Manager
- B. Administrators

**9. SUPERINTENDENT'S REPORT**

A. Report as Follows

**10. ITEMS FROM THE BOARD/INFORMATION**

## A. Upcoming Dates/Board Information

**11. OLD BUSINESS**

---

A. RESOLVED: That the CCSD #1 Board of Trustees approves the changes to board policy JB, Homework/Independent Practice; and policy IKA, Grading Systems; on second reading.

B. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendars for Little Snake River Valley School, and Cooperative High School on second reading.

C. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendar (Option B) for Rawlins/Bairroll/Sinclair on second reading.

**12. NEW BUSINESS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the certified, and support staff seniority list for 2013-2014, on first reading.

B. RESOLVED: That the CCSD #1 Board of Trustees approves the attached contract with Region V Board of Cooperative Education Services not to exceed \$98, 248.02 from December 17, 2013 to June 30, 2014.

C. RESOLVED: That the CCSD #1 Board of Trustees approves the Superintendent's recommendation to not renew the lease for the Bairroll School building as of June 30, 2014 and continue to transport Bairroll K-12 students to Rawlins for any and all purposes relating to their education and extra-curricular needs.

D. RESOLVED: That the CCSD #1 Board of Trustees approves the changes to board policy IKF, Graduation Requirements; on first reading

**13. PERSONNEL RECOMMENDATIONS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the attached personnel recommendations.

**14. ADJOURN**

---

A. RESOLVED: That the CCSD #1 Board of Trustees moves to adjourn at 7:55 pm.

**\*Draft until approved by the Board\***

**Regular Board Meeting (Thursday, February 27, 2014)**

*Generated by Amanda Medina on Friday, February 28, 2014*

**Members present**

Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**Others present**

Superintendent Fletcher Turcato, David Horner, Nancy Torstenbo, Darrin Jennings, Jesse Martinez, Stacey Peres, Linda Butler, Matt LaBeau, Jamie Chapman, Patty Bonnette, Tracy Blaize, Ramon Castilleja, Thom Gamblin, Adene Wuertley, Sue Ann Regano, Shenah Bartlett, Amy Bentsen, Melissa Brownell, Benita Allard, Sue Finkle, Ryan Searle, Dan Hadden, Jacinda Waldrip, Kurt Torstenbo, Debi Gaines, Barbara Ramsey, Adrionne Johnston, Rae Johnston, Kristi Johnson, Caleb Johnson, Lori Eggleston, Stacey Peres, and Amanda Medina-Executive Assistant.

**Meeting called to order at 5:00 PM**

**1. APPROVAL OF THE AGENDA**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the agenda on BoardDocs.

RESOLUTION 14-029

Motion by Jeffrey Mendoza, second by Denise Pfeffer.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**2. EXECUTIVE SESSION**

A. RESOLVED: That the CCSD #1 Board of Trustees moves into executive session at 5:01 pm, for the purpose of discussing personnel matters considered confidential by law, possible litigation, and legal matters.

RESOLUTION 14-030

Motion by Jeffrey Mendoza, second by Matt Feldmann.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**3. RETURN TO OPEN SESSION**

A. RESOLVED: That the CCSD #1 Board of Trustees returns to open session at 6:24 pm.

RESOLUTION 14-031

Motion by Jeffrey Mendoza, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **4. PLEDGE OF ALLEGIANCE led by Patty Bonnette**

A. Misc. Minutes/Enrollment

## **5. APPROVAL OF THE MINUTES**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the executive session minutes for February 27, 2014.

RESOLUTION 14-032

Motion by Jeffrey Mendoza, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **6. CONSENT AGENDA**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the Consent Agenda as follows:

Resolution: RESOLUTION 14-033

a. Minutes

1. January 23, 2014—Regular Board Meeting

2. February 13, 2014—Board Workshop

3. February 13, 2014—Special Board Meeting

b. Expenditures—February 11, 2014 to February 21, 2014 (trustees to abstain)

c. Out-of-State Trip Proposal

1. RHS Band Students (Denver, CO)

2. RHS National Honor Society Students (Denver, CO)

3. LSRV 8th Grade Students (SLC, UT)

d. CCSD#1 recognizes the home school applications for the 2013-2014 school year

Motion by Jeffrey Mendoza, second by Dan Butler.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **7. PRESENTATIONS**

### A. Parent/Public Comment

No public comment.

### B. COOP/LSRV Alternative Schedule Public Comment

Kurt Torstenbo-discussed the alternative schedules. This public comment is required by the state.

### C. Data Presentation-Curriculum

Nancy Torstenbo presented on curriculum, instruction, and assessment for the district. The presentation and data are all attached to BoardDocs. Denise-when will we approve the district curriculum? We teach the state and common core standards. Q&A's held.

## **8. REPORTS**

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### A. Business Manager

David Horner-gave an update on the high school. March 6th will interview CMAR contractors and March 7th special board meeting at Noon. Demo contractor will be here next week on Pershing and Mt. View. RMS and Sinclair projects to be advertised in the next week. Next week review on production kitchen. Legislature community meetings requirement discussed. Budget is in conference still. Moving forward slowly. Mike-did you and Nancy collaborate on the math series? No, they have not had time to look through documents yet. The Board will get to decide which budget that should come out of. Mike would like figures at the March 13th workshop. What gives us the best benefit for the dollars that we have.

### B. Administrators

Deb Gaines-we need to remember the MAP assessment has already started to implement the common core assessments. Jesse-we owe the city of Rawlins a thank you for helping to fix the sewer line at RMS.

## **9. SUPERINTENDENT'S REPORT**

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### A. Report as Follows

Fletcher Turcato-discussed the legislature changes. We need to rely on local control for our school districts. Fletcher discussed the common core.

## **10. ITEMS FROM THE BOARD/INFORMATION**

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### A. Upcoming Dates/Board Information

Mike-read the upcoming board dates and thanked Jamie Chapman for the cookies and art presentation. Jamie discussed the art club and thanked the RES PTO for their support. Seuss on the Loss next Tuesday.

## **11. OLD BUSINESS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the changes to board policy JB, Homework/Independent Practice; and policy IKA, Grading Systems; on second reading.

RESOLUTION 13-273

Motion by Jeffrey Mendoza, second by Denise Pfeffer.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

B. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendars for Little Snake River Valley School, and Cooperative High School on second reading.

RESOLUTION 13-298

Motion by Jeffrey Mendoza, second by Dan Butler.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

C. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendar (Option B) for Rawlins/Bairoil/Sinclair on second reading.

RESOLUTION 13-295

Motion by Jeffrey Mendoza, second by Denise Pfeffer.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **12. NEW BUSINESS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the certified, and support staff seniority list for 2013-2014, on first reading.

RESOLUTION 14-034

Motion by Denise Pfeffer, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**B. RESOLVED:** That the CCSD #1 Board of Trustees approves the attached contract with Region V Board of Cooperative Education Services not to exceed \$98, 248.02 from December 17, 2013 to June 30, 2014.

RESOLUTION 14-035

Motion by Dan Butler, second by Gilbert Archuleta.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**C. RESOLVED:** That the CCSD #1 Board of Trustees approves the Superintendent's recommendation to not renew the lease for the Bairoil School building as of June 30, 2014 and continue to transport Bairoil K-12 students to Rawlins for any and all purposes relating to their education and extra-curricular needs.

Fletcher-major concerns were discussed on Bairoil and what will be provided for Bairoil was discussed.

RESOLUTION 14-036

Motion by Jeffrey Mendoza, second by Gilbert Archuleta.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**D. ESOLVED:** That the CCSD #1 Board of Trustees approves the changes to board policy IKF, Graduation Requirements; on first reading

Denise-Is there a reason why our graduation requirements are different in our district? Dan discussed changes. Mike-we received our assurance at the last workshop from Dan and Travis on these changes. Dan discussed further. Denise-we need to change "body of evidence" changes.

RESOLUTION 14-037

Motion by Dan Butler, second by Matt Feldmann.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **13. PERSONNEL RECOMMENDATIONS**

**A. RESOLVED:** That the CCSD #1 Board of Trustees approves the attached personnel recommendations.

RESOLUTION 14-038

**Certified Staff Hires:**

James Newby, Instructional Facilitator—RHS

**Support Staff Hires:**

Jennifer Schanck, Custodian—District

**Co-Curricular Staff Hires:**

Jake Rich, Assistant Track Coach—LSRV

**Substitute Hires:**

Lyle Bashor, Substitute Custodian—District  
Ben Cozzens, Substitute Teacher—LSRV

**Transfers:**

Julie Goodwine, 3<sup>rd</sup> Grade Teacher/4<sup>th</sup> Grade Teacher—RES

**Resignations/Terminations:**

Margaret Lopez, 5<sup>th</sup> Grade Teacher—RES  
Amy Hughes, Custodian—District  
Allison Hofer, ESL Co-Coordinator—District  
Jennifer Collinsworth, Bus Driver—District

Motion by Denise Pfeffer, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **14. ADJOURN**

---

A. RESOLVED: That the CCSD #1 Board of Trustees moves to adjourn at 7:55 pm.

RESOLUTION 14-039

Motion by Jeffrey Mendoza, second by Dan Butler.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza



# *Cooperative High School*

*615 Rodeo Street, Rawlins, Wyoming 82301*

---

*307-328-9250*

**To: Parents of Cooperative High School**

**From: Kurt Torstenbo, Principal**

**Re: Sig Grant Meeting/Parent-Teacher Conferences**

The Cooperative High School Staff is excited to visit with the parents or guardians during the Sig Grant meeting scheduled for March 19<sup>th</sup> at 6:00 p.m. The staff will be discussing the new changes taking place at the Cooperative High School. This meeting will last about an hour and give the parents or guardians and opportunity to share their concerns or comments about two main points. The two points of discussion are the alternative school calendar and purposed changes to the Cooperative High School. Pizza will be provided and your attendance would be appreciated.

Teacher conferences are scheduled both evenings on March 27<sup>th</sup> or 28<sup>th</sup> from 4:00 to 6:00 p.m. The teachers will be visiting with you about your son or daughter's (ILP) Individualized Learning Plan and their progress in the content areas. Mrs. Vink will be calling to set up a conference time.

Respectfully,

A handwritten signature in black ink that reads "Kurt Torstenbo". The signature is written in a cursive, flowing style.

Kurt Torstenbo, Principal

### **A four (4) day school week (Alternative School Calendar)**

Comments from the SIG grant meeting and Parent conferences.

#### **Likes:**

- Avoid overwhelming and burning out students.
- Like Two full weeks for Winter Break since other schools (her siblings) have it off.
- Like Two full weeks so parent could visit somewhere longer for the break.
- Get the two weeks for Christmas. No need for Easter to. Continue with the Thursday-Monday Easter break.
- Works on Fridays
- Winter Break goes to see relatives out of town.
- A four day week allows students to work jobs and get extra hours in on Friday.

#### **Dislikes:**

- Like spring break to be one full week

### **A five (5) day Calendar:**

#### **Likes:**

- Because GAS is still considered part of a school week to me.

TO: Brian Aragon  
Wyoming Department of Education

From: Kurt Torstenbo, Principal

RE: Schedule Description (4/14/14)

**The Cooperative High School proposed schedule:**

Monday through Thursday School hours: 8:00 AM to 4:00 PM. 30 (thirty) minutes for lunch =7hrs 30 minutes/day.

7hrs30minutes x 150 days = 1,125 hours per year

**Extended Time (GAS Sessions):**

Monday through Thursday: 7:00 to 8:00 a.m.

Thursday: 4:00 to 6:00 PM.

Friday: 8:00 to 2:00 PM.

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: Carbon County School District #1

DISTRICT CONTACT: Kurt Torstenbo (307) 328-9250

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
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) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• <u>2 years</u></li> </ul>	✓
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary 900 hours</li> <li>• Mid/Jr. High 1050</li> <li>• <u>High School 1100</u></li> </ul>	✓

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

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: CARBON COUNTY #1

DISTRICT CONTACT: JOEL THOMAS (307)383-2185

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
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	X 2
Copy of public comment records	1 2
Length of waiver (circle one) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• <u>2 years</u></li> </ul>	✓
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary 900 hours</li> <li>• Mid/Jr. High 1050</li> <li>• High School 1100</li> </ul>	✓

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

# LITTLE SNAKE RIVER VALLEY SCHOOLS

P.O. Box 9  
Baggs, Wyoming 82321



Mr. Joel Thomas  
Principal 307-383-2185  
Fax 307-383-2184

**“Rattlers”**

Mr. Fletcher Turcato  
Superintendent 307-328-9200

Davi Duncan, Secretary

Ann Wille, AD

January 23, 2014

To the Wyoming Department of Education,

This is a letter requesting the continued approval of an alternative schedule for Little Snake River Valley School in Baggs, WY. Little Snake River Valley School is a K-12 school with a present enrollment of 177 students and 23 certified staff members. We have been on the four day week for the past six years and have found it to be very successful. The documents requested by the WDE are enclosed. Thank you for your consideration of this request.

Sincerely,

A handwritten signature in black ink, appearing to read 'Joel Thomas', written in a cursive style.

Joel Thomas

Little Snake River Valley School Principal

# LITTLE SNAKE RIVER VALLEY SCHOOLS

P.O. Box 9  
Baggs, Wyoming 82321



Mr. Joel Thomas  
Principal 307-383-2185  
Fax 307-383-2184

**“Rattlers”**

Mr. Fletcher Turcato  
Superintendent 307-328-9200

Davi Duncan, Secretary

Ann Wille, AD

January 24, 2014

To the Wyoming Department of Education,

We offer the following as evidence of our continued desire to go on with the four-day week schedule at Little Snake River Valley School. Using creative scheduling as a staff we have created an environment where every child in our school has an opportunity to succeed. We have been able to deviate from a traditional schedule and traditional ideas to meet the changing needs of today's students. Previously our schedule was very traditional and did not allow us the freedom to meet the needs of all of our students.

One of the major changes we have made is to offer daily and weekly opportunities for remediation and enrichment. The elementary school has a forty-five minute block at the end of each day that allows teachers to continue with curriculum at a normal pace during the school day, and meet the enrichment and remediation needs of individual students after school. We also offer Friday School from 8-11am on Friday mornings to all students and this has been tremendously successful. On Fridays we have four certified staff members here to assist students; two whom supervise the computer lab and classroom for students who just need a study hall environment; and two whom are here to give direct instruction and interventions to students. We also use Bridges money to offer zero and 8<sup>th</sup> hour remediation Monday through Thursdays and make this money available for certified staff to come in on additional Fridays to offer one-on-one assistance to students.

An additional positive change has been the increased student/teacher contact due to uninterrupted class time Monday through Thursday. Student attendance has improved and teachers do everything in their power to schedule their absences on Fridays. Student who are involved in co-curricular activities do not lose academic time because we have been able to successfully adjust the schedule to play all of our contests later in the evenings or on Fridays and Saturdays.

Over the past six years the students and staff have felt a reduction in stress due to less interruptions, time built in to remediate students, and little to no class time missed for co-curricular activities. Our parents and community are also very much in support of continuing the four day week.

Sincerely,

The LSRV Staff

### **Scheduling Notes**

\*I have attached our current elementary school specials schedule, our middle and high school master schedule, and our calendar for this year and proposed calendar for next school year.

#### **Elementary**

As you can see from the attached schedule we have blocked uninterrupted time every morning for academics in the elementary classrooms. We also have a differentiated instruction time from 8-8:30am every morning which is our tier two intervention that allows every student to receive reading instruction based on their ability level rather than their grade level; so it serves both our remedial and advanced populations. All classes K-5 have their language arts block at the same time so that students can move up or down a grade level based on their ability.

#### **Middle and High School**

Any student who has a D or F is required to attend Friday School until of their grades are C or better. Each student has a mentor who checks their grades every Wednesday, gives the student a Friday School slip, and calls their parents to inform them as well. Friday School is also available for students who voluntarily come in needing a computer, extra time, or extra help. One issue we initially had was getting some of the required students to attend Friday School. We have now created both zero and 8<sup>th</sup> hour for any students who need extra help, and students that do not attend Friday School must attend four zero or 8<sup>th</sup> hour classes the following week. This has greatly increased our Friday School attendance.

	8:00-8:58		9:01-9:57	9:58-10:15	10:15-10:56	10:59-11:55	11:58-12:26	12:26-1:01	1:01-1:57	2:00-2:30	2:30 - 3:00
<b>P.E.</b>							Lunch	1/2 MTWTH	K MTWTH 3/4 MTWTH 1:30		5 MTWTH
<b>Art</b>								K TTh 4 MW		3 TTh 5 MW	1TTh 2MW 2:30
<b>Spanish</b>								3 TTh 5MW	4MW 1:00	1MW 2TTh	KMTWTH 2:30
<b>Music</b>								K MW 4 TTh	5 TTh	3 MW	1 MW 2 TTh 2:30
<b>Counseling</b>					K T 10:20		DEAR		4Th 1:00	1 T 5 Th 2M	3 Th
<b>Library</b>					K M 10:20				4T 1:00	1 Th 2W 5T	3 M
<b>Computers</b>					K TH 10:30		1Th 5T 2 M	5T		4 TH	3 T

	8:00-9:00	9:00-9:30	9:30-10:00	10:00-10:15	10:15-11:00	11:00-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:30	2:30-3:15
<b>Kinder</b>				Recess	M Library T Counseling Th Computers	Lunch 11:15		Art TTh Music MW	PE MTWTh			Spanish
<b>1st</b>				Recess		Lunch 11:20	Th Computers	PE			Spanish MW Counseling T Library Th	Art TTh Music MW
<b>2nd</b>				Recess		Lunch 11:20	M Computers	PE			Spanish TTh Counseling M Library W	Music TTh Art TTh
<b>3rd</b>				Recess		Lunch 11:30		Spanish TTh		PE MTWTh	Art TTh Music MW	Counseling Th Library M Computers T
<b>4th</b>				Recess		Lunch 11:30		Art MW Music TTh	Spanish MW Counseling Th Library T	PE MTWTh	Computers Th	
				Recess		Lunch 11:30	T Computers	T Computers Spanish MW	Music TTh	Music TTh	Counseling Th Library T Art MW	PE MTWTh

# LSRV High School Schedule 2013-2014

Final Updated 8/20/2013

Period	1 8:00 - 8:58	2 9:01 - 9:57	3 10:00 - 10:56	4 10:59-11:55	MS Lunch 11:58-12:26	HS Lunch 12:26-1:01	5 1:01 - 1:57	6 2:00 - 2:56	7 2:59 - 3:55
Dale Wille	AG 11	AG 11	Planning	AG 10			AG 9	AG 12	AG 12
Jake Rich	Alg II	8th Math Alg I	Adv. Geometry JD	Pre Calc	H I	M I	Geometry	Calculus	Planning
Dan Cheatham	Phys Science	Adv. Biology	Physics	Planning	G H	D D	Chem	Biology	Elec. Science
Mike Bates	World Geog World History	American History	Gov't Econ	Plan	S	L E	World Geog World History	Planning	MS Enrichment
Ann Wille	6th Grade 7th Grade	Accounting	AD Hour	Planning	C H	S	Bus Comm	Word Proc Bus. Comm	Dig Des/ Bus Comm MS Enrichment
Julia Johnson	Annual or Engl 1010/1020	Eng. 9 JD	Eng. 10	Planning	O O	C H	Eng. 10	Eng. 11	Annual or Eng 1010/1020
Linda Duncan				Speech Interp. Comm	L	O O	Elem. Block 12-3		
Ana Kunsman	Span II/III	7th Span Q2 & Q4	6th Span Q1 & Q3	8th Spanish Q2 & Q4	D E	L	Elem. Block 12-3		Span I
Susan Leonhardt	7th Grade 8th Grade		HS Art	HS Art	A R	D E	Elem. Block 12-3		HS Art
Jodi Stanley	Lifetime Sports	7th PE Q1 & Q3	6th PE Q2 & Q4	Health PE 9		A R	Elem. Block 12-3		PE 10
Zach Schmidt							HS Study Hall		
Mike Adams	8th Grade 6th Grade	HS Instruction		HS Instruction			Elem. Block 12-3		MS/HS Band
Susan Reagan	Elem Enrichment		Elem Enrich HS Virtual Class	6th Math			Elem Enrich HS Virtual Class	Elem Enrich HS Virtual Class	Elem Enrich HS Virtual Class
Darcy Kaisler	Planning	8th Math	7th Math	6th Math	High School DEAR	Middle School DEAR	6th/7th SS	8th SS	Gone for the day
Rose Johnston	Planning	6th LA	8th LA	7th LA			8th Science	6th/7th Science	Enrichment Interventions
Danielle McKee	Library Facilitator & Pull Out Instruction Time						Library Facilitator & Pull Out Instruction Time	Enrichment Interventions	
Brenda Updike	Library	Elem. Library/Recess/Lunch					Elem. Library Block 12 -3		

----- Line shows students will change  
Class at Semester

Semester 1  
-----  
Semester 2

6th Grade	7th Grade	8th Grade
Keyboarding	Art	Music
Music	Keyboarding	Art

# Carbon County School District #1

2013 - 2014 School Calendar  
Little Snake River Valley School

## AUGUST

				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

- 15 - Initial Contract Day
- 16 - Staff Development
- 19 - Staff Development
- 20 - Staff Workday
- 21 - School Begins

## SEPTEMBER

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					

### September

- 2 - Labor Day

## OCTOBER

		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		

### October

- 24 - End of 1st Quarter
- 31 - Evening P/T Conf.

## NOVEMBER

					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

### November

- 1 - P/T Conferences
- 27, 28, & 29  
Thanksgiving Vacation

## DECEMBER

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				

### December

- 23 - 31 - Winter Break

## JANUARY

			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

- 1 - New Year's Day
- 6 - Back to School
- 16 - End of Semester

## FEBRUARY

						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	

### February

## MARCH

						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					

### March

- 20 - End of 3rd Quarter
- 27 - Evening P/T Conf.
- 28 - P/T Conferences

## APRIL

		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			

### April

- 17 - 21 - Easter Break

## MAY

				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

### May

- 25 - LSRVS Graduation
- 26 - Memorial Day
- 29 - End of 4th Quarter
- 29 - Students Last Day
- 30 - Staff Work Day

## JUNE

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					

#### KEY

- Student's Day
- Staff Development
- Holiday
- Staff Work Days

#### Sessions

- 1st Quarter     39 Days
- 2nd Quarter    38 Days
- 3rd Quarter    36 Days
- 4th Quarter    37 Days
- Total            150 Days

**Carbon County School District #1**  
 2014 - 2015 School Calendar  
 Little Snake River Valley School

**AUGUST**

					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**

- 14 - Initial Contract Day
- 15 - Prof. Development
- 18 - Prof. Development
- 19 - Prof. Development
- 20 - School Begins

**JANUARY**

				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**

- 1 - New Year's Day
- 5 - Back to School

**SEPTEMBER**

	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				

**September**

- 1 - Labor Day
- 12 - Prof. Development

**FEBRUARY**

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

**February**

- 13 - Prof. Development

**OCTOBER**

			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	

**October**

- 3 - Prof. Development
- 16 - End of 1st Q.
- 23 - Evening P/T Conf.
- 24 - P/T Conf.

**March**

- 12 - End of 3rd Q.
- 19 - Evening P/T Conf.
- 20 - P/T Conferences

**MARCH**

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**

						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						

**November**

- 26 & 27 - Thanksgiving Vacation

**April**

- 2 - 6 - Easter Break
- 10 - Prof. Development

**APRIL**

			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	

**DECEMBER**

	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			

**December**

- 12 - Prof. Development
- 18 - End of Semester
- 24 - 31 - Winter Break

**May**

- 24 - LSRVS Graduation
- 25 - Memorial Day
- 28 - End of 4th Quarter
- 28 - Students Last Day
- 29 - Prof. Development

**MAY**

					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						

KEY	
	Student's Day
	Prof. Development
	Holiday
	Staff Work Days
	Parent/Teachers Conf.

**Sessions**

- 1st Quarter 33 Days
- 2nd Quarter 36 Days
- 3rd Quarter 40 Days
- 4th Quarter 41 Days
- Total 150 Days

## Methods of Assessment

Little Snake River Valley School uses the following formative and summative assessment tools to guide our instruction and interventions; and to evaluate the effectiveness of all programs:

- PAWS
- DIBELS
- WIDA
- Accelerated Reading
- Unit and Chapter Tests
- Running Records
- ACT
- SAT
- Work Keys
- MAP
- Aims Web
- Common Assessments

# Little Snake River Valley Schools

## ADVISORY BOARD AGENDA

*Wednesday January 22, 2014*  
*4:15 p.m., LSRVS Library*

- I. Call to Order
  - a. Roll Call
- II. Additions/Amendments to Agenda
- III. Approval of Minutes- November
- IV. Reports:
  - a. Principal's Report - Joel Thomas
  - b. CCSD#1 Board Report –Matt Feldmann
  - c. Superintendent's Report – Fletcher Turcato
  - d. Technology Report – Arianna Jurca
  - e. Other
- V. Old Business:
  - a. Approve advisory board goals
- VI. New Business:
  - a. Calendar
  - b. State data update
  - c. 4 day school week
- VII. Open Discussion with Audience
- VIII. Adjournment

## LSRVS Advisory Board

### Advisory Board Minutes

January 22, 2014

The meeting was called to order by Todd Skalberg at 4:16pm. Those in attendance were Todd, Tami Davis, Jack Corson, Joel Thomas, Matt Feldmann, Susan Leonhardt, and Danielle McKee.

Additions/changes to the agenda: short executive session- Jack moved to go into executive session and Tami seconded. 4:30 back to regular meeting

Jack moved to approve the minutes from the November meeting and Tami seconded. Motion passed.

**Principal's report:** Enrollment 173,IDEA 10%,ELL2.3%, free and reduced 22%; based on the data we are realigning our interventions and moving students to appropriate groups. At the HS level we are transitioning from half hour math and science ACT prep to half an hour of English and language prep each day for juniors. Haven't seen this kind of Math growth in HS in 5 yrs.

Danielle McKee- students range is low to low average in reading, informational text kills us and since common core was initiated the vocab and passage complexity has gotten harder, DEAR- revamp (how can we use time better, the ACT is written at a 1300+ lexile and textbooks are written at a 500-900 lexile.

**Board report:** NA

Jack Corson commended Mr. Thomas on trying to diffuse the pressure teachers feel about test scores. He also asked "How is common core going to affect the arts and vocational classes?" He noted that schools in Cincinnati took away all those classes in 1995 and the dropout rate rocketed to almost 50%; Todd asked "What does the scorecard on teacher evaluation sheets look like" Mr. Thomas responds "Not one thing on the evaluation doesn't relate to student achievement."

**Superintendent's report:** NA

**Technology report:** (given by Joel Thomas) will get a 10 megabyte upgrade; third graders will get 16 mg iPads with cases that they will be able to carry to fourth grade (need damages policy)

**Old Business:** Advisory board goals- Promote education achievement and how LSRV is focused on academic excellence and (2) to receive recommendations from LSRV teachers/staff/students of focus areas that need attention to improve LSRVS

**New Business:** Calendar- two options will be sent out (one is to align with Rawlins); finals before Christmas break

State assessment coordinator says PAWS data will initially go down 20-40% due to common core and higher expectations; will move to the common core test, Smarterbalance, in 2 yrs. Get the word out.

Four Day week: up for renewal for 2 yrs.; Superintendent would like to eventually align as a district. Susan Leonhardt commented that she likes the 0 and 8<sup>th</sup> hour and Friday school opportunities that the 4 day school week allows. (no MS or HS kids have an F for the semester)

Joel Thomas said that they are considering using Friday school for more Interventions and not just catch up

Jack Corson, "Teacher contact time is important." The 4day school week has been advantageous

**Open Discussion:** Matt Feldmann- Internet is a district wide problem; hopefully by the end of the year you will be able to download the CCSD #1 app on your smartphone; Ari is doing amazing; Mr. Thomas has his own website now.

Tami moved to adjourn the meeting and Jack seconded. Motion passed. Meeting adjourned by Todd Skalberg at 5:40pm.



**Thursday, February 27, 2014**  
**Regular Board Meeting**

**Meeting Time: 5:00 pm (Executive Session), around 6:00 p.m. (Regular Business)**

**Meeting Place: 615 Rodeo, Board Room, Rawlins, WY 82301**

**Meeting called to order at \_\_\_\_\_**

**1. APPROVAL OF THE AGENDA**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the agenda on BoardDocs.

**2. EXECUTIVE SESSION**

---

A. RESOLVED: That the CCSD #1 Board of Trustees moves into executive session at 5:01 pm, for the purpose of discussing personnel matters considered confidential by law, possible litigation, and legal matters.

**3. RETURN TO OPEN SESSION**

---

A. RESOLVED: That the CCSD #1 Board of Trustees returns to open session at 6:24 pm.

**4. PLEDGE OF ALLEGIANCE**

---

A. Misc. Minutes/Enrollment

**5. APPROVAL OF THE MINUTES**

---

A. RESOLVED: That the CCSD #1 Board of Trustees approves the executive session minutes for February 27, 2014.

**6. CONSENT AGENDA**

---

A. RESOLVED: That the CCSD #1 Board of Trustees approves the Consent Agenda as follows:

**7. PRESENTATIONS**

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- A. Parent/Public Comment
- B. COOP/LSRV Alternative Schedule Public Comment
- C. Data Presentation-Curriculum

**8. REPORTS**

---

- A. Business Manager
- B. Administrators

**9. SUPERINTENDENT'S REPORT**

---

A. Report as Follows

**10. ITEMS FROM THE BOARD/INFORMATION**

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## A. Upcoming Dates/Board Information

**11. OLD BUSINESS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the changes to board policy JB, Homework/Independent Practice; and policy IKA, Grading Systems; on second reading.

B. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendars for Little Snake River Valley School, and Cooperative High School on second reading.

C. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendar (Option B) for Rawlins/Bairoil/Sinclair on second reading.

**12. NEW BUSINESS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the certified, and support staff seniority list for 2013-2014, on first reading.

B. RESOLVED: That the CCSD #1 Board of Trustees approves the attached contract with Region V Board of Cooperative Education Services not to exceed \$98, 248.02 from December 17, 2013 to June 30, 2014.

C. RESOLVED: That the CCSD #1 Board of Trustees approves the Superintendent's recommendation to not renew the lease for the Bairoil School building as of June 30, 2014 and continue to transport Bairoil K-12 students to Rawlins for any and all purposes relating to their education and extra-curricular needs.

D. RESOLVED: That the CCSD #1 Board of Trustees approves the changes to board policy IKF, Graduation Requirements; on first reading

**13. PERSONNEL RECOMMENDATIONS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the attached personnel recommendations.

**14. ADJOURN**

---

A. RESOLVED: That the CCSD #1 Board of Trustees moves to adjourn at 7:55 pm.

**\*Draft until approved by the Board\*****Regular Board Meeting (Thursday, February 27, 2014)**

*Generated by Amanda Medina on Friday, February 28, 2014*

**Members present**

Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**Others present**

Superintendent Fletcher Turcato, David Horner, Nancy Torstenbo, Darrin Jennings, Jesse Martinez, Stacey Peres, Linda Butler, Matt LaBeau, Jamie Chapman, Patty Bonnette, Tracy Blaize, Ramon Castilleja, Thom Gamblin, Adene Wuertley, Sue Ann Regano, Shenah Bartlett, Amy Bentsen, Melissa Brownell, Benita Allard, Sue Finkle, Ryan Searle, Dan Hadden, Jacinda Waldrip, Kurt Torstenbo, Debi Gaines, Barbara Ramsey, Adrienne Johnston, Rae Johnston, Kristi Johnson, Caleb Johnson, Lori Eggleston, Stacey Peres, and Amanda Medina-Executive Assistant.

**Meeting called to order at 5:00 PM**

**1. APPROVAL OF THE AGENDA**

---

A. RESOLVED: That the CCSD #1 Board of Trustees approves the agenda on BoardDocs.

RESOLUTION 14-029

Motion by Jeffrey Mendoza, second by Denise Pfeffer.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**2. EXECUTIVE SESSION**

---

A. RESOLVED: That the CCSD #1 Board of Trustees moves into executive session at 5:01 pm, for the purpose of discussing personnel matters considered confidential by law, possible litigation, and legal matters.

RESOLUTION 14-030

Motion by Jeffrey Mendoza, second by Matt Feldmann.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

**3. RETURN TO OPEN SESSION**

---

A. RESOLVED: That the CCSD #1 Board of Trustees returns to open session at 6:24 pm.

RESOLUTION 14-031

Motion by Jeffrey Mendoza, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **4. PLEDGE OF ALLEGIANCE led by Patty Bonnette**

A. Misc. Minutes/Enrollment

## **5. APPROVAL OF THE MINUTES**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the executive session minutes for February 27, 2014.

RESOLUTION 14-032

Motion by Jeffrey Mendoza, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **6. CONSENT AGENDA**

A. RESOLVED: That the CCSD #1 Board of Trustees approves the Consent Agenda as follows:

Resolution: RESOLUTION 14-033

- a. Minutes
  - 1. January 23, 2014—Regular Board Meeting
  - 2. February 13, 2014—Board Workshop
  - 3. February 13, 2014—Special Board Meeting
- b. Expenditures—February 11, 2014 to February 21, 2014 (trustees to abstain)
- c. Out-of-State Trip Proposal
  - 1. RHS Band Students (Denver, CO)
  - 2. RHS National Honor Society Students (Denver, CO)
  - 3. LSRV 8th Grade Students (SLC, UT)
- d. CCSD#1 recognizes the home school applications for the 2013-2014 school year

Motion by Jeffrey Mendoza, second by Dan Butler.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **7. PRESENTATIONS**

### A. Parent/Public Comment

No public comment.

### B. COOP/LSRV Alternative Schedule Public Comment

Kurt Torstenbo-discussed the alternative schedules. This public comment is required by the state.

### C. Data Presentation-Curriculum

Nancy Torstenbo presented on curriculum, instruction, and assessment for the district. The presentation and data are all attached to BoardDocs. Denise-when will we approve the district curriculum? We teach the state and common core standards. Q&A's held.

## **8. REPORTS**

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### A. Business Manager

David Horner-gave an update on the high school. March 6th will interview CMAR contractors and March 7th special board meeting at Noon. Demo contractor will be here next week on Pershing and Mt. View. RMS and Sinclair projects to be advertised in the next week. Next week review on production kitchen. Legislature community meetings requirement discussed. Budget is in conference still. Moving forward slowly. Mike-did you and Nancy collaborate on the math series? No, they have not had time to look through documents yet. The Board will get to decide which budget that should come out of. Mike would like figures at the March 13th workshop. What gives us the best benefit for the dollars that we have.

### B. Administrators

Deb Gaines-we need to remember the MAP assessment has already started to implement the common core assessments. Jesse-we owe the city of Rawlins a thank you for helping to fix the sewer line at RMS.

## **9. SUPERINTENDENT'S REPORT**

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### A. Report as Follows

Fletcher Turcato-discussed the legislature changes. We need to rely on local control for our school districts. Fletcher discussed the common core.

## **10. ITEMS FROM THE BOARD/INFORMATION**

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### A. Upcoming Dates/Board Information

Mike-read the upcoming board dates and thanked Jamie Chapman for the cookies and art presentation. Jamie discussed the art club and thanked the RES PTO for their support. Seuss on the Loss next Tuesday.

## **11. OLD BUSINESS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the changes to board policy JB, Homework/Independent Practice; and policy IKA, Grading Systems; on second reading.

RESOLUTION 13-273

Motion by Jeffrey Mendoza, second by Denise Pfeffer.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

B. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendars for Little Snake River Valley School, and Cooperative High School on second reading.

RESOLUTION 13-298

Motion by Jeffrey Mendoza, second by Dan Butler.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

C. RESOLVED: That the CCSD #1 Board of Trustees approves the proposed 2014-2015 calendar (Option B) for Rawlins/Bairoil/Sinclair on second reading.

RESOLUTION 13-295

Motion by Jeffrey Mendoza, second by Denise Pfeffer.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **12. NEW BUSINESS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the certified, and support staff seniority list for 2013-2014, on first reading.

RESOLUTION 14-034

Motion by Denise Pfeffer, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

B. RESOLVED: That the CCSD #1 Board of Trustees approves the attached contract with Region V Board of Cooperative Education Services not to exceed \$98, 248.02 from December 17, 2013 to June 30, 2014.

RESOLUTION 14-035

Motion by Dan Butler, second by Gilbert Archuleta.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

C. RESOLVED: That the CCSD #1 Board of Trustees approves the Superintendent's recommendation to not renew the lease for the Bairoil School building as of June 30, 2014 and continue to transport Bairoil K-12 students to Rawlins for any and all purposes relating to their education and extra-curricular needs.

Fletcher-major concerns were discussed on Bairoil and what will be provided for Bairoil was discussed.

RESOLUTION 14-036

Motion by Jeffrey Mendoza, second by Gilbert Archuleta.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

D. RESOLVED: That the CCSD #1 Board of Trustees approves the changes to board policy IKF, Graduation Requirements; on first reading

Denise-is there a reason why our graduation requirements are different in our district? Dan discussed changes. Mike-we received our assurance at the last workshop from Dan and Travis on these changes. Dan discussed further. Denise-we need to change "body of evidence" changes.

RESOLUTION 14-037

Motion by Dan Butler, second by Matt Feldmann.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## **13. PERSONNEL RECOMMENDATIONS**

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A. RESOLVED: That the CCSD #1 Board of Trustees approves the attached personnel recommendations.

RESOLUTION 14-038

**Certified Staff Hires:**

James Newby, Instructional Facilitator—RHS

**Support Staff Hires:**

Jennifer Schanck, Custodian—District

**Co-Curricular Staff Hires:**

Jake Rich, Assistant Track Coach—LSRV

**Substitute Hires:**

Lyle Bashor, Substitute Custodian—District

Ben Cozzens, Substitute Teacher—LSRV

**Transfers:**

Julie Goodwine, 3<sup>rd</sup> Grade Teacher/4<sup>th</sup> Grade Teacher—RES

**Resignations/Terminations:**

Margaret Lopez, 5<sup>th</sup> Grade Teacher—RES

Amy Hughes, Custodian—District

Alison Hofer, ESL Co-Coordinator—District

Jennifer Collinsworth, Bus Driver—District

Motion by Denise Pfeffer, second by Holley Nicholson.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

## 14. ADJOURN

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A. RESOLVED: That the CCSD #1 Board of Trustees moves to adjourn at 7:55 pm.

RESOLUTION 14-039

Motion by Jeffrey Mendoza, second by Dan Butler.

Final Resolution: Motion Carries

Yea: Matt Feldmann, Holley Nicholson, Dan Butler, Gilbert Archuleta, Mike Mann, Denise Pfeffer, Jeffrey Mendoza

### LSRV 4 Day Week Schedule

\*Calendars are enclosed

#### Elementary

8:00am to 3:13pm Less 30 minutes for lunch and 20 minutes for recess = 6hrs 23mins/day

6hrs 23min x 150days = 957.5 hours per year (State of WY requires 900 hours per year)

#### Middle and High School Schedule

8:00am to 3:55pm Less 30 minutes for lunch = 7hrs 25mins/day

7hrs25mins x 150 days = 1112.5 hours per year (State of WY requires 1050 hours for middle school and 1100 hours for high school)

\*\*The above schedule involves a double bussing system.

### ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: \_\_\_\_\_ Converse County School District #1 \_\_\_\_\_

DISTRICT CONTACT: \_\_\_\_\_ Lisa Weigel \_\_\_\_\_

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
Cover Letter requesting an alternative Schedule	4-14-14
Education objectives (How will students benefit from this alternative schedule?)	4-14-14
Description of the schedule(s) and a copy of the calendar(s)	4-14-14
Method of evaluating how student learning has improved	4-14-14
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	4-14-14
Copy of public comment records	4-14-14
Length of waiver (circle one) <ul style="list-style-type: none"><li>• 1 year</li><li>• 2 years</li></ul>	4-14-14
Evidence of meeting required hours: <ul style="list-style-type: none"><li>• Elementary 900 hours</li><li>• Mid/Jr. High 1050</li><li>• High School 1100</li></ul>	4-14-14

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





Converse County School District  
Douglas Rural Schools  
615 Hamilton St.  
Douglas, WY 82633  
Phone: 307-358-5676  
Fax: 307-358-4891

April 1, 2014

Brian Aragon  
Wyoming Department of Education  
Accountability and School Improvement Unit  
2300 Capitol Avenue, 2<sup>nd</sup> Floor  
Cheyenne, WY 82001

Dear Brian,

In compliance with the Wyoming State Rules and Regulations, I am submitting the attached annual evaluation of the Alternative schedule for the CCSD#1 Rural Schools.

The response from students, staff and parents continues to be very favorable. All parents believe their children's academic needs are being met through the alternative schedule, allowing for maximized instructional times and reduced student/parent travel time.

Should you have further questions/concerns, please feel free to contact me at 307-358-5676.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Lisa Weigel".

Lisa Weigel/Rural School Principal  
Converse County School District #1



# CCSD #1 Rural School Alternative Calendar Educational Objectives 2014-2015 School Calendar

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## Objective #1

To enhance the quality of education for students, by intensifying efforts on a consistent basis in the areas of curriculum, professional development, and school improvement, specific to the five Rural Schools.

The four day student schedule will allow for staff collaboration and professional development time. Friday's will be utilized for local, regional, and state professional development, curriculum, assessment, and school improvement tasks. Focusing upon these areas will enhance the quality of our rural school community. Recent school improvement and accreditation results had a direct impact on the quality of education in CCSD#1 Rural Schools.

## Objective #2

To increase the quality of education for students by intensifying efforts district wide on a regular basis in the areas of student achievement, attendance, and behavioral expectations.

The four day student schedule will provide an opportunity to maximize instructional time frames and improve standards in the areas of student achievement, and attendance. Fridays would allow for remediation and enrichment and activity days outside of the regular classroom environment. Friday activities will enhance the quality of education by creating opportunities for students to participate and reflect upon their educational growth. Fridays will also be utilized to assist with unnecessary absences. Greater daily attendance will have a positive impact on student achievement.

## Objective #3

To develop a more effective learning schedule designed to enhance instructional time frames and alleviate disruptions.

The four day student schedule will allow students to focus on academic standards during the extended school day. Field trips, activity events and student collaboration will be enhanced due to the allotment of time built in on Fridays.

# CCSD #1 Rural School Alternative Calendar Educational Objectives 2014-2015 School Calendar

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## Objective #4

To decrease student travel time.

The four day student schedule will allow less travel for students to and from rural schools within the school week. This will have a direct impact on the quality of education in CCSD#1 Rural Schools.

# Rural Schools Alternative Calendar 2014 - 2015

## CCSD1 Rural Schools

revised 3/14/14

No school district wide
   
 District staff development day / No School
   
 District 2 hour early dismissal
   
 Student contact day
   
 Rural Activity Day am/ Staff PD pm Please send swimming gear
   
 Rural Writing Assessment Day
   
 Rural Staff Development Days
   
 Track Day

Rural Activity Day Hours - 8:15 - 11:45

	M	T	W	TH	F		
August	11	12	13	14	15	8/13 - 15 New Teacher Workshops	21 at 7.25
	18	19	20	21	22	8/18 - 20 Teacher PD Days	4 at 3.5
	25	26	27	28	29	8/20 Open House	0 at 5.25
						8/21 First Day of School	<b>student days</b> 25
						8/22 rural Activity Day am/and Staff PD pm	4 at 8
September	1	2	3	4	5	8/29 Rural Activity Day am/Staff PD pm	4 at 3
	8	9	10	11	12	9/1 No School Labor Day	
	15	16	17	18	19	9/4 Picture Day	
	22	23	24	25	26	9/12 Rural Activity Day am/ Staff PD pm	
	29	30				9/17 All District Data Day	
						9/26 Rural Activity Day am/ Staff PD pm	
October			1	2	3	9/29 - 10/2 Fall Writing Assessment	17 at 7.25
	6	7	8	9	10	10/10 Rural Activity Day am/ Staff PD pm	1 at 3.5
	13	14	15	16	17	10/10 Score Writing Assessment	1 at 5.5
	20	21	22	23	24	10/16 End First Quarter (36 days)	0 at 5.25
	27	28	29	30	31	10/23 Picture Retakes	<b>student days</b> 19
						10/24 Parent/Teacher Conferences + 1 day for night conference	1 at 8
November	3	4	5	6	7	10/30 Harvest Party	1 at 3
	10	11	12	13	14	11/14 District Data Day	14 at 7.25
	17	18	19	20	21	11/26 2 hour Early Dismiss	0 at 3.5
	24	25	26	27	28	11/27 - 28 Thanksgiving Vacation	1 at 5.25
December	1	2	3	4	5	11/27 - 28 Thanksgiving Vacation	<b>student days</b> 15
	8	9	10	11	12	12/15 All Day Rehearsal	1 at 8
	15	16	17	18	19	12/16 Christmas Program	0 at 3
	22	23	24	25	26	12/18 End 2nd Quarter (35 days)	12 at 7.25
	29	30	31			12/19 - 1/5 Christmas Vacation for students	0 at 3.5
January				1	2		0 at 5.25
	5	6	7	8	9	1/5 No School Tech day/District Data Day	<b>student days</b> 12
	12	13	14	15	16		0 at 8
	19	20	21	22	23		0 at 3



February

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27

2/16 No School President's Day

15	at	7.25
0	at	3.5
0	at	5.25
<b>student days</b> 15		
0	at	8
0	at	3

quarter 3  
34

March

2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

3/5 End 3rd Quarter (34 days)

3/13 Parent Teacher Conferences + 1 day for night conferer

3/16 - 20 Spring Vacation

3/27 Rural Activity day am/ Staff Development pm

14	at	7.25
1	at	3.5
0	at	5.25
<b>student days</b> 15		
1	at	8
1	at	3

April

		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

4/6 Easter Break

4/10 Rural Activity Day am/ Staff PD pm

4/13 - 4/16 Spring Writing Assessment

4/24 Rural Activity Day am/ Staff PD pm

3/6 Rural Activity Day am/ Score Writing Assessment pm

17	at	7.25
2	at	3.5
0	at	5.25
<b>student days</b> 19		
0	at	8
2	at	3

May

				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5/1 Rural Activity Day am/ Staff PD pm

5/15 Rural Activity Day am/ Staff PDt pm

5/17 Graduation

5/20 All Day rehearsal

5/21 Spring Program 6:30 pm

5/25 No School Memorial Day

5/27 Rural Track Day and Picnic

5/28 Last day for students

5/28 End 4th Quarter (47 days)

5/29 Last Day for Teachers

15	at	7.25
2	at	3.5
0	at	5.25
<b>student days</b> 17		
1	at	8
2	at	3

quarter 4  
47

Rural Snow Days will be next convenient Friday.

## TOTAL STUDENT CONTACT DAYS

140 Standard Student Contact Days	8:00 am to 3:45 pm
1 day 2 hour early release	8:00 am to 1:45 pm
10 Rural Activity Day am/ Staff PD pm in town	8:15 am to 11:45 am
1 Special Contact Days for All Rural Activity	1 at 5.5 hours

**1060.75 Student contact hours -- exceeds State requirements**

District Professional Development Days: Aug. 18, 19, 20, Sept. 17, Nov. 14, Jan. 5, May 29

Parent Teacher Conferences: Week of Oct. 20 - 23 after school and 8:00 - 1:00 Oct. 24, Week of March 9 - 12 after school and March 13 8:00 - 1:00

Rural Professional Development: Aug. 22, Aug 29, Sept. 12, Sept. 26, Oct. 10 (Score Writing Assessment),

Mar 27, April 10, April 24 (Score Writing Assessment), May 1, May 15

Rural Activity Day am/ Staff PD pm Aug. 22, Aug. 29, Sept. 12, Sept. 26, Oct. 10

Mar. 27, Apr. 10, Apr. 24, May 1, May 15

Christmas Program: rehearsal December 15, Program December 16

Spring Program: rehearsal May 20, program May 21

Track day: May 27



Student Achievement Evaluation Rural Schools CCSD #1



# Rural Schools

2013-14



# Goal 1a: Reading

## 2013-2014 Converse County School District #1 District Goals



**DRS Goal #1:**  
To Increase Student Achievement  
a. In Reading

### Strategies

RTI with fidelity

AIMSweb to progress monitor,  
Silverback/Milepost to track data

School-wide reading incentive  
and summer reading programs

### Performance Measures 9/2013 – 5/2014

		MAP		
	Target	2011	2012	2013
Reading Growth	80%	63%	71%	80%
Reading Proficiency	80%	73%	76%	96%

#### District Vision Statement

"The Converse County School District community will ensure a high quality education and inspire all students to become life-long learners by providing a safe, supportive learning environment."



# Goal 1b: Writing

## 2013-2014 Converse County School District #1

### District Goals



**DRS Goal #1:**  
To Increase Student Achievement  
b. In Writing

#### Strategies

Students given multiple opportunities to publish writing for wide audiences both in print and online

PLC time focused on writing strategies, best practices, and interventions

Implementation of consistent core writing program-Benchmark Writing

Writing assessment screenings 4 times a year

#### Performance Measures 9/2013 – 5/2014

#### Writing Assessment

Writing Proficiency	Target	2012	2013
Fall	80%	37%	47%

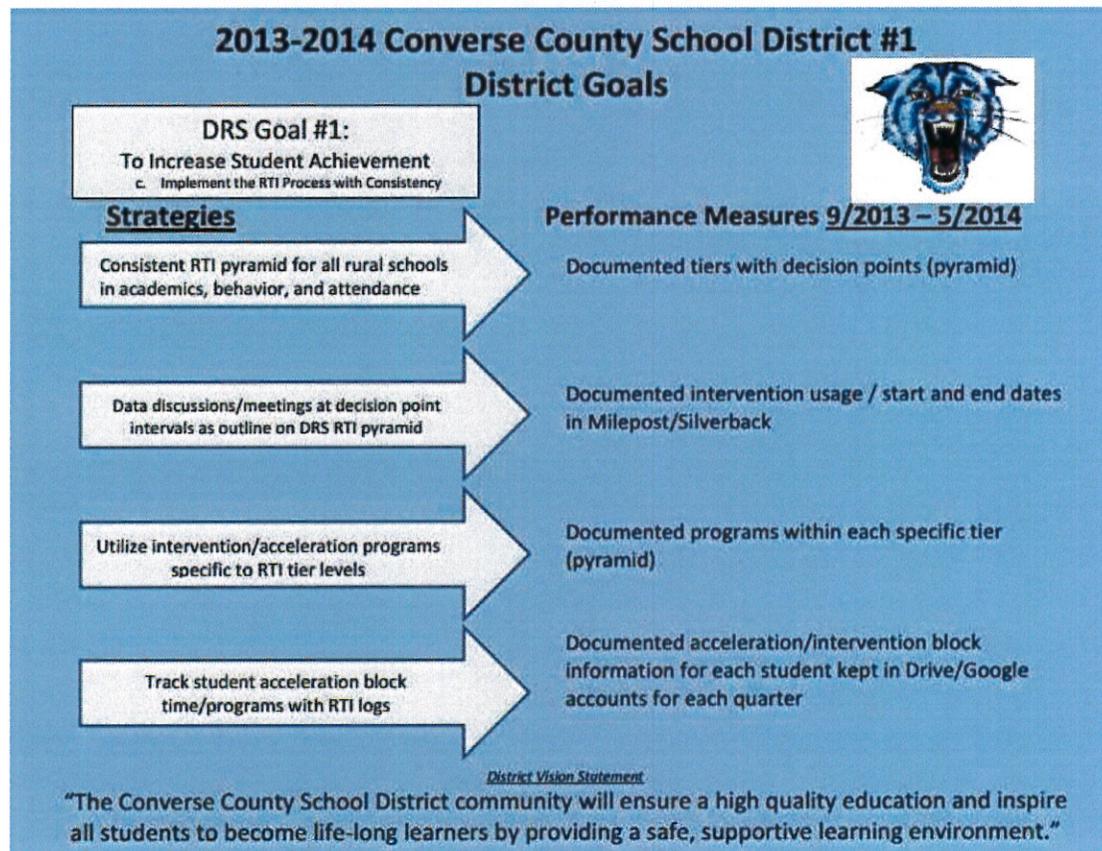
Writing Proficiency	Target	2012	2013
Spring	80%	46%	53%

#### District Vision Statement

"The Converse County School District community will ensure a high quality education and inspire all students to become life-long learners by providing a safe, supportive learning environment."



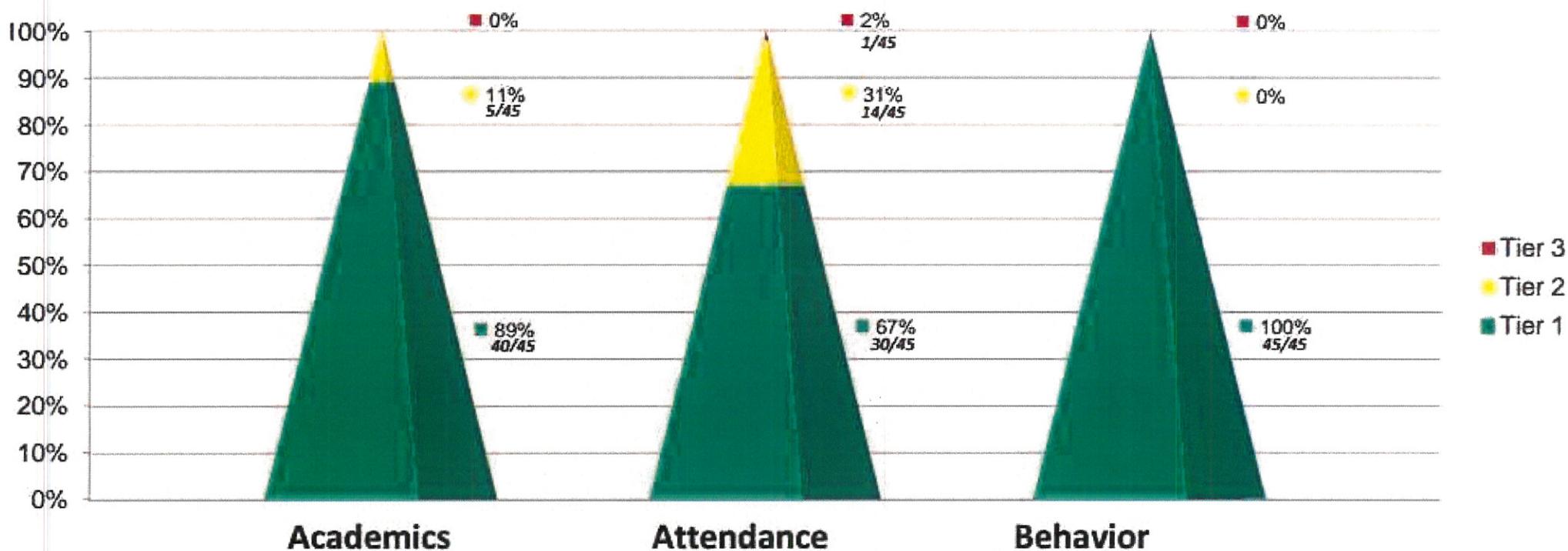
# Goal 1c: RTI Process





# Percentages at Each RTI Tier

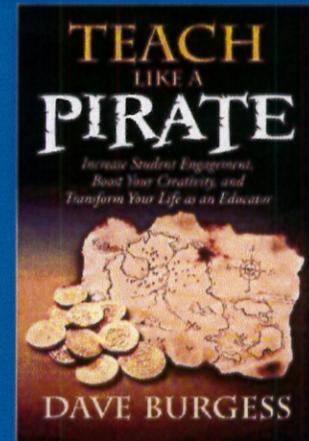
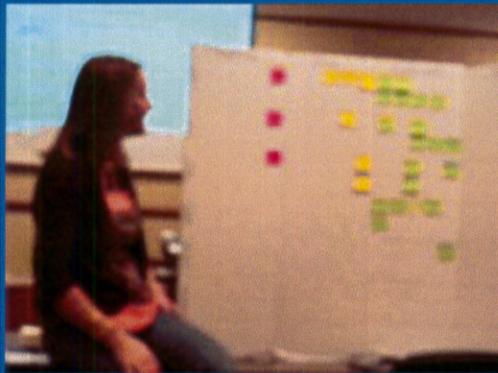
Percentages of Rural School Students at Each RTI Tier



*Of the 14 students that make up the attendance tier 2 31%, 12 of those students are in academics tier 1 and 2 are in academics tier 2.  
The 1 student who makes up the attendance tier 3 is in academics tier 1.*



# PLC Meetings and Data Meetings





# Noteable Changes and Positives



## Noteable Changes Made This Year

- ~ increased number of writing assessments (4)
- ~ acceleration of high academic achievers
- ~ increased incentives and recognition for academic (MAPS) and attendance
- ~ looking at Spring to Spring data
- ~ created RTI pyramid as a staff, and are consistently utilizing decision points



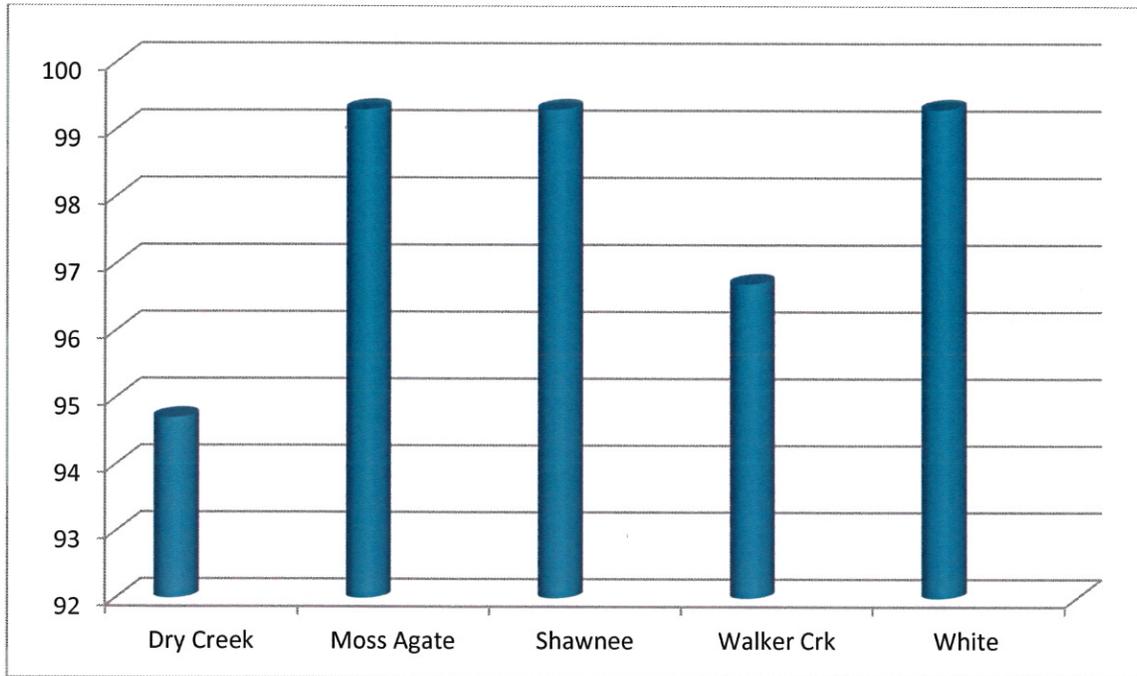
## A Few Rural School Positives From First Semester

- ~ used data to drive instructional decisions
- ~ teachers frequently updated classroom and district websites
- ~ recognized students for attendance, academics, and character counts each quarter
- ~ implemented Surf into Reading theme and incentives
- ~ carried out organized, purposeful, and successful PLC's and data meetings
- ~ breakfast book club monthly collaboration, What Great Teachers Do Differently
- ~ staff book study, Teach Like a Pirate
- ~ cultivated a positive climate of safety and learning/growing between staff members



# Attendance Percentages Douglas Rural Schools Converse County School District #1

2013-  
2014



Douglas Rural Schools 2013-2014 Attendance Percentages

Dry Creek	94.7 %
Moss Agate	99.3%
Shawnee	99.3%
Walker Creek	96.7%
White School	99.3%



# Rural Schools Professional Learning Community PLC Schedule 2013-14

August 21: Welcome Back  
Scheduling and Expectations  
Information to help prepare for open house  
Surf Into Reading information

August 23: Feedback on Rural Activity Day: Positives/Needs  
Digital citizenship  
AIMs materials and benchmarking  
Mileposts setup  
Intervention logs  
Atlas information and expectations  
Smarter Balanced information (if time allows)

August 30: Smarter Balanced information  
Benchmark data and progress monitor schedule  
MAPs testing schedule  
School pictures information  
Math 180 Information  
Intervention discussion  
Social Skills Curriculum information

September 13: CPL Curtis Bennett- tornado shelters  
Benchmark writing curriculum and writing supplementary materials/practices  
Social Skills curriculum information  
Vocabulary activities

September 20:  
Morning: MAPs data and data discussions  
Smarter Balanced practice test (5 minutes)  
Book Share/Jigsaw  
Formative assessment strategies  
Afternoon: Benchmark Writing and Writing Process discussion and work  
Teach Like a Pirate  
Bring 2 Atlas or CCSS binder resources to next meeting

September 27: Officer Bennett- tornado shelters???  
Sharing session with DMS staff  
Share Atlas/CCSS binder resources -share 2 you have used  
Writing assessment information  
Teach Like a Pirate

October 11: 12:30 Rosann Roberts and Amanda Larson- Handwriting Without Tears K-8  
Share Atlas resources (2 each)  
Score writing assessments



# Rural Schools Professional Learning Community PLC Schedule 2013-14

November 15: 12:30 Rosann Roberts and Amanda Larson- Handwriting Without Tears K-8  
DRS Strategic Maps for 2013-14  
Final Rti Pyramid for 2013-14

## Upcoming Events/Topics:

Teach like a Pirate  
DMS Vocab  
Book share jigsaw  
Formative assessment strategies

February: Special Guest: Aaron Stable /Behavioral Support Training



# DRS Professional Learning Community PLC Schedule

## Second Semester 2013-14 School Year

January 2: All District PD Day  
8:00-9:30 ASDC Trainer, board room  
10:00 -12:00 RTI pyramid, strategic plans, fill out assessment score summaries, build data boards, start round table data/intervention discussion if time.  
**Bring student Assessment score summary sheets**  
12:00-1:00 lunch on your own  
1:00-4:00 Continue round table data/intervention discussion, Teach Like a Pirate jigsaw activity **Bring book- you do not have to have read any of it yet!**

January 3: All District PD Day  
8:00-9:30 H.E.A.T. trainer, board room  
10:00- 12:00 grounding activity: classroom strategies, Possibly continue Teach Like a Pirate Jigsaw **Bring book with you.**  
12:00-1:00 lunch on your own  
1:00-4:00 Review 360 , other TBA

*February 3-6: writing assessment in classrooms*

February 14: 12:30 score writing assessments, board room  
**Bring writing assessment pieces with you.**

February 17: All District PD Day  
8:30 young author scoring, board room  
**Bring Young Author entries to meeting with you**

March 14: 12:30 Build DRS alternative calendar

March 28: 12:30 STEM trainer 12:30-3:30, board room

April 11: 12:30 Aaron Stable, board room

April 25: 12:30 TBA - visiting author? Rochelle ??? 12:30---????

*May 5-8: benchmarking and MAPS testing*

May 9: 12:30 Discuss summer programs and hand out info to give to students

May 16: DATA DAY  
Build data boards, fill out assessment score summaries, MAPS roundtable (Spring to Spring percentiles), discuss summer programs available **Bring student assessment score summaries**

May 23: 8:30 End of year wrap up, plan upcoming year, and check out!!!



# agenda

## CCSD#1 Rural School Public Hearing/Alternative Schedule

2/14/14

- ✚ Draft Alternative Schedule
- ✚ Calendar Goals
- ✚ Evaluation Data
- ✚ Parent Survey
- ✚ Other







**Meeting Minutes**  
**Douglas Rural Schools**  
**Converse County School District #1**  
**Public Hearing/Alternative Calendar 2014-2015**  
Meeting Minutes

*February 14, 2014*

*Present:* Mandy Horr, Dave Pellatz, Dee Reagan, Melissa Reagan, Gigi Leman,  
Principal Lisa Weigel, and Secretary Cara Bolinger

*Meeting call to order:*  
*2/14/14 at 9:08 a.m. by*  
*Principal Lisa Weigel*

---

Mrs. Weigel opened the meeting by welcoming and thanking everyone for their attendance. Packets were handed out to those present, and then explained to the parents the steps that are necessary to apply for the Alternative Calendar. The following information will need to be submitted to the Wyoming Department of Education before the first week in May.

- ❖ Cover letter requesting an alternative schedule
- ❖ Education objectives
- ❖ Description of the schedule and a copy of the calendar
- ❖ Method of evaluating how student(s) learning has improved
- ❖ Evidence that at least 2 advertised public meetings were held prior to submission of the proposal
- ❖ Copy of the public comment records
- ❖ Evidence of meeting the required student contact hours
  - Elementary 900 hours
  - Mid/Jr. High 1050 hours
  - High School 1100 hours

The first draft of the Alternative Calendar for the upcoming school year 2014-2015 was passed out and reviewed. Mrs. Weigel asked that the parents to look over and be ready to discuss any changes that may need to be made at the next Public Hearing in March.

Other documentation that will be sent in will be the Educational Objectives set by the administration and staff for the rural students.

Parent comments made by Gigi Leman were as follows.

Mrs. Leman stated that "Meeting and passing the educational objectives does not surprise her. The scores from testing and the improved scores show that these objectives are working. The students have fewer distractions due to the fact that there are no transitions from room to room, or activity to activity. The student has a more stable learning environment. This also gives the younger students a feeling of security and can adhere to the routine sooner. The small environment is a good foundation for education. With less transition, the students will be subject to maximum instruction. With the schools at each site having students of all ages in one classroom, gives the opportunity for the older students to mentor the younger ones. This is beneficial to both age groups at each school site."



Mrs. Leman also credited Mrs. Weigel and the staff for always keeping an 'open door' policy and working together as a team to address issues that may arise, and also commended Mrs. Weigel on hiring quality people.

Dave Pellatz added the importance of these students developing lifelong ties with each other. Some of the students attending the rural schools are 5<sup>th</sup> generation, and the importance of keeping those same traditions going is irreplaceable. Mr. Pellatz also commended Mrs. Weigel on keeping the lines of communication open between the parents, students and staff members. Mr. Pellatz also recommends the Alternative Schedule. The staff and students will be able to utilize the longer school day for more one on one instructional time. The decreased travel time for the students and staff is also a plus with the proposed schedule.

Mrs. Weigel then gave a report on the 2013-2014 Converse County School District #1 Goals. The number 1 goal of the Douglas Rural Schools is to increase Student Achievement in all areas. She also explained the RTI Pyramid. We as a school are leading the district in the three areas of academics, attendance, and behavior. Discussion then moved on to the PLC meetings and the information the staff is addressing at these meetings.

Notable changes and positives made this year:

- ✓ Increased number of writing assessments
- ✓ Acceleration of high academic achievers
- ✓ Increased incentives for academic (MAPS) and attendance
- ✓ Staff book study, **Teach Like a Pirate**
- ✓ Carried out organized, purposeful, and successful PLC's and data meetings
- ✓ Teachers frequently updated classroom and district websites

Public meeting adjourned at 9:50 a.m.

Next scheduled public hearing set for March 14<sup>th</sup>, @ 9:00 a.m. to be held in the Board Room at the Central Administration Building.

Respectfully submitted  
Cara Bolinger/Rural School Secretary



1. Rural Public Hearing: Rural Alternative Calendar Information/Data Review
2. Fresh Fruits and Vegetables Grant Review Information and Timeline: Survey Results
3. Pizza Sales....Yahoo!!! Student Celebration March 28<sup>th</sup> Pizza Party!!!
4. My Observations
5. 8<sup>th</sup> Grade Jackets (four 8<sup>th</sup> graders)
6. Other







**Meeting Minutes**  
**Douglas Rural Schools**  
**Converse County School District #1**  
**Public Hearing/Alternative Calendar 2014-2015**  
Meeting Minutes

*March 14, 2014*

*Present:* Dave Pellatz, Nicole Steinle, Gigi Leman,  
Principal Lisa Weigel, and Secretary Cara Bolinger

*Meeting call to order:*  
*3/14/14 at 9:10 a.m. by*  
*Principal Lisa Weigel*

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Mrs. Weigel began the meeting by sharing the revised calendar with the parents present. Handouts were given to the parents present that state the requirements that need to be met when applying for the alternative calendar. The handouts covered the advertisements for the public meetings, attendance percentages, education objectives, and the results from the parent and staff surveys. Mrs. Weigel did point out that not one negative remark was made on the parent surveys handed out.

Mrs. Weigel gave a couple examples of the objectives that we are moving towards.

- Maximize instructional time
- Attendance percentages

Mrs. Weigel then asked for any comments to be made. Mrs. Leman did reinforce that the Alternative Schedule has helped her son have perfect attendance this year. They make all of their doctor, and dentist appointments on the Fridays that we do not have school.

Mrs. Weigel asked that a packet be compiled with the information regarding the Alternative Calendar and be sent to Brad Reese the school board liaison for the rural schools. This way Mr. Reese will have time to review the packet before the board meeting on April 8<sup>th</sup>.

Public meeting adjourned at 9:20 a.m.

Respectfully submitted  
Cara Bolinger/Rural School Secretary



# Results for the Rural School Parent Survey/Alternative Calendar

March 3<sup>rd</sup> – 7<sup>th</sup> 2014

DRY CREEK SCHOOL, MOSS AGATE SCHOOL, SHAWNEE SCHOOL, WALKER CREEK SCHOOL, AND WHITE SCHOOL

<ul style="list-style-type: none"><li>• Benefits observed from the Rural Calendar (4 day week)</li></ul>	<ul style="list-style-type: none"><li>• Appointments can be made on Friday's, fewer absences.</li><li>• The four day school week works for our family.</li><li>• We enjoy the 3 day weekend; can plan activities as a family.</li><li>• Students are rested and prepared for Monday</li><li>• Less travel time. We are located some distance from the school, so having to drive only four days is very helpful.</li><li>• Children seem to be more focused on their school work after the long weekend.</li><li>• My son's attitude is better since we have transferred him out to the rural schools and can benefit from the four day schedule.</li></ul>
<ul style="list-style-type: none"><li>• Positive aspects of having a 4 day week schedule for the rural schools</li></ul>	<ul style="list-style-type: none"><li>• We schedule all of our appointments on Fridays.</li><li>• Less travel, especially during winter months.</li><li>• Extra family time, less travel time.</li><li>• The students have something to look forward to after working hard all week.</li><li>• Extra day for parents to plan activities.</li><li>• School days are a little longer and very structured. The students enjoy the extra day to re-fuel.</li></ul>
<ul style="list-style-type: none"><li>• What negative comments would you have regarding this 4 day schedule?</li></ul>	<ul style="list-style-type: none"><li>• There were no negative comments made regarding the four day schedule.</li></ul>
<ul style="list-style-type: none"><li>• As a parent would you like to see this type of schedule continued?</li></ul>	<ul style="list-style-type: none"><li>• Yes please!!!!</li><li>• Absolutely!!!!</li><li>• Very much so, this schedule really works for my family.</li><li>• Yes, definitely!!!!</li></ul>



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• Other comments

- We Love It!!!!
- Our family loves this schedule. It allows for more flexibility in our family time.
- I really appreciate the four day week; actually spoiled by and addicted to it.

•

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# Results for the Rural School Staff Survey/Alternative Calendar

March 3<sup>rd</sup> – 7<sup>th</sup>, 2014

DRY CREEK SCHOOL, MOSS AGATE SCHOOL, SHAWNEE SCHOOL, WALKER CREEK SCHOOL, AND WHITE SCHOOL

<ul style="list-style-type: none"><li>• Benefits observed from the Rural Calendar (4 day week)</li></ul>	<ul style="list-style-type: none"><li>• Students can meet &amp; work with same grade levels every other Friday.</li><li>• Increased attendance in classroom.</li><li>• Decreased travel on bad and dangerous roads.</li><li>• Less Commute time.</li><li>• Fridays allow opportunities for training and PLC time for staff.</li><li>• Longer days allow for larger instructional blocks.</li><li>• Students are more focused.</li><li>• Staff is able to schedule medical appointments and is less likely to require a sub.</li></ul>
<ul style="list-style-type: none"><li>• <b>Positive aspects of having a 4 day week schedule for the rural schools</b></li></ul>	<ul style="list-style-type: none"><li>• We as a staff can make appointments that are needed on a Friday afternoon.</li><li>• Higher expectations for my students who work harder knowing that they have the Friday off.</li><li>• With several Fridays open; Teachers and para's can share ideas and catch up on reports, developing curriculum, clarifying/learning technology etc....</li><li>• We have little time to plan during our 4 days of teaching. This gives us that extra day to do just that.</li></ul>
<ul style="list-style-type: none"><li>• <b>What negative comments would you have regarding this 4 day schedule?</b></li></ul>	<ul style="list-style-type: none"><li>• The young kindergartners may need alternative schedule at the beginning of the year with the days being longer.</li></ul>
<ul style="list-style-type: none"><li>• <b>As a staff member would you like to see this type of schedule continued?</b></li></ul>	<ul style="list-style-type: none"><li>• I would, yes!!!!</li><li>• Yes!!!</li><li>• Yes</li></ul>



<ul style="list-style-type: none"><li>• <b>Other comments</b></li></ul>	<ul style="list-style-type: none"><li>• Students and teachers seem more refreshed and ready for the full days of learning. Love the four day week.</li></ul>
<ul style="list-style-type: none"><li>•</li></ul>	
	<ul style="list-style-type: none"><li>•</li></ul>



**Converse County School District #1  
Douglas, Wyoming**

**REGULAR MEETING OF THE BOARD OF EDUCATION  
Tuesday – April 8, 2014 – 7:30 PM  
School Board Room – Central Administration Building**

**AGENDA**

- 5:30 PM 1. Board Dinner
- 7:30 PM 2. Call Meeting to Order
3. Roll Call
4. Allegiance to the American Flag
5. Approval of Agenda
6. Approval of **Minutes: Regular March 11, 2014 Board Meeting Minutes**
7. **Financial Report: Claims for April** – Lee Igo and Jim Bolinger  
**General Funds Checks #83261 - #83527**; with Teri Griffin abstaining from  
 Check#83459; **Payroll Clearing Checks #80224 - #80537**; **Direct Deposit #1045413 -**  
**#1046051**; **Federal Programs Checks #16974 - #17011**; **BOCES Checks #2934 -**  
**#2945**; **Major Maintenance Check #3576**; **Capitol and Minor Capitol Checks #1293**  
**- #1295**; **Hot Lunch Checks #5107 - #5123**; **Student Funds Checks #18640 - #18688**
8. Dates for Your Calendars (see last page of agenda)
9. Correspondence – Rural School Art Display
10. Spotlight Employee Recognition – Food Service & Douglas High School
11. Committee Reports
12. Audience Recognized
13. *Unfinished Business*

INFORMATION ITEMS

- A. District Technology Update

ACTION ITEMS

- A. **Third Reading on Policy GCCAD – Instructional Staff Military Leave**
- B. Approval of Bid on Air Conditioning at DMS Gymnasium and Industrial Arts at  
DHS **\*\*No Bid Received\*\***

14. *New Business*

INFORMATION ITEMS

- A.



ACTION ITEMS

- A. Student Services Contracts; Addendum for Services Added – Two Students:
- a. Student 1 = \$1,050 increase
  - b. Student 2 = \$900 increase
- B. Health Insurance Approval
- C. Call for Hearing on Mills
- D. Official Cancellation of Un-Cashed School Warrants
- E. Approval of EWC Bylaws and Agreement
- F. **Approval of Rural Alternative Calendar**
- G. First Reading on Policies (Recommend Approval):
- |   |
|---|
| a. IA – Instructional Goals and Learning Objectives |
| b. IC – School Year and School Calendar             |
| c. IG – Curriculum Revision, Adoption and Review    |
- H. Deletion of Policy Exhibits:
- |                                |
|--------------------------------|
| a. IC-E – School Year Calendar |
| b. ID-E – Times of Schools     |
15. Executive Session
16. **Personnel Report**
- a. New Hires
  - b. Extra Duty Contracts
  - c. Resignations
  - d. Remaining Certified Employee Recommendations
  - e. Winter Activity Recommendations for 2014-15 School Year
17. Adjournment

<b>DATES FOR YOUR CALENDARS</b>
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Staff, Parent, Committee Activities

April 9, 2014, Community Recreation Center Joint Boards Meeting at DHS Auditorium, 7:00 PM

April 16, 2014, Tech Advisory Panel Meeting at Central Administration, 3:30 PM

April 28 & 29, 2014 IBN at Central Administration, 9:00 AM

May 5, 2014, Board Policies Meeting at Central Administration, 5:15 PM

Board Activities

May 13, 2014, Regular and Recreation Board Meeting at Central Administration, 7:15 PM

Upcoming Potential Agenda Items

- Hearing on and approval of EWC BOCES Mill, NE & NW BOCES Mill and Recreation Mill
- Preliminary Review of Budget for 2014-15
- Non-Certified Employee Recommendations
- Call for Hearing on Expenditure Budget Transfers
- Call for Bids on Bus Lease Interest
- IBN Ratification



**Converse County School District #1  
Douglas, Wyoming**

Official minutes of the regular meeting of the Board of Education held **April 8, 2014** in the Board Room of the School Administration Office.

Chairman Mark Curtis called the Regular Board meeting to order at 7:17 p.m.

**ROLL CALL:** Chairman Mark Curtis, Lee Igo, Rob Boner, Brad Reese, Kim Hiser and Jim Bolinger.

**ADMINISTRATORS PRESENT:** Dan Espeland, Tom Holt, Eric Pingrey, Monty Gilbreath, Brent Notman, Jim Cobb, Tracy Boner, Ken Reynolds, John Bartling, Barry Boyson, Tanya Seeds, Josh Goodrich, Steve Walker, Dan Edwards, John Weigel and Lisa Weigel.

**ALLEGIANCE TO THE AMERICAN FLAG:** Those present quoted the Pledge of Allegiance.

**APPROVAL OF AGENDA:** Brad Reese made a motion to approve the April 8, 2014 agenda as presented. Seconded by Kim Hiser. Motion carried.

**APPROVAL OF MINUTES:** Lee Igo made a motion to approve the Regular March 11, 2014 Board Meeting Minutes as presented. Seconded by Jim Bolinger. Motion carried.

**FINANCIAL REPORT:** Lee Igo made a motion to approve the financial report for April claims: General Funds Checks #83261 - #83527 with Teri Griffin abstaining from Check #83459; Payroll Clearing Checks #80224 - #80537, Direct Deposit #1045413 - #1046051; Federal Programs Checks #16974 - #17011; BOCES Checks #2934 - #2945; Major Maintenance Check #3576; Capitol and Minor Capitol Checks #1293 - #1295; Hot Lunch Checks #5107 - #5123; Student Funds Checks #18640 - #18688. Seconded by Jim Bolinger. Motion carried.

**DATES FOR YOUR CALENDARS:** A Community Recreation Center Joint Boards Meeting will be April 9, 2014 at 7:00 pm at the DHS Auditorium. A Tech Advisory Panel Meeting will be April 16, 2014 at 3:30 pm at Central Administration. The Board Policies meeting will be May 5, 2014 at 5:15 pm at Central Administration. IBN is scheduled for April 28 & 29, 2014 at Central Administration.

The next Regular and Rec Board Meetings will be May 13, 2014 at 7:15 pm at Central Administration.

**CORRESPONDENCE:** Brad Reese read descriptions about the Rural Artwork on display in the Board Room. He then read thank you notes from parents whose kids participate in the F.A.S.T. program.

**SPOTLIGHT EMPLOYEE:** Brad Reese presented Kristy Cross from Food Service and DHS Teacher, Laura Peden with the March and April Spotlight Employee Awards, respectively.



- COMMITTEE REPORTS:** Rob Boner reported that he attended the EWC BOCES Meeting via conference call. He stated that the agreement and bylaws would be considered later in the meeting.
- Lee Igo stated that the Transportation Committee had met via email. He asked John Bartling which busses currently have the red flashing lights.
- Mark Curtis reported that the Board Policies Committee met. The committee would like to suggest approving policies on first reading when recommended.
- AUDIENCE RECOGNIZED:** Genia Farinha approached the Board and asked them to reconsider the possibility of their football team, the Wyoming Knights, using the DHS Football field. Grady Corbett, CJ Allen and Rod Lebert spoke in favor of the program.
- Katie Donham requested a chance to speak during executive session. Jeanie Marso, Macey Moore, Alisha Rafael, Melissa Pressler, Ashley Davis, Amy Hughes, Ashlee Tillard and Rick Baker spoke in favor of Katie Donham as Primary School Special Education Teacher.
- TECHNOLOGY UPDATE:** Ken Reynolds shared information about the progress being made in the area of district technology and some of the issues that occurred during Spring Break.
- THIRD & FINAL  
READING ON POLICY:** Rob Boner made a motion to approve on final reading Policy GCCAD – Instructional Staff Military Leave as presented. Seconded by Kim Hiser. Motion carried.
- AIR CONDITIONING  
BID FOR DMS GYM  
AND HS INDUSTRIAL  
ARTS DEPT:** Dr. Espeland stated that no bids were received for the Air Conditioning project at the DMS Gym and DHS Industrial Arts Area. He recommended authorizing Barry Boyson to obtain bids on individual units for the Industrial Arts Department at DHS. Rob Boner made a motion to Call for Bids on the purchase of an air conditioning unit for the woodshop area of the Industrial Arts Department at DHS. Seconded by Jim Bolinger. Motion carried.
- OVERNIGHT TRIP  
REQUEST:** Randy Gifford stated that he would like to take a group to Denver for a singing competition. Lee Igo made a motion to approve the overnight trip to Denver as requested. Seconded by Rob Boner. Motion carried.
- STUDENT SERVICES  
CONTRACTS ADDENDUM:** Brad Reese made a motion to approve the Student Services Contracts as presented. Seconded by Kim Hiser. Motion carried.



**HEALTH INSURANCE:**

Tracy Boner reported that the health insurance comes with a proposed increase of 4% for next year. Jim Bolinger made a motion to approve the health insurance rate increase as presented. Seconded by Lee Igo. Motion carried.

**CALL FOR HEARING  
ON MILLS:**

Rob Boner made a motion to Call for Hearing on Mills on May 13, 2014 at 7:00 pm. Seconded by Jim Bolinger. Motion carried.

**OFFICIAL CANCELLATION  
OF UNCASHED SCHOOL  
WARRANTS:**

Tracy Boner stated that there were no un-cashed warrants.

**EWC BYLAWS AND  
AGREEMENT:**

Rob Boner made a motion to approve the bylaws and agreement as presented. Seconded by Lee Igo. Motion carried.

**RURAL ALTERNATIVE  
CALENDAR:**

Brad Reese made a motion to approve the Rural Alternative Calendar as presented. Seconded by Kim Hiser. Motion carried.

**REVISION OF POLICIES :**

Kim Hiser made a motion to approve Policies IA – Instructional Goals and Learning Objectives, IC – School Year and School Calendar and IG – Curriculum Revision, Adoption and Review as presented. Seconded by Jim Bolinger. Motion carried.

**DELETION OF POLICY  
EXHIBITS:**

Jim Bolinger made a motion to approve the deletion of Exhibits IC-E – School Year Calendar and ID-E – Times of Schools. Seconded by Kim Hiser. Motion carried.

**EXECUTIVE SESSION:**

Lee Igo made a motion to go into Executive Session for the purpose of discussing legal, contractual and personnel issues at 8:12 pm. Seconded by Kim Hiser. Motion carried.

Kim Hiser made a motion to reconvene into Regular Session after Executive Session at 11:08 pm and to approve the minutes as reviewed and signed by all in attendance. Seconded by Lee Igo. Motion carried.

Lee Igo made a motion to add approval of the Wyoming Knights contract to authorize use of the DHS Football Field. Seconded by Rob Boner. Motion carried.

**WYOMING KNIGHTS  
CONTRACT:**

Rob Boner made a motion to approve a contract with the Wyoming Knights authorizing use of the football field with revisions discussed in executive session and pending approval from school board attorney and superintendent. Seconded by Jim Bolinger. Motion carried.

**PERSONNEL REPORT:**

Lee Igo made a motion to approve hiring Troy Brown as DMS Band Teacher, Travis Mortimore as Head Field Crew, Ryan Mackey as DMS Associate Principal/Athletic Director, James Downs as DHS Foreign Language/Social Studies Teacher and Nate Creel as DHS Special Education Teacher. Seconded by Teri Griffin. Motion carried.



Brad Reese made a motion to approve extra-duty contracts for Melissa Deming as DMS Swimming Special Education Coach's Aide, Ron Wagner as DHS Girls Soccer Head Coach and Anita Carpenter as DHS Girls Soccer Assistant Coach. Seconded by Kim Hiser. Motion carried.

Brad Reese made a motion to acknowledge resignations from Kristi Dayle as DPS Special Education Paraprofessional, Sherrill Kilpatrick as Shawnee Rural School Teacher, Melissa Lee as EWC Clerical Paraprofessional, Deb Robbins as Food Service Worker, Travis Williams as DHS Head Boys Basketball Coach and Billie Reed as Middle School Instructional Facilitator. Seconded by Kim Hiser. Motion carried.

**REMAINING CERTIFIED  
RECOMMENDATION:**

Lee Igo made a motion to approve Katie Donham's contract renewal. Seconded by Kim Hiser. Motion failed with all members voting opposed.

**WINTER ACTIVITY  
RECOMMENDATIONS:**

Rob Boner made a motion to approve the Winter Activity Recommendation list as presented. Seconded by Kim Hiser. Motion carried.

**ADJOURNMENT:**

There being no further business, the Regular Meeting was adjourned at 11:14 pm by Mark Curtis.

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Mark Curtis, Chairman

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Linda Cole, Clerk



# NOTICES

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AMBER OF COM-  
CLUB-\$4,583.33;  
ENIOR CITIZENS  
S-\$273.35; ENER-  
NAL - DOUGLAS  
ORITY-\$50,000.00;  
LEANERS-\$471.00;  
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OR COMPANY OF  
52.96; HARN, TIM/  
OMAX OIL SALES  
\$45.39; ICMA RE-  
CORP-\$2,906.10;  
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DE, RALPH-\$8.11;  
LADWIG, HAR-  
ETY-\$7,500.00; LO-  
FEE INC-\$367.00;  
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ED PARCEL SER-

VICE-\$16.48; UNITED STATES POSTAL SERVICE-\$750.00; VERI-  
ZON WIRELESS-\$551.58; VIKING CRANE SERVICE INC-\$900.00;  
VISA-CONVERSE COUNTY BANK-\$5,345.54; VISIONARY COM-  
MUNICATIONS INC-\$819.31; WALAGATER MANUFACTURING  
INC-\$29.25; WASHINGTON, ANDRE-\$8,600.00; WATERWORKS  
INDUSTRIES-\$1,056.00; WCS TELECOM-\$79.72; WESTON EN-  
GINEERING INC-\$497.07; WHITEHART, DEAN-\$153.00; WULFF,  
KURT-\$115.00; WW GRAINGER-\$1,007.15; WY ASSOC OF RU-  
RAL WATER USERS-\$375.00; WY GROUNDSKEEPERS & GROW-  
ERS-\$1,290.00; WY PEACE OFFICERS ASSOCIATION-\$150.00;  
WY RETIREMENT SYSTEM-\$36,705.64; WY STATE DISBURSE-  
MENT CENTER-\$369.22; WY SUPREME COURT-\$270.00; WYO-  
MING MEDICAL CENTER-\$777.20; XEROX CAPITAL SERVICES  
LLC-\$49.73

**Publish: January 22, 2014**

**9112**

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## *CCSD #1-Public Notice...*

### **Converse County School District #1 NOTICE OF PUBLIC HEARING**

Converse County School District #1 will hold a Public Hearing to discuss the Alternative Rural Calendar Proposal for the 2014-2015 School Year. This hearing will be held on Friday, February 14, 2014, at 9:00 am in the Board Room at the Central Administration Office at 615 Hamilton Street, Douglas, WY 82633.

Linda Cole, Clerk  
Converse Co School Dist #1

**Publish: January 22, 29 & February 5, 2014**

**9122**

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# NOTICES

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and Fort Fetterman; he also asked for any other items from Council; there were none. **Executive Session: Item 10.A. Legal:** Councilman Reynolds moved to recess into Executive Session in order to consider the appointment, employment, right to practice, dismissal, complaints or charges against a public officer, professional person or employee, in accordance with W.S. §16-4-405(a)(ii); and to consider litigation to which our governing body is or may be a party, in accordance with W.S. §16-4-405(a)(iii); Councilman Kingery seconded; no discussion and motion approved 4-0. Regular meeting recessed at 5:50 p.m. and reconvened at 7:19 p.m. **Adjourn:** Councilman Reynolds moved to adjourn the regular City Council meeting; Councilman Angiolillo seconded; no discussion and motion approved 4-0. Regular Council meeting adjourned at 7:20 p.m.

**ATTEST:**

/s/ Karen Rimmer, City Clerk

/s/ Bruce A. Jones, Mayor

**Publish: February 19, 2014**

9156

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## *CCSD #1-Notice of Public Hearing...*

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### **Converse County School District #1 NOTICE OF PUBLIC HEARING**

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Converse County School District #1 will hold a Public Hearing to discuss the Alternative Rural Calendar Proposal for the 2014-2015 School Year. This hearing will be held on Friday, March 14, 2014, at 9:00 am in the Board Room at the Central Administration Office at 615 Hamilton Street, Douglas, WY 82633.

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Linda Cole, Clerk

Converse Co School Dist #1

**Publish: February 19, 26 & March 5, 2014**

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## *CCSD #1-Call for Bids...*

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: Fremont County School District #6

DISTRICT CONTACT: Diana Clapp, Supt. 307-856-7970 Opt. 1

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
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) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• <u>2 years</u></li> </ul>	✓
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary            900 hours</li> <li>• Mid/Jr. High        1050</li> <li>• High School        1100</li> </ul>	✓

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

*Diana Clapp*  
5/1/14

April 30, 2014

Ms. Dianne Frazer, Educational Consultant  
Standards and Accountability Division  
Wyoming Department of Education  
2300 Capitol Avenue,  
Hathaway Building, 2<sup>nd</sup> Floor  
Cheyenne, Wyoming 82002-0050

Dear Ms. Frazer:

This letter is to request approval of an alternative schedule for the 2014/15 and 2015/16 school years for Fremont County School District #6. The schedule we are requesting is an extension of the 4x2 school week the district has used for fourteen years.

Enclosed you will find requested information from the checklist for applying for an alternative schedule. I request the submission of this application to the State Board of Education for approval. If additional information is needed, please do not hesitate to contact me.

Fremont County School District #6 greatly appreciates your continued support and collaboration in the use of alternative schedules.

Sincerely,

A handwritten signature in cursive script that reads "Diana Clapp".

Diana Clapp, Superintendent  
Fremont County School District #6  
P.O. Box 10  
223 N. Cherry Street  
Pavillion, Wyoming 82523  
307-856-7970 Opt. 1  
[dianac@fre6.k12.wy.us](mailto:dianac@fre6.k12.wy.us)

## **Fremont County School District #6**

### **Objectives of the 4/2 Educational Program 2014-2016**

1. Maximize academic learning time by limiting out of class time for extra-curricular activities. Activities for middle and high school students will be scheduled on Thursday evenings, Fridays and Saturdays.
2. Limit evening activities on Monday-Thursday to allow students to be home in the evenings. Practice time and extended day activities will conclude by 6:00 p.m. on Monday-Wednesday.
3. Provide quality time for professional development for district staff on scheduled Fridays.
4. Provide Friday School remediation and enrichment opportunities with a focus on tutorial for students at all grade levels not demonstrating proficiency on standards.
5. Maximize academic learning time on Monday – Thursday by providing Friday in-school discipline rather than pulling students from classes during the week, unless situations warrant an exception.
6. Improve parent/student communication through regular notifications to parents of students at-risk of academic failure.
7. Provide quality time for professional staff to work collaboratively on school improvement and educational planning.

## **Description of Schedule and Calendar(s)**

Fremont County School District #6 is in its fourteenth year on a 4/2 alternative schedule. This schedule is designed to provide 4 days of focused academics and 2 days of extra-curricular and remediation activities. Outside of regional and state events, activities are scheduled for Thursday evenings, Fridays and Saturdays. No early dismissals are permitted other than the scheduled 1:00 p.m. dismissal prior to the Thanksgiving break for students and staff and fall Parent/Teacher conferences at the elementary students only. In addition, the alternative schedule allows for 10 professional development days for district staff.

*See attached calendars*

## **Method of Evaluating Improvements in Student Learning**

Each school within the district is a member of AdvancEd. This provides the framework for school improvement planning and evaluation. In addition, the district annually evaluates student achievement through the use of standardized and standards-based assessments. Data regarding parent/community involvement, student attendance, discipline and at-risk programs are reviewed and reported annually.

Methods for Evaluating Student Learning and 4/2 Educational Programs:

- PAWS in grades 3-8
- ACT, PLAN, EXPLORE in grades 9-11
- MAP (Measures of Academic Progress)
- Dibels
- Student attendance data
- Student discipline data
- Friday School attendance
- 4/2 Alternative Schedule Survey of parents, students & staff

Student data disaggregated by ethnicity, special needs, gender, SES, LEP

## **Evidence of Public Meetings**

- Opportunity for input on the 4/2 schedule was provided via surveys sent to the home of each enrolled family. Surveys were also given to both certified and non-certified staff and students in grades 6-12.
- On April 14, 2014 the Board of Trustees held a public meeting on the 4/2 alternative schedule at Wind River Middle/High School. The agenda was provided to the media representative from the local newspaper, Riverton Ranger.
- On April 15, 2014 a second public meeting was held on the 4/2 alternative schedule in the Wind River Middle/High School Commons.

*See attachments of documentation of public meetings*

## Public Comment Records

*See attached results of the parent, student & staff surveys*

### Time Requested

This application request is for the next two years covering the 2014/15 & 2015/16 school terms.

### Minimum Required Hours

#### Days of Instruction:

Traditional – 176 student days

Alternative Plan – 155 student days

#### Elementary School Times:

Traditional – 1003 hours – excluding lunch & recesses (8:30-3:27)

Alternative Plan – 925.5 hours – excluding lunch & recesses (8:15-3:35) & (8:00-3:20)

#### Middle School Times:

Traditional – 1129 hours – excluding lunch/recess (8:25-3:20)

Alternative Plan – 1090 hours – excluding lunch/recess (8:12-3:45)

#### High School Times:

Traditional – 1129 hours – excluding lunch/recess (8:25-3:20)

Alternative Plan – 1,102.87 – excluding lunch/recess (8:10 – 3:48)

#### Time Calculations

Wind River Elementary 8:15 a.m. – 3:35 p.m. and Crowheart 8:00 a.m. – 3:20 p.m.

153 days x (440 mins. per day – 80 mins. am & pm recesses/lunch) = 55,080 mins.

2 days x (285 mins. per day – 60 mins. morning recess/lunch) = 450 mins. \*1:00 release

**Elementary Total Minutes = 55,530 / 60 mins. per hour = 925.5 instructional hours**

Wind River Middle School 8:12 a.m. – 3:45 p.m.

154 days x (453 mins. per day – 30 mins. lunch) = 65,142 mins.

1 day x (288 mins. per day – 30 mins. lunch) = 258 mins. \*1:00 release

**MS Total Minutes = 65,400 / 60 mins. per hour = 1,090 instructional hours**

Wind River High School 8:10 – 3:48

154 days x (458 mins. per day – 30 mins. lunch) = 65,912 mins.

1 day x (290 mins. per day – 30 mins. lunch) = 260 mins. \*1:00 early release

**HS Total Minutes = 66,172 / 60 mins. per hour = 1,102.87 instructional hours**

\*Times on the alternative schedule account for a 1:00 pm dismissal prior to the Thanksgiving holiday for students and staff, as well as a 1:00 student dismissal for Parent/Teacher Conferences at the elementary schools.

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	22	23
24	25	26	27	28	29	30
31						

SEPTEMBER						
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				

OCTOBER						
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	

END OF QUT	MIDTERM
10/23/2014	9/19/2014
1/15/2015	12/5/2014
3/26/2015	2/13/2015
6/2/2015	5/1/2015

NOVEMBER						
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						

DECEMBER						
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			

JANUARY						
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

DAYS BETWEEN QUARTERS
40 Days to 1st QUT
39 Days to 2nd QUT
40 Days to 3rd QUT
36 Days to 4th QUT

FEBRUARY						
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

MARCH						
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						
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		

IMPORTANT STAFF DATES
1st Year Teacher 8/5-6/14
1st & 2nd Year Teachers 8/7-8/14

MAY						
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						
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				

COLOR CODES						
	LO					
	Vacation Days					
	First and Last Day of School					
	School in Session 9/5/14 & 5/29/15					
	Teacher Work Day					
	PT Conf. 11/7/14 & 3/13/15					
	Early out 1:00					
	PD					
	All Staff					

OPTIONAL PD DAYS	

DAILY SCHEDULE	
CROWHEART	8:00-3:20
WIND RIVER ELEM.	8:15- 3:35
MIDDLE SCHOOL	8:12-3:45
HIGH SCHOOL	8:10-3:48

STUDENT START DATE AUG. 18, 2014 END DATE JUNE 2, 2015 155 TOTAL STUDENT DAY

# PK-12 PARENT INPUT MEETING

## CONSOLIDATED GRANT

### FOUR DAY SCHOOL WEEK PUBLIC HEARING

APRIL 15, 2014

NAME	PARENT / POSITION
Diana Gapp	Supt
Kenneth Schuff	Trans Sup
Sharon Miller	
Stacey James	Title I Teacher
Dawn Leharadt	parent.
Beth Sanderson	Preschool Teacher
Dianne Ullman	MS/HS Library Para
Patt Hensley	Parent & Coach
Amy Mason	Parent - Counselor
Charles Jenks	Special Education Director
Mary Noffsinger	Parent
Barney Zacc	Principal
Cathiss Wall	Principal - Parent
Susan Furling	Grandparent - Secretary
Christa M. Hanz-Jordan	Parent - Sub Teacher @ Dist #16
Lisa Herby	Parent
Frank Herbert	Parent
Brett Johnson	Deputy S.R.O.

AGENDA  
FREMONT COUNTY SCHOOL DISTRICT NO. 6  
BOARD MEETING  
MONDAY, APRIL 14, 2014  
BOARD ROOM – 7:00 P.M.

- I. Call to Order
- II. Pledge of Allegiance
- III. Approval of Agenda for April 14, 2014
- IV. Approval of Minutes from March 17, 2014
- V. Approval of Payment of Bills:
  - General Fund
  - Housing Fund
  - Federal Funds
  - Dep. Reserve Funds
  - Lunch Fund
  - Activity Fund
  - Capital Maintenance Fund
  - Maintenance Fund
- VI. Pre-authorization of May 2014 Payroll and Utilities
- VII. Issues by Patrons/Acknowledgement of Communications
- VIII. Public Hearing on Alternative School Calendar
- IX. Administrative Reports
- X. Action and Information Items:
  - 1. Home School Curriculum
  - 2. Audit Bids
  - 3. Banking
  - 4. Donations
  - 5. Surplus
  - 6. Policy
  - 7. Depreciation Reserve Items
  - 8. Out of State Travel
  - 9. Executive Session
  - 10. Staffing
- XI. Adjourn

MINUTES  
FREMONT COUNTY SCHOOL DISTRICT NO. 6  
BOARD MEETING  
MONDAY, APRIL 14, 2014  
BOARD ROOM- 7:00 PM

I. Call to order

The meeting was called to order at 7:01 pm by Board Chairman, Dan Pince. Board members present were Patti Griffith, Jeff Locker, James Downing, Chuck Gomendi, Dan Pince and Shane Sanderson. Absent was Kristen Benson. Administrators present were Diana Clapp, Charles Jenks, Ceatriss Wall, Barney Lacock. Also present were Linda Lake and Julie Twist.

II. Pledge of Allegiance

III. Approval of Agenda for April 7, 2014

Motion by Shane Sanderson to approve the agenda for April 7, 2014 as presented. Second by Chuck Gomendi. Motion carried.

IV. Approval of Minutes

Motion by Shane Sanderson to approve the minutes from the March 17, 2014 regular Board meeting and April 7, 2014 special Board meeting, as presented. Second by Patti Griffith. Motion carried.

V. Approval of payment of bills:

General Fund	Lunch Fund	Activity Fund
Federal Funds	Housing Fund	Capital Maintenance Fund
Dep. Reserve Funds	Maintenance Fund	

VI. Pre-authorization of May 2014 Payroll and Utilities.

Motion by Patti Griffith to approve payment of bills for the general fund, activity fund, lunch fund, federal funds, housing fund, capital maintenance fund and depreciation reserve funds, as presented, and to pre-approve payment for May, 2014 payroll and utilities. Second by Chuck Gomendi. Motion carried.

VII. Issues by Patrons/Acknowledgement of Communications

- Julie Tiwst-Fremont County Public Health "Life RU Ready?", for 6<sup>th</sup> grade on May 6, 2014.
- Alicia Rux and Tania O'Neal requested allowing a Dubois bus to pick up student with in FCSD#6 boundaries.

VIII. Public Hearing on Alternative School Calendar

## IX. Administrative reports

- Superintendent
- Special Ed Director see report
- Principals see report

## X. Action and Information Items

### 1. Home School Curriculum

Motion by Patti Griffith to acknowledge the home school curriculum provided by Chad Campsey for Joseph Campsey . Second by Shane Sanderson. Motion carried.

### 2. Audit Bids

Motion by Patti Griffith to accept the Audit bid from McGee, Hearne & Paiz, LLP for three years in the amount of \$83,700, as presented. Second by James Downing. Motion carried.

### 3. Signers on Bank Accounts

Motion by Shane Sanderson to approve the following signers on the following bank accounts at Central Bank and Trust, as presented, and to approve Linda Lake to receive all information on these accounts. Second by Patti Griffith. Motion carried.

Diana Clapp, Patti Griffith, and Dan Pince as signers on the following accounts:

Student Activity Account #116839 – 2 signers required  
General Fund Account #117153 – 2 signers required  
Housing Funds #118789 – 2 signers required  
Impact Aid Account #117188 - 1 signer required  
Lunch Account #116847 - 2 signers required  
Payroll Account #117161 – 2 signers required  
Early Retirement Account #117209 – 2 signers required  
Special Revenue #116820 – 2 signers required

Depreciation Reserve #122892 -- Patti Griffith and Dan Pince, 1 signer required.

Imprest Account #117196 -- Diana Clapp and Dan Pince, 1 signer required.

Capital Maintenance Account #117364 -- Dan Pince, Patti Griffith, and Diana Clapp, 1 signer required

Money Market Account #117145 -- Dan Pince, Diana Clapp, and Patti Griffith, 2 signers required.

#### 4. Donations

Motion by Shane Sanderson to accept the donation of \$200.00 from the Berry Patch to the Cup Stacking organization and to accept the donation of \$850.00 from the Wind River PTA to the Wind River Elementary Yellowstone trip. Second by Chuck Gomendi. Motion carried.

#### 5. Surplus

Motion by Shane Sanderson to approve the surplus list from Diana Weliever and to approve the donation of the books to the Fremont County Library System, as presented. Second by Patti Griffith. Motion carried.

#### 6. Policy

Motion by Patti Griffith to approve second reading of policy GBJ, Personnel Records to replace the current policy GBJ, Personnel Records, as presented. Second by Chuck Gomendi. Motion carried.

#### 7. Depreciation Reserve Items

Motion by Shane Sanderson to approve the purchase of the items as presented from the depreciation reserves. Second by Patti Griffith. Motion carried.

#### 8. Out of State Travel

Motion by Shane Sanderson to approve the out of state travel for the 5<sup>th</sup> grade Yellowstone Trip. Second by Chuck Gomendi. Motion carried.

#### 9. Executive Session

Motion by Shane Sanderson to convene into executive session at 9:29 pm to discuss personnel issues. Second by James Downing. Motion carried.

Board reconvened into regular session at 10:39 pm.

#### 10. Staffing

Motion by Patti Griffith to acknowledge the resignation of Erin Hampton, Custodian, Renee Gomendi, 2<sup>nd</sup> grade teacher, Cathy L. Clapp, kindergarten teacher/ interventionist, William Styver, Bus Driver, and Shirley Knight, bus driver; to approve the donation of sick leave request on behalf of Regina Smith; to offer the following certified staff members a teaching contract for the 2014-2015 school year as presented; to offer the annual professional staff contracts for the 2014-2015 school year to Amy Mason, Amy Sennett, Beth Sandlian, Elizabeth Goddard (part time), and Scott Groenke; to offer a .5 FTE teaching contract to Kati McCall for the 2014-2015 school year as presented; to approve the hiring of Tania Baker, Special Education Teacher for the

2014-2015 school year, contingent upon all certifications being received and to approve the hiring of Charles Fulgham, full-time custodian with Levi Harris as first alternate. Second by Shane Sanderson. Motion carried.

## XI. Adjourn

There being no further business before the board, the meeting was adjourned at 10:42 pm.

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Dan Pince, Chairman

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Emily David, Board Secretary

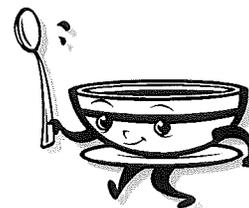
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Shane Sanderson, Clerk

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Diana Clapp, Superintendent

# PK-12 Parent Input Meeting



posted:  
Central office  
MS/HS  
Crowheart  
elementary  
bus barn

## Chili Dinner

Wind River Middle/High School Commons

April 15, 2014

6:30 – 8:00 p.m.

mailed home to all families  
sent out it cougar news  
eee) Agenda

**6:30 – 6:50 p.m. District Report to Patrons & Report on Bullying**

Parents will receive information on how the district is progressing on district goals. Information will also be shared on the process for students and parents to report bullying and the process when a report is made.

**6:50 – 7:10 p.m. Consolidated Grant Input & Title I Annual Meeting**

Grants provide funding for programs such as preschool and Title I services. Parents will receive information on how these grants are currently used and have the opportunity to provide input into future use.

**7:15 – 7:40 p.m. Break Out Sessions**

### ALICE program review & School Security Update – MS/HS Commons

This session will provide a brief overview of the ALICE program for parents who were not able to attend the parent trainings earlier this year. The ALICE program is designed to train staff and students on options available in the event of a school shooter. Recent updates to school security will also be shared.

### School Bus Safety – MS/HS Library

This session will review factors considered in determining school bus routes. Discussion will include parent input on student road crossing during activity routes. Input will be gathered from parents to share with the School Board for transportation decisions for the 2014-15 school year.

**7:45 – 8:00 p.m. 4 Day School Week**

Every other year the School Board must decide whether to apply to the Wyoming State Board of Education to continue with the four day school week. This meeting will provide the results of the parent, student, and staff surveys on the four day week and gather input to take to the School Board.

## FREMONT COUNTY SCHOOL DISTRICT #6

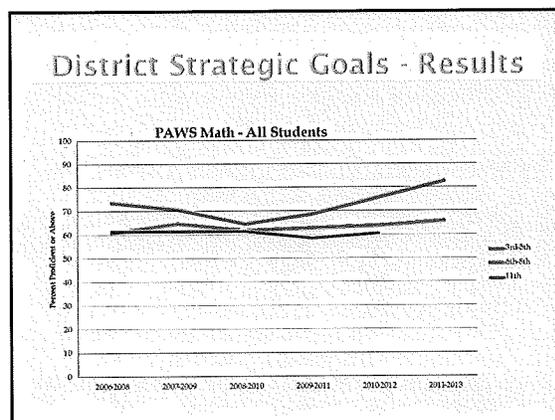
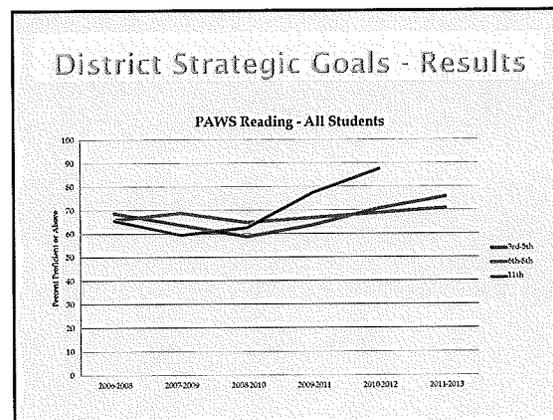
Parent Input Meeting  
April 15, 2012

### Agenda

- ▣ 6:30-6:50 p.m. District Report to Patrons
- ▣ 6:50-7:10 p.m. Consolidated Grant & Title I
- ▣ 7:15-7:40 p.m. Break Out Session
  - ALICE & School Security Update
  - School Bus Safety
- ▣ 7:45-8:00 p.m. 4 Day School Week

### District Strategic Goals

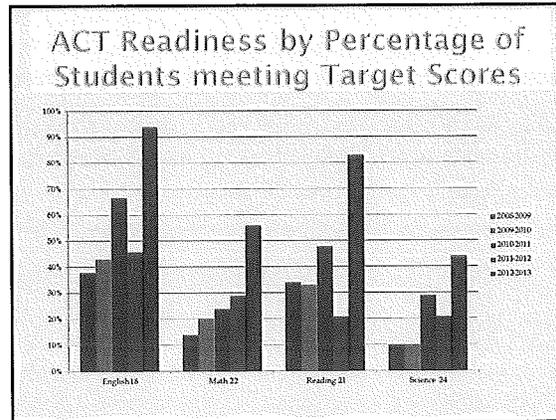
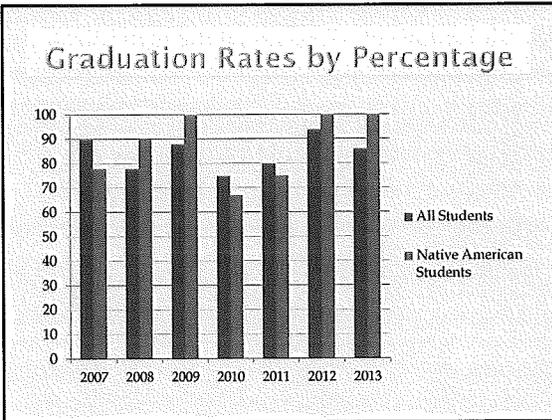
- ▣ Increase Student Achievement
  - PAWS
  - Explore, Plan, ACT
  - Complete high school college and career ready
- ▣ Ensure Effective and Efficient Processes
  - Evaluations systems
  - Operational processes



### District Strategic Goals - Results

PAWS Results for Students who have been in the district 3 or more years. Calculated as a 3 year rolling average.

	2008-09-10	2009-10-11	2010-11-12	2011-12-13
3 <sup>rd</sup> -5 <sup>th</sup> reading	62%	68%	75%	82%
3 <sup>rd</sup> -5 <sup>th</sup> math	66%	73%	77%	85%
6 <sup>th</sup> -8 <sup>th</sup> reading	65%	69%	72%	74%
6 <sup>th</sup> -8 <sup>th</sup> math	63%	65%	67%	70%
11 <sup>th</sup> reading	64%	83%	91%	NA
11 <sup>th</sup> math	63%	61%	62%	NA



### School Accreditation

The Wind River Preschool program is accredited through the National Association for the Education of Young Children (NAEYC). It is the only NAEYC accredited preschool in Fremont County.

The Wind River & Crowheart Elementary Schools are accredited through AdvancEd with 4 scores of Highly Functional and 3 Operational.

The Wind River Middle/High School is accredited through AdvancEd with 2 scores of Highly Functional and 5 Operational.

### Bullying Policy & Procedures

**Policy JICA - Harassment, Intimidation and Bullying**  
 "Harassment, Intimidation or bullying of students at school is prohibited. Harassment, intimidation or bullying means any intentional gesture, or any intentional written, verbal or physical act that a reasonable person under the circumstances should know will have the effect of:

1. Harming a student physically or emotionally, damaging a student's property or placing a student in reasonable fear of personal harm or property damage;
2. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
3. Is so sufficiently severe, persistent or pervasive that it creates an intimidating, threatening or abusive educational environment for a student or group of students.

### Next School Year Grades K-12

- ▣ Providing training to staff and students about building a positive school culture - things we must "be" and "do" to address bullying in our schools.
- ▣ Put a clear step by step procedure in the student handbook along with a report form to submit if you have a concern your child is being bullied. Forms will also be available on the website.
- ▣ Careful record keeping and reporting on inquiries into bullying that is consistent across all schools.

### Changes in the School Lunch at the High School

Federal and state regulations are requiring that if the district offers "seconds" to students, the district must charge for that food.

Currently, the high school is offered seconds because all other grade levels have eaten and any remaining food will be discarded. The district has not charged for those "seconds."

Options and restrictions for managing this requirement.

### Status of the Drug/Alcohol Testing Policy

- ❑ The policy has been Board approved. The testing company that received the bid for testing services defaulted.
- ❑ The district is in the process of finding another company to conduct the testing.
- ❑ We anticipate the system will be up and running starting in the Fall 2014.

### Consolidated Grant

- ❑ Title I - Reading and/or math programs to help at-risk students meet challenging content & performance standards. FY14 funding allocation \$ 85,963.
  - Preschool Program at Wind River & Crowheart
  - Intervention/tutoring for students
- ❑ Title II, Part A - Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. To hold local education agencies and schools accountable for improvements in student academic achievement. FY14 funding allocation \$ 53,217 which was transferred to Title I.

### Consolidated Grant cont.

- ❑ Title II, Part D - To provide assistance for implementation and support of a comprehensive system that uses technology in elementary and secondary schools to improve student academic achievement. FY14 funding allocation \$0
- ❑ Title III - To ensure that limited English proficient (LEP) students, including immigrant children, develop English proficiency and meet the same academic content and achievement standards as other students are expected to meet. FY14 funding allocation \$0
- ❑ Title IV - To establish, operate, evaluate, and improve school-based programs that provide alcohol, tobacco, and other drug prevention programs based on the principles of effectiveness, for youth, parents, and community members. FY14 funding allocation \$0
- ❑ Title V - To support local education reform efforts that are consistent with and support Statewide education reform efforts. To provide a continuing source of innovation and educational improvement. FY14 funding allocation \$0

### Consolidated Grant cont.

- ❑ VIB 611 Flowthrough - Excess costs of special education and related services. FY14 funding allocation \$ 111,626.
  - Professional Development
  - Transitions Coordinator
  - Supplies and materials
  - Technology/computers
- ❑ VIB 619 - Ensure that all students with disabilities receive a free and appropriate public education. Preschool age special education services. FY14 funding allocation \$597
  - Child Find Screening

### What is the Alternative Schedule?

The 4/2 alternative schedule is a structuring of school programs so there is a focus on academics Monday-Thursday (4 days) and activities planned on Friday - Saturday (2 days).

*"Fours days of academics and two days of activities."*

### 4x2 School Week in Fremont County School District #6

The district has been on a state approved alternative calendar (4x2 school week) since the 2000-2001 school year.

Any district requesting to operate on an alternative calendar must apply to the Wyoming State Board of Education every two years.

Part of the application process is looking at any impact (positive/negative) of the 4 day school week.

### Parent/Guardian Survey Results

Parent/Guardian 4 Day Survey results 04/15/14		
18 surveys submitted		
<b>1. I have students in (65 surveys returned) Multiple answers</b>		
Elementary	15	
Middle School	4	
High School	4	
<b>2. Have you been properly informed through the Cougar News monthly newsletter, notifications by mail from the schools, and/or phone calls from teachers about Friday activities at the schools?</b>		
Yes	18	100%
No	0	0%
No Response	0	0%
<b>Total</b>	<b>18</b>	<b>100%</b>

### Parent/Guardian Survey Results

3. Is the monthly Cougar News an effective way to notify you of school information and activities?		
Yes, I read it each month	11	61%
Somewhat, I skim or read parts	6	33%
No response	1	6%
<b>Total</b>	<b>18</b>	<b>100%</b>
<b>4. Have students in your family attended Friday School in this current school year?</b>		
0	3	17%
1-5 times	12	66%
6+ times	3	17%
<b>Total</b>	<b>18</b>	<b>100%</b>

### Parent/Guardian Survey Results

6. Has the four day week affected your child's (children's) grades and academic success in school?		
Improved	7	39%
Declined	0	0%
No Change	6	33%
Not Applicable or No Response	5	28%
<b>Total</b>	<b>17</b>	<b>100%</b>
<b>6. Has the length of the school day affected your child's ability to learn?</b>		
Learning More	6	33%
Learning Less	0	0%
No Effect	6	33%
Unknown	6	33%
No Response	0	0%
<b>Total</b>	<b>18</b>	<b>99%</b>

### Parent/Guardian Survey Results

**7. What do you like about the four day school week?**  
16 Responses

*"I like having Fridays off because the kids are calm and steady. They sleep right and if you want to go somewhere for the weekend you don't have to take kids out of school."*

*"Glad the other kids don't miss Fridays for activities."*

*"School is very important but so is family time. School is stressful and they have more time to relax, while still achieving their academic goal."*

*"I like 4 days so I can schedule appointments without pulling my child out of school. And weekend get togethers can start early if needed."*

*"We can schedule medical appointments on Friday."*

*"Everything!"*

### Parent/Guardian Survey Results

**8. What would you like to see improved or enhanced upon for the 4 day school week?**  
7 Responses

*"Nothing for change."*

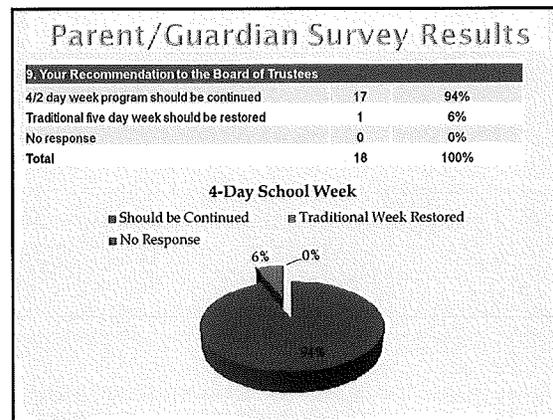
*"I don't know my child is only in kindergarten."*

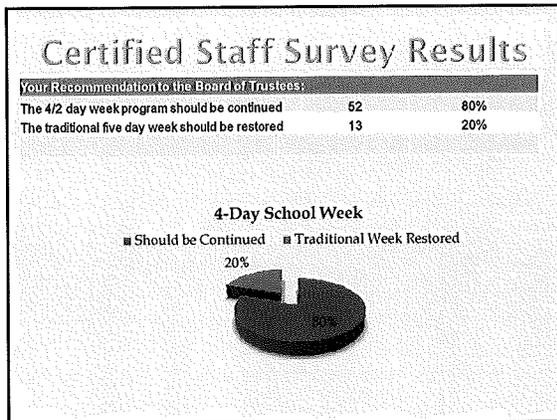
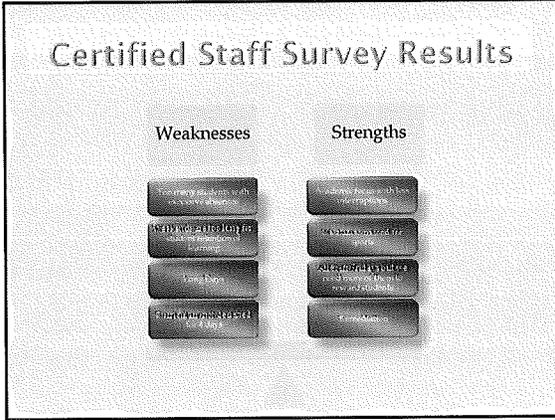
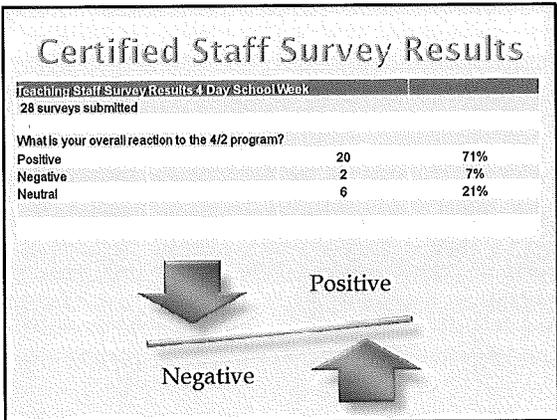
*"Great the way it is."*

*"I like it they way it is."*

*"It's great. I would keep it the same."*

*"Things are fine."*





### 4-12 Student Survey Results

**Student Survey Results of 4/2 School Week: 03/2012**  
212 submitted

**1. Grade Level:**

4th	17	8%
5th	16	8%
6th	33	16%
7th	27	13%
8th	26	12%
9th	18	8%
10th	29	14%
11th	21	10%
12th	25	12%

### 4-12 Student Survey Results

**Student Survey Results**

**2. Is your attendance better with the four-day week than it would be in a 5 day week?**

Yes	199	94%
No	13	6%

**3. Have you attended Friday All Staff Remediation to catch up on work or get extra help?**

Yes, 1-4 times	109	51%
Yes, 5 or more times	31	15%
No, I have not attended	72	34%

### 4-12 Student Survey Results

**Student Survey Results**

**4. Have you attended Lights On After School to catch up on work or receive extra help?**

Yes, 1-4 times	87	41%
Yes, 5 times or more	83	39%
No, I have not attended	21	10%

**5. Have you attended Lights On Fridays to catch up on work?**

Yes, 1-4 times	80	38%
Yes, 5 times or more	29	14%
No, I have not attended	103	49%

### 4-12 Student Survey Results

Student Survey Results		
<b>6. Which program do you prefer to attend for help with assignments or to catch up on work?</b>		
After School Lights On	92	43%
Lights On Friday School	20	9%
All Staff Remediation Friday School	48	23%
CASH or Extended Day	19	9%
All of the Above	33	16%
<b>7. Has participating in Lights On After School, Lights On Friday, or All Staff Fridays improved your grades?</b>		
Yes	172	81%
No	40	19%

### 4-12 Student Survey Results

Student Survey Results		
<b>8. Have you stayed for extended day help or CASH this year?</b>		
Yes	136	64%
No	77	36%
<b>9. Has extended day or CASH improved your grades?</b>		
Yes	119	56%
No	93	44%

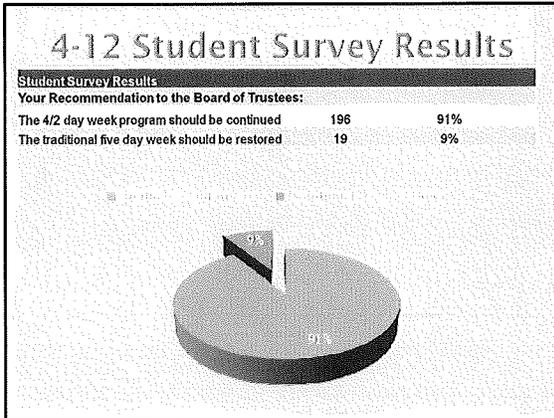
### 4-12 Student Survey Results

Student Survey Results		
<b>10. Do you participate in sports or school activities?</b>		
Yes	182	86%
No	30	14%
<b>11. If yes, what effect does the 4-day school week have on your participation in sports and/or activities?</b>		
Positive	150	71%
Somewhat Positive	39	18%
Negative	10	5%
Somewhat Negative	13	6%

### 4-12 Student Survey Results

The following are suggestions made by students in the 2010 survey.  
The following are 2012 and 2014 student reactions to those suggestions.

Suggestions	Yes - Students	No - Students
Adding ½ day Friday	38% - 2012	62% - 2012
	38% - 2014	62% - 2014
Adding more All Staff Fridays	54% - 2012	46% - 2012
	62% - 2014	38% - 2014
Create a "Study Lunch"	54% - 2012	46% - 2012
	58% - 2014	42% - 2014
Year-round School	21% - 2012	79% - 2012
	12% - 2014	88% - 2014



### Comparative Results of Staff Recommendation for continuing the 4/2 schedule

<b>April 2001</b>	40 yes (93%)
34 responses (teaching staff only)	3 no (7%)
31 yes (91%)	
3 no (9%)	
<b>April 2012</b>	28 responses (teaching staff only)
	26 yes (93%)
	2 no (7%)
<b>April 2006</b>	
60 responses	
44 yes (73%)	
16 no (27%)	
<b>April 2014</b>	65 responses
	52 yes (80%)
	13 no (20%)
	*Includes support staff 86% yes
<b>April 2008</b>	
83 responses	
74 yes (89%)	
9 no (11%)	
<b>April 2010</b>	
43 responses (teaching staff only)	

**Comparative Results of Parent Recommendation for continuing the 4/2 schedule**

<p><u>April 2004</u> 52 responses 46 yes (89%) 6 no (11%)</p> <p><u>April 2006</u> 51 responses 49 yes (96%) 2 no (4%)</p> <p><u>March 2008</u> 92 responses 83 yes (90%) 9 no (10%)</p>	<p><u>April 2010</u> 83 responses 76 yes (92%) 6 no (7%) 1 no response (1%)</p> <p><u>April 2012</u> 55 responses 50 yes (91%) 2 no (4%) 3 no response (5%)</p> <p><u>April 2014</u> 18 responses 17 yes (94%) 1 no (6%)</p>
--	--

- Timeline for state application for the 4/2 schedule**
- ☐ Surveys completed by staff, parents, and students in April 2014
  - ☐ Two public meetings
    - April 14, 2014 7:00 pm Board Room
    - April 15, 2015 7:00 pm MS/HS Commons
  - ☐ Board Action
  - ☐ Application due May 1, 2012

**THANK YOU**

Your comments will be shared with the Board of Trustees.

Survey results will be posted on the district website.

Please drive safe going home!

# Fremont County School District #6

Wind River and Crowheart Schools

## ATTENTION: Parent and Guardian Survey of the 4 Day School Program, March 2014

I have student(s) in (mark each that apply)

- Elementary
- Middle School
- High School

1. Have you been properly informed through the Cougar News monthly newsletter, notifications by mail from the schools, and/or phone calls from teachers, about Friday activities and academic help available at the schools?

- Yes
- No

If no, how may we improve?

2. Is the monthly Cougar News and District website an effective way to notify you of school information and activities?

- Yes, I read it each month
- Somewhat, I skim or read parts
- No, I do not read the newsletter

If no, what form of communication would be more effective?

3. Have students in your family attended Friday School in this current school year?

- 0
- 1-5 times
- 6+ times

4. What are the most common reasons your child (children) has attended Friday School? (mark all that apply)

- Complete make-up/ and or homework
- ISD
- Extra help from teacher
- "Lights On" activities
- Attend or play in ball games

\*  
mailed home to  
all families  
ecw

5. If your student was assigned to Friday remediation or ISD, were you and the student properly informed of the dates, times, etc.?

- Well Informed
- Somewhat Informed
- Poorly Informed
- Not Applicable

How may we improve on this communication?

6. Has the four day week affected your child's (children's) grades and academic success in school?

- Improved
- Declined
- No Change
- Not Applicable

7. Has the length of the school day affected your student's ability to learn? (the school day was lengthened to support the 4 plan 25 min. elementary & 45 min. ms/hs)

- Learning More
- Learning Less
- No Effect
- Unknown

8. What do you like about the 4 day school week?

9. What would you like to see improved or enhanced upon for the 4 day school week?

**Your Recommendation to the Board of Trustees:**

- The 4/2 day week program should be continued
- The traditional five day week should be restored



If no, what form of communication would be more effective?:

- I just don't go on the website much.

3.

<u>0 times :</u>	<b>3</b>
<u>1-5 times:</u>	<b>12</b>
<u>6+ times:</u>	<b>3</b>

4.

<u>Improved:</u>	<b>7</b>
<u>Declined:</u>	
<u>No Change:</u>	<b>6</b>
<u>Not Applicable:</u>	<b>4</b>

5.

Learning More:            **6**

Learning Less:

No Effect:            **6**

Unknown:            **6**

8. What do you like/dislike about the 4 day school week?

- Everything is ok.
- I like the having Fridays off because the kids are exhausted by Thursday night and if you want to go somewhere for the weekend you don't have to take kids out of school.
- I like that my child is learning just as much but has a 3 day weekend for sports etc. I love that he doesn't miss class for sports. Also he seems less tired only going 4 days.
- Like more rest for my daughter.
- I like that we get 3 days off a week with everyone busy work week get more time with our kids. School is very important but so is family time school is stressful and they have more time to relax, while still admiring their academic goal.
- It works out with our plans good.
- That I have an extra day to spend with my child and they don't get "burned out" with school going 5 days a week.
- Glad that older kids don't miss Fridays for activities.
- I love having extra time with my kids. I also like the schedule for sports.
- I like the length of the days. It's good for the students. It will help them in their future and get them ready for real life, like jobs. I like the 4 days a week. We live in the country and people have farms to tend to. The programs on Fridays are also great for the kids.
- Everything!
- It's alright
- I like 4 days so I can schedule appointments without pulling my child out of school. And weekend get aways can start early if needed.
- However, I feel that we, parents, should receive monthly reports about how our child is doing.

...Continued

- I feel the schedule is just fine.
- Amazing – no need for change! Teachers are not gone for coaching, students don't miss because of sports, students enjoy 3 day weekend!

9. What would you like to see improved or enhanced upon for the 4 day school week?

- Nothing for change.
- I don't know my child is only in kindergarten.
- ?
- Great the way it is.
- I like it the way it is.
- Nothing.
- It's great. I would keep it the same.
- Things are fine.

6.

Option A: Ranking

1. **16**

2. **1**

3. **1**

Option B: Ranking

1.	
2.	<b>2</b>
3.	<b>2</b>

Option C: Ranking

1.	<b>2</b>
2.	
3.	<b>1</b>

Your Recommendation to the Board of Trustees:

<p><u>The 4/2 day week program should be continued:</u></p> <p><b>17</b></p> <p><u>The traditional five day week should be restored:</u></p> <p><b>1</b></p>
--

# 2014 Teaching Staff Evaluation of 4/2 Day School Program

#1



**COMPLETE**

**Collector:** Web Link (Web Link)

**Started:** Wednesday, March 26, 2014 1:58:09 PM

**Last Modified:** Wednesday, March 26, 2014 2:07:05 PM

**Time Spent:** 00:08:56

**IP Address:** 137.85.148.81

PAGE 1

Q1: What is your overall reaction to the 4/2 week? Positive

Q2: What do you feel are the strengths of the 4/2 day week?

It gives students the opportunity to catch up on school work through out the week. Less traveling long distances five days a week.

Q3: What do you feel are the weaknesses 4/2 week?

It may affect some of the students remembering school work from the previous week.

Q4: Does the 4/2 week allow you to effectively teach the standards in your area? Yes

Q5: Please explain your response for #4.

yes because students receive longer reading time and intervention support.

Q6: Does the 4/2 week meet student needs for remediation and tutorial? Yes

Q7: Please explain your response for #6.

With having remediation and tutorial it gives students the extra support to complete homework.

Q8: How has the 4/2 week impacted student performance on classroom and district assessments? No Impact

Q9: Approximately how many students have you had come for All Staff Remediation so far this year? 0-5

Q10: On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach?

two

Q11: Do you feel the 4/2 week should be continued? Yes

Q12: If yes, what changes, modifications, additions, etc. would you recommend?

There shouldn't be changes.

Q13: Your Recommendation to the Board of Trustees: The 4/2 day week program should be continued

## 2014 Teaching Staff Evaluation of 4/2 Day School Program

**Q14: Rank your calendar preference 1-3.**

- |  |   |
|--|---|
| Option A: Current calendar, (8:05-3:55) HS, 155 student days, start date Aug. 18, 2014, end date June 2, 2015. Early out for Thanksgiving and 2 days Spring Break. | 1 |
| Option B: Shorter day (8:10-3:45) HS, 158 student days, start date Aug. 18, 2014, end date June 4, 2015. No early outs and 1 day for Spring Break.                 | 2 |
| Option C: 5 Day School week.   | 3 |

# 2014 Teaching Staff Evaluation of 4/2 Day School Program

#2



COMPLETE

Collector: Web Link (Web Link)

Started: Wednesday, March 26, 2014 2:01:49 PM

Last Modified: Wednesday, March 26, 2014 2:09:47 PM

Time Spent: 00:07:58

IP Address: 137.88.30.142

PAGE 1

Q1: What is your overall reaction to the 4/2 week? Negative

Q2: What do you feel are the strengths of the 4/2 day week?

Many of the parents and children have said that they enjoy the four day week.

Q3: What do you feel are the weaknesses 4/2 week?

The days are very long for young children. For parents who work, it is sometimes difficult to find childcare on Fridays. For teachers, they still spend many of their Fridays at school. I would rather have regular holidays, spring break, and days off than to be here most Fridays without those days off.

Q4: Does the 4/2 week allow you to effectively teach the standards in your area? Somewhat

Q5: Please explain your response for #4.

n?a

Q6: Does the 4/2 week meet student needs for remediation and tutorial? Somewhat

Q7: Please explain your response for #6.

Some students that need remediation, don't always come on Fridays. For students who are struggling, the long days can be too much.

Q8: How has the 4/2 week impacted student performance on classroom and district assessments? No Impact

Q9: Approximately how many students have you had come for All Staff Remediation so far this year? 0-5

Q10: On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach?

2-3

Q11: Do you feel the 4/2 week should be continued? No

Q12: If yes, what changes, modifications, additions, etc. would you recommend?

NA

Q13: Your Recommendation to the Board of Trustees: The traditional five day week should be restored

## 2014 Teaching Staff Evaluation of 4/2 Day School Program

**Q14: Rank your calendar preference 1-3.**

- |  |   |
|--|---|
| Option C: 5 Day School week.   | 1 |
| Option A: Current calendar, (8:05-3:55) HS, 155 student days, start date Aug. 18, 2014, end date June 2, 2015. Early out for Thanksgiving and 2 days Spring Break. | 2 |
| Option B: Shorter day (8:10-3:45) HS, 158 student days, start date Aug. 18, 2014, end date June 4, 2015. No early outs and 1 day for Spring Break.                 | 3 |

# 2014 Teaching Staff Evaluation of 4/2 Day School Program

#3



**COMPLETE**

Collector: Web Link (Web Link)  
Started: Wednesday, March 26, 2014 2:05:49 PM  
Last Modified: Wednesday, March 26, 2014 2:14:25 PM  
Time Spent: 00:08:36  
IP Address: 137.85.148.80

PAGE 1

Q1: What is your overall reaction to the 4/2 week? Neutral

Q2: What do you feel are the strengths of the 4/2 day week?

n/a

Q3: What do you feel are the weaknesses 4/2 week?

n/a

Q4: Does the 4/2 week allow you to effectively teach the standards in your area? Yes

Q5: Please explain your response for #4.

n/a

Q6: Does the 4/2 week meet student needs for remediation and tutorial? No

Q7: Please explain your response for #6.

Failing students are not required to be here on Fridays.

Q8: How has the 4/2 week impacted student performance on classroom and district assessments? No Impact

Q9: Approximately how many students have you had come for All Staff Remediation so far this year? Over 20

Q10: On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach?

2-3

Q11: Do you feel the 4/2 week should be continued? Yes

Q12: If yes, what changes, modifications, additions, etc. would you recommend?

Mandatory attendance for failing students or those who have attendance issues.

Q13: Your Recommendation to the Board of Trustees: The 4/2 day week program should be continued

## 2014 Teaching Staff Evaluation of 4/2 Day School Program

**Q14: Rank your calendar preference 1-3.**

- |  |   |
|--|---|
| Option A: Current calendar, (8:05-3:55) HS, 155 student days, start date Aug. 18, 2014, end date June 2, 2015. Early out for Thanksgiving and 2 days Spring Break. | 1 |
| Option B: Shorter day (8:10-3:45) HS, 158 student days, start date Aug. 18, 2014, end date June 4, 2015. No early outs and 1 day for Spring Break.                 | 2 |
| Option C: 5 Day School week.   | 3 |

## 2014 Teaching Staff Evaluation of 4/2 Day School Program

#4



**COMPLETE**

Collector: Web Link (Web Link)

Started: Wednesday, March 26, 2014 2:29:49 PM

Last Modified: Wednesday, March 26, 2014 2:43:06 PM

Time Spent: 00:13:17

IP Address: 137.88.30.142

PAGE 1

Q1: What is your overall reaction to the 4/2 week?

Positive

Q2: What do you feel are the strengths of the 4/2 day week?

It is best for high school students. It makes it so they do not miss school for extra curricular activities.

Q3: What do you feel are the weaknesses 4/2 week?

At times I think it may be better if elementary students were in school 5 days a week. It may not always be what is best for this age group.

Q4: Does the 4/2 week allow you to effectively teach the standards in your area?

Yes

Q5: Please explain your response for #4.

We cover it just as well as other schools, but sometimes I feel there are not enough hours in the day to cover the standards adequately.

Q6: Does the 4/2 week meet student needs for remediation and tutorial?

Yes

Q7: Please explain your response for #6.

I believe the one Friday a month for remediation is good, but we can't always get the students in that we need.

Q8: How has the 4/2 week impacted student performance on classroom and district assessments?

No Impact

Q9: Approximately how many students have you had come for All Staff Remediation so far this year?

0-5

Q10: On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach?

I see more students on average than the 5 I identified above just because I tend to work with other students because of co-teaching.

Q11: Do you feel the 4/2 week should be continued?

Yes

Q12: If yes, what changes, modifications, additions, etc. would you recommend?

It seems that Friday's are needed to get everything done (the professional development days) without interrupting other days. I know everything is necessary, but it is nice to have time in the afternoon of remediation Fridays to work in our room. This allows me to collaborate with others. One thought, would a spring break (1 wk) be put back if we returned to the 5 day.

Q13: Your Recommendation to the Board of Trustees:

The 4/2 day week program should be continued

## 2014 Teaching Staff Evaluation of 4/2 Day School Program

### Q14: Rank your calendar preference 1-3.

- |  |   |
|--|---|
| Option A: Current calendar, (8:05-3:55) HS, 155 student days, start date Aug. 18, 2014, end date June 2, 2015. Early out for Thanksgiving and 2 days Spring Break. | 1 |
| Option C: 5 Day School week.   | 2 |
| Option B: Shorter day (8:10-3:45) HS, 158 student days, start date Aug. 18, 2014, end date June 4, 2015. No early outs and 1 day for Spring Break.                 | 3 |

# 2014 Teaching Staff Evaluation of 4/2 Day School Program

#5



**COMPLETE**

Collector: Web Link (Web Link)

Started: Wednesday, March 26, 2014 2:34:35 PM

Last Modified: Wednesday, March 26, 2014 2:50:44 PM

Time Spent: 00:16:09

IP Address: 137.85.148.79

PAGE 1

Q1: What is your overall reaction to the 4/2 week? Neutral

Q2: What do you feel are the strengths of the 4/2 day week?

Athletes do not miss any school time. There isn't anything else going on during the week.

Q3: What do you feel are the weaknesses 4/2 week?

We are not allowed to take field trips unless it's apart of a LO Friday. "No learning goes on outside the 4 walls of the school". Sad...No days to award our kids who are doing well academically/behavior. Nothing to look forward to.

Q4: Does the 4/2 week allow you to effectively teach the standards in your area? No

Q5: Please explain your response for #4.

Not this year, because of only having 45 mins/period due to the double up with English and Math.

Q6: Does the 4/2 week meet student needs for remediation and tutorial? Yes

Q7: Please explain your response for #6.

In fact, we allow way too much time. Over kill. We have focus, extended day, after day, after day, LO or all-staff 3-4 weeks of the month. Enabling kids. Staff works harder than the kids do because we give them so much time. By the end of the day, we still have tutoring going on when the kids have already been in class for 7-Hours or 8 periods.

Q8: How has the 4/2 week impacted student performance on classroom and district assessments? Increased

Q9: Approximately how many students have you had come for All Staff Remediation so far this year? 11-20

Q10: On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach?

2

Q11: Do you feel the 4/2 week should be continued? Yes

Q12: If yes, what changes, modifications, additions, etc. would you recommend?

Only if schedule changes to allow more time in other areas in the MS besides Math and English. Let's allow field trips so students can learn outside of a school. Enrichment. The real world. Apply what they've learned, or see what they've learned being applied. Award our great students. Also on All-staff Fridays...Send the kids home at 12:00 or after lunch. There are so many meetings going on now in the afternoon that some staff can not take part due to kid-sitting. Allow teachers to work in their classrooms on all-staff Fridays in the afternoon. That would really help in preparation for the new quarter, getting grades on reports, collaborating. There's tons of things we can be doing to be more efficient as teachers if you would give us the time. TRUST US. We'll work!!

Q13: Your Recommendation to the Board of Trustees: The 4/2 day week program should be continued

## 2014 Teaching Staff Evaluation of 4/2 Day School Program

**Q14: Rank your calendar preference 1-3.**

- |  |   |
|--|---|
| Option A: Current calendar, (8:05-3:55) HS, 155 student days, start date Aug. 18, 2014, end date June 2, 2015. Early out for Thanksgiving and 2 days Spring Break. | 1 |
| Option C: 5 Day School week.   | 2 |
| Option B: Shorter day (8:10-3:45) HS, 158 student days, start date Aug. 18, 2014, end date June 4, 2015. No early outs and 1 day for Spring Break.                 | 3 |

# 2014 Teaching Staff Evaluation of 4/2 Day School Program

#6

COMPLETE



Collector: Web Link (Web Link)  
Started: Wednesday, March 26, 2014 2:31:30 PM  
Last Modified: Wednesday, March 26, 2014 2:59:23 PM  
Time Spent: 00:27:53  
IP Address: 137.85.148.62

PAGE 1

Q1: What is your overall reaction to the 4/2 week? Positive

Q2: What do you feel are the strengths of the 4/2 day week?

Having Friday's off to get caught up on school work. Or make app.

Q3: What do you feel are the weaknesses 4/2 week?

The length of the day and not always being able to go on field trips.

Q4: Does the 4/2 week allow you to effectively teach the standards in your area? Yes

Q5: Please explain your response for #4.

I believe I teach very effectively 4 days a week and on remediation Fri. I can do remediation through fun activities.

Q6: Does the 4/2 week meet student needs for remediation and tutorial? Yes

Q7: Please explain your response for #6.

By having Fridays to work with the students in small groups or individually

Q8: How has the 4/2 week impacted student performance on classroom and district assessments? Increased

Q9: Approximately how many students have you had come for All Staff Remediation so far this year? 0-5

Q10: On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach?

2

Q11: Do you feel the 4/2 week should be continued? Yes

Q12: If yes, what changes, modifications, additions, etc. would you recommend?

I would like to see us be able to go on educational field trips during the week.

Q13: Your Recommendation to the Board of Trustees: The 4/2 day week program should be continued

## 2014 Teaching Staff Evaluation of 4/2 Day School Program

**Q14: Rank your calendar preference 1-3.**

- |  |   |
|--|---|
| Option A: Current calendar, (8:05-3:55) HS, 155 student days, start date Aug. 18, 2014, end date June 2, 2015. Early out for Thanksgiving and 2 days Spring Break. | 1 |
| Option B: Shorter day (8:10-3:45) HS, 158 student days, start date Aug. 18, 2014, end date June 4, 2015. No early outs and 1 day for Spring Break.                 | 2 |
| Option C: 5 Day School week.   | 3 |

# Fremont County School District #24

112 West Third Street ❖ Shoshoni, Wyoming 82649  
phone (307) 876-2583 ❖ fax (307) 876-2469

April 30, 2014

Wyoming Department of Education  
2300 Capitol Avenue, 2<sup>nd</sup> Floor  
Cheyenne, WY 82001

Fremont County School District #24 is again applying for an alternative schedule for the 2014-2015 and 2015-2016 school years. In the 2014-2015 year we have 170 secondary days (1100.8 hours) and 165 elementary days (926.5 hours). In 2015-2016, 172 secondary days (1112.4 hours) and 168 elementary days (942.3 hours). Both calendars include ten days of professional development for all teachers with an additional three days for elementary only. The elementary also have scheduled two Fridays for parent teacher conferences; secondary and elementary will meet with parents on two evenings, as well.

Please find attached:

- Alternative Schedule Request Form
- Copy of the calendars
- Education Objectives
- Method of evaluating how student learning has improved
- Evidence of at least two public meetings
- Evidence of required student contact hours

Thank you for your kind consideration of our request.

Sincerely,



Teri Turner, GCDF  
Data Administrator

## ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: FREMONT COUNTY SCHOOL DISTRICT #24

DISTRICT CONTACT: TERI TURNER

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Standards, Learning and Accountability Division, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82002 by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
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)	Description included in the cover letter
Method of evaluating how student learning has improved	✓
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	March 17, April 14, 2014
Copy of public comment records	Board minutes (highlighted portions)
Length of waiver (circle one) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• 2 years</li> </ul>	
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary           900 hours</li> <li>• Mid/Jr. High       1050</li> <li>• High School         1100</li> </ul>	✓ 14-15 165 days: 926.25 hours 15-16 167 days: 942.33 hours ✓ 14-15 170 days: 1100.83 hours 15-16 172 days: 1112.43 hours ✓ 14-15 170 days: 1100.83 hours 15-16 172 days: 1112.43 hours

**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.

## Education Objectives

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We feel this calendar best meets the interests of our rural student body because it preserves June, July, and a large portion of August for farming activities. Until implementing this calendar template in 2008-2009, August always created a problem for us in that many of our students participate in State Fair during that month. By starting later in the month, it is the hope that our attendance in those first critical days of school will increase.

The recurring theme in our district is always student performance and attendance. By keeping students in school more hours, through reduced absences, they will learn more than if they miss for these important family and school activities.

## Method of evaluating improved student learning

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This is not such a drastic change that we foresee great improvement in student learning resulting from the calendar change after six years of the same basic calendar and daily schedule. However we continue to be more data driven in our decisions and data from MAP, PAWS/SAWS, the ACT suite, AIMSWeb, and other assessments are used to evaluate student improvement.

Additionally, student attendance data will be tracked to see if this has indeed made a difference to our students' time in class.



**Monday, March 17, 2014  
Fremont County School District 24  
Monthly Board Minutes  
6:30 p.m.**

**ROLL CALL**

TRUSTEES: Shawn Steffen, Curt Lutz, Kevin Smith, Wedge Fike, Kelly Gardner, Emily Jarvis, Teffany Fegler

ADMINISTRATION: Tammy Cox, Bruce Thoren, Andrea Gilbertson, Shauna Verlanic, Kay Watson

ATTORNEY: Joel Vincent

SECRETARY: Nicole Stone

GUESTS: Chris Huelle, Robin Heulle, Sam Ballard, Dain Medow, Aubrey Medow, Lois Herbst, Fr. Eckley Macklin, Cynthia McCoy, Gavin Woody, Ambruss Peters, Jodi Ibach, Bill DeLapp, Brady Slack, Tanya Neary, Jake Verlanic, Ted Robinson, Eric Donelson, Steve Stajdjar, Delayne Haines, Mitch LeClair, Charla LeClair, Jamie Johnson, Al Castro, Heather Castro

**CALL TO ORDER**

The meeting was called to order by Chairman Shawn Steffen at 6:30 p.m.

**AGENDA REVIEW**

75. A motion was made by Jarvis and seconded by Fike to modify the agenda to include an Executive Session before Personnel. Motion failed with Steffen, Lutz, Smith and Fegler opposed.

76. A motion was made by Smith and seconded by Lutz to approve the agenda without modifications. Motion carried with Jarvis and Fike opposed.

**PUBLIC HEARING ON 2014-2015 and 2015-2016 SCHOOL CALENDARS**

Steffen asked for public comments on the 2014-15 and 2015-16 School Calendars. There was no public comment.

## **PRESENTATIONS**

Jodi Ibach and Stephanie Bullock (via Blackboard Collaborate) presented on the Why Not Wyoming Virtual School, a competency based program that would align with the school district. The district would receive 10% of the ADM funding received and the virtual school would budget with the district with remaining 90% to keep the programs afloat. The goal is to have a minimum of 32 students and maximum of 56. Depending on how the grants come out, they could start with 16 students. Ibach asked for Board permission to move forward and further investigate the possibility.

Brady Slack thanked the Board for their support throughout the basketball season. He felt as a coach he was able to push them and hold them to higher standards. The team was able to get out in the community and do some fundraisers for new gear and money for summer camps. Slack also reported 35 kids are out for track to date.

Dan Odasz from Plan One Architects provided a building project update. Everything is going well. In the middle of February we successfully made it through the 60% review. Approved last week by the State was the Phase I package.

## **STUDENT/STAFF/COMMUNITY RECOGNITION**

Congratulations to the SHS Boys' Basketball players and coaches for receiving the WHSAA Good Sportsmanship Award for their exemplary conduct and good sportsmanship during the Shoshoni v. Wyo Indian Game on Feb 20!

Congratulations to Brace P! He was chosen as this year's regional Star Farmer in Agricultural Placement which is an award that very few receive. We wish him the best as he is 1 of 4 finalists to be the State Star In Agricultural Placement. Thanks, Brice

Basketball: Gary M C was named to the Boys 2A Southwest All-Conference team. Annika D and Olivia T were named to the Girls 2A Southwest All-Conference team. Olivia T was also named to the Girls 2A All-State team.

Wrestling: Individual placers at the State Tournament--Galen L 6th, Tyler C 5th, Alex M 4th, Danny H 3rd, Patrick F 2nd, J.J. C 2nd, and Connor W was the State Champion at 120#. The team finished 3rd!

Congratulations to Tasha M for going to all-state band this year. There were 4 students that participated in the JH solo festival and they all received excellent ratings. They are Sydney P, Lisa H, Jodeyah M, and Bridgette F.

Congratulations to Ms. Amanda Hart for completing her Masters Degree!

Recognition of Staff from Mrs. Verlanic:

Hazel and Kitchen crew--providing snacks during PAWS testing, as well as support of all efforts (cookies at p/t conferences, assistance with Yellowstone-talent/dinner show night, and Title night back in fall, for all they do for the school!).

Nicole Biltoft for all she provided to the school this year assuming so many duties! Being such a team player, keeping kids' needs at the forefront. (No wonder she is so sought after!)

Tony Olson - for the advances in technology that he brings to the school and teaches to the students. So many students are often hounding their teachers wondering when it is time for Mr. Olson's class. He has captured their interests. Took on teaching keyboarding with the elementary students this year all on his own as he (and others) recognized the need for students to learn the keyboard in order to be successful. His commitment to the kids' needs provided extra prep time appreciated by the teachers as well.

Mona Abraham for venturing far from her home state, truly reaching out and positively affecting so many students and staff positively this year! Wishing her well in all of her future pursuits!

Mel Miller, who has only been here since Christmas break ended, for going above and beyond in his new position, assisting teachers with so much--and motivating many positive behaviors from some of our most challenging elementary students. His knowledge, care, and experience with and for the students of Shoshoni is something teachers, parents, and students are greatly appreciating and talking about.

Debbie Eggleston for her 36 years of service to Shoshoni students, as well as for her commitment to the successful trip to Yellowstone for the fourth graders this year, with special recognition and appreciation (from the students) also to Nurse Jennifer Jones, Ted Robinson, Tony Olson, and Rhonda Hamilton for chaperoning this group.

Miss Nicole Biltoft takes on many roles; a Librarian, reading group teacher, and coach. This year, she has created centers in the library that are so engaging the students ask to take work home. She challenges students beyond basic reading by having them create lessons electronically to share with the class. 1st graders love reading group and she helps foster a love for reading in the library!  
Kira Davis

### **PUBLIC COMMENT**

Joel Vincent asked that the comments be limited to two minutes and that the Board will not respond to the comments and will take comments into consideration. Vincent also indicated that Mrs. Verlanic was waiving her right to confidentiality regarding her employment; however state law prohibits the Board from discussing other personnel. If other personnel are mentioned the individual will be asked to stop or go into Executive Session.

Robin Huelle expressed her concern in September regarding the large number of students in 3rd grade class and has the same concern going forward next year when the students are in 4th grade. The 3rd grade was divided this year to the benefit of the students and asked that the class be divided prior to the start of school next year.

Dain Medow referred to the Vision and Mission statement of the school on the school website. He also referred to a statement on the school website that states that parents and the school need to work together for the betterment of the school. He said he is not seeing that happening and the school is trading out teachers and administrators like they are dirty laundry.

Aubrey Medow referred to the 8 Keys posted in the Board Room. She stated that her experience with Mrs. Verlanic has been positive and included all of the 8 Keys. The school needs to ensure they

hire new people that will stay. She also said the kids are suffering and Mrs. Verlanic has done so much to make parents feel welcome.

Ambruss Peter stated that Mrs. Verlanic goes out of her way and is approachable, relates to the kids, parents and teachers and has been instrumental in bringing back a sense of community. She stated that Mrs. Verlanic is here for the right reasons and is a great asset to our community and students.

Mitch LeClair stated that his concerns were addressed by the other public comments.

Lois Herbst expressed her concern that the school is losing contact with the community and believes Mrs. Verlanic is great. She asked why there have been four principals in four years. She stated that she talked to the governor about the Common Core and at the recent Republican Convention they objected to the Common Core. She stated it is important for the school to have contact with the community and hoped the Board would consider what the community is telling them--that they do like this principal and would like her to stay. Ms. Herbst also told the Board she appreciates what they do.

## **REPORTS**

### **Superintendent**

Cox provided a list of recommended Classified Staff for 2014-2015 for their approve at the April meeting.

Cox provided information on the Wyoming Model Leader and Educator Support & Evaluation System which provides accountability measures for evaluating administrators.

Cox provided a brief Accreditation Progress Report. We were accredited 3 years ago. Our last required action was to implement a process for analyzing data. Christina Mills and Andrea Gilbertson have played a part in implementing this part of our requirement. She reviewed highlights from 12-13 data.

Mrs. Cox stated that to date she has not received a response regarding the school make-up days from Director Crandall at the Wyoming Department of Education.

Lobbyist renewal forms were provided to Board Members for their signature.

Enrollment was provided to the Board.

### **Elementary Principal**

Verlanic provided MAP data that Mrs. Mills put together at her request.

Verlanic reported that the kids are committed to doing well on PAWS and teachers are encouraging rest and breakfast and the kids are taking it seriously. Special thanks for Hazel for the snacks.

She also provided some email communications from teachers on the topic of testing, vocabulary, and other things that teachers are dealing with that need to be taken into consideration when looking at the big picture and all of the test scores. Great job to Mrs. Eggleston and the 4th graders.

**Secondary Principal**

Thoren discussed the 7th and 8th Grade PAWS testing and getting feedback from teachers and students.

Thoren provided a report on in-district and out-of-district students per the Meet and Confer Survey.

Congratulations to Mark Ballou who received the UW Trustees Scholarship. This is a full ride scholarship.

**Special Education**

No report.

**Business Manager/CFO**

Watson provided a 2014 Legislative Summary Update to the Board and reviewed the changes that affect the school district.

**CONSENT ITEMS**

**APPROVE CONSENT ITEMS**

77. A motion was made by Fegler and seconded by Smith to approve the Consent Items as follows:

- Approved Warrants of February 28 and March 17, 2014
- Approved Income/Expense Statements, Bills of Note, and Consent Agenda for March 17, 2014
- Approved Minutes of February 17, 2014 Regular and Executive Meetings and March 3, 2014 Executive Meeting
- Approve Fremont County BOCES Mill Levy Reimbursement

Motion carried unanimously.

**ACTION ITEMS**

**APPROVE BID AWARD OF 2003 THOMAS, 54 PASSENGER BUS FOR \$2,100 TO GNS BUS SALES**

78. A motion was made by Smith and seconded by Lutz to approve the bid award of the 2003 Thomas, 54 Passenger bus for \$2,100 to GNS Bus Sales. Motion carried unanimously.

**APPROVE STUDENT REGISTRATION HANDBOOK FOR 2014-2015**

Fegler moved to table this item until the next meeting.

**PERSONNEL**

**APPROVE HIRING CHRIS RACAY AS SPECIAL EDUCATION PARAPROFESSIONAL FOR REMAINDER OF SCHOOL YEAR**

80. A motion was made by Smith and seconded by Gardner to approve the hiring of Chris Racay as Special Education Paraprofessional for the remainder of the school year. Motion carried unanimously.

**APPROVE HIRING OF JORDAN WHITENER AS SPECIAL EDUCATION PARAPROFESSIONAL FOR THE REMAINDER OF THE SCHOOL YEAR**

Fike moved to table this item.

**APPROVE RESIGNATION OF RAMONA ABRAHAM, MUSIC TEACHER, EFFECTIVE THE END OF THE SCHOOL YEAR AND AUTHORIZE ADMINISTRATION TO ADVERTISE THE POSITION**

81. A motion was made by Lutz and seconded by Gardner to approve the resignation of Ramona Abraham and authorize administration to advertise the position. Motion carried unanimously.

**APPROVE RESIGNATION OF DEBRA EGGLESTON, ELEMENTARY TEACHER, AND AUTHORIZE ADMINISTRATION TO ADVERTISE THE POSITION**

82. A motion was made by Jarvis and seconded by Fegler to approve the resignation of Debra Eggleston and authorize administration to advertise the position. Motion carried unanimously. (Eggleston is retiring after 36 years of service to Shoshoni Schools)

**APPROVE RESIGNATION OF HOLLY MILLER, SPECIAL EDUCATION TEACHER, AND AUTHORIZE ADMINISTRATION TO ADVERTISE THE POSITION**

83. A motion was made by Gardner and seconded by Lutz to approve the resignation of Holly Miller and authorize administration to advertise. Motion carried unanimously.

**APPROVE THE RESIGNATION OF JOHN "PAT" COLLINS, MAINTENANCE/CUSTODIAN AND BUS DRIVER EFFECTIVE JUNE 30, 2014**

84. A motion was made by Fegler and seconded by Gardner to approve the resignation of John "Pat" Collins effective June 30, 2014. Motion carried unanimously.

**APPROVE RESIGNATION OF JILL MILLER AS ASSISTANT HS VOLLEYBALL COACH FOR THE 2014-2015 SCHOOL YEAR**

85. A motion was made by Jarvis and seconded by Lutz to approve the resignation of Jill Miller Assistant High School Volleyball Coach. Motion carried unanimously.

**APPROVE CONTRACT FOR BRUCE THOREN AS SECONDARY PRINCIPAL FOR THE 2014-2015 SCHOOL YEAR WITH SALARY AND BENEFITS TO BE DETERMINED AT A LATER DATE**

86. A motion was made by Fegler and seconded by Gardner to approve a contract for Bruce Thoren as Secondary Principal for the 2014-2015 School Year. Motion carried unanimously.

**APPROVE NON-RENEWAL OF CONTRACT FOR SHAUNA VERLANIC AS ELEMENTARY PRINCIPAL FOR 2014-2015**

87. A motion was made by Fegler and seconded by Lutz to approve non-renewal of contract for Shauna Verlanic as Elementary Principal for 2014-2015. Motion carried with Jarvis and Fike opposed.

**APPROVE ADVERTISING FOR AN ELEMENTARY PRINCIPAL FOR 2014-2015 SCHOOL YEAR**

88. A motion was made by Fegler and seconded by Gardner to approve advertising for an Elementary Principal for the 2014-2015 School Year. Motion carried with Fike and Jarvis opposed.

**APPROVE HIRING STEVE WEBER AS PERMANENT FULL-TIME SUBSTITUTE TEACHER FOR THE REMAINDER OF THE SCHOOL YEAR**

89. A motion was made by Gardner and seconded by Lutz to approve hiring Steve Weber as Permanent Full-Time Substitute Teacher for the remainder of the school year. Motion carried unanimously.

**APPROVE CERTIFIED STAFF FOR 2014-2015 SCHOOL YEAR**

90. A motion was made by Steffen and seconded by Jarvis to table approval of Certified Staff for 2014-2015. Motion carried unanimously.

**POLICY REVIEW**

LEADERSHIP GOVERNANCE REVIEW - Policies 1.8 and 1.9 - Developing Governance and Operational Policies were reviewed.

**EXECUTIVE SESSION**

The Board moved to Executive Session at 8:10 p.m. to discuss a personnel.

**OPEN SESSION**

The Board returned to Open Session at 8:20 p.m.

**APPROVE HIRING OF JORDAN WHITENER AS SPECIAL EDUCATION PARAPROFESSIONAL FOR THE REMAINDER OF THE SCHOOL YEAR**

91. A motion was made by Fegler and seconded by Smith to approve hiring Jordan Whitener as Special Education Paraprofessional for the remainder of the school year. Motion carried unanimously.

**ADJOURNMENT**

After Roundtable and Committee Reports, the meeting adjourned at 8:35 p.m.

**APPROVED:**

**CHAIRMAN:** \_\_\_\_\_

**TREASURER:** \_\_\_\_\_

**CLERK:** \_\_\_\_\_



**Monday, April 14, 2014  
Fremont County School District 24  
Monthly Board Minutes  
6:30 p.m.**

**ROLL CALL**

TRUSTEES: Shawn Steffen, Curt Lutz, Kevin Smith, Wedge Fike, Kelly Gardner, Emily Jarvis, Teffany Fegler

ADMINISTRATION: Tammy Cox, Bruce Thoren, Andrea Gilbertson, Kay Watson

ATTORNEY: Joel Vincent

SECRETARY: Nicole Stone

GUESTS: Dain Medow, Aubrey Medow, Tara Soucy, Jackie Meeker, Kathy Laidlaw, Kemper Funk, Charles Dewitt, Kadon D., Teresa Dewitt, Ted Robinson, Lois Herbst, Ambruss Peters, Denica Kiser, Gary Weisz, Teresa Taylor, Mitch LeClair, Sam Ballard, Paul Downey

**CALL TO ORDER**

The meeting was called to order by Chairman Shawn Steffen at 6:30 p.m.

**AGENDA REVIEW**

103. A motion was made by Smith and seconded by Lutz to approve the agenda. Motion carried unanimously.

**PUBLIC HEARING ON 2014-2015 and 2015-2016 SCHOOL CALENDARS**

Steffen asked for public comments on the 2014-15 and 2015-16 School Calendars. There was no public comment.

**PRESENTATIONS**

Kaden D., 6th Grader and 3rd Place Winner at the State History Day Competition presented on he and his partner, James K.'s Berlin Wall Project.

Jackie Meeker from CWC BOCHES provided information on dual and concurrent enrollment of our Shoshoni students and the Budget for 2014-2015.

Kemper Funk and Kathy Laidlaw presented on the Life R U Ready Program.

Dan Odasz provided a building project update.

### **STUDENT/STAFF/COMMUNITY RECOGNITION**

The 16 Varsity boys basketball players and managers earned an average GPA in the 3rd quarter of 3.602. They will be awarded the Outstanding level of recognition by the WHSAA Scholastic Achievement Award. The 16 varsity girls basketball players and managers earned an average GPA in the 3rd quarter of 3.804. They will also be awarded the Outstanding level of recognition by the WHSAA Scholastic Achievement Award. The 19 varsity wrestlers and managers earned an average GPA in the 3rd quarter of 3.274. They will be awarded the Distinguished level of recognition by the WHSAA Scholastic Achievement Award.

Sixty-nine elementary students raised \$4,543.26 for Jump Rope for Heart, American Heart Association. This is the highest ever raised since we have been participating in the event. Braxton M. was our top fundraiser with \$325 raised.

Congratulations to our Shoshoni FFA Chapter! Tyler C. was elected State Vice President and Brace P. won State Silver Star. We are a Silver Chapter!

Congratulations to Christina Mills for completing her Ed.S. in Curriculum, Instruction and Professional Development.

Thanks to Chelsi Fike and Dale Gibson for volunteering with 5th and 6th grade band this year.

Congratulations to Shawn Steffen for receiving an Honorary FFA Degree.

### **PUBLIC COMMENT**

Dain Medow addressed the Board regarding who the interim principal would be for the remainder of the year. Mrs. Cox said she met with elementary staff and they were adamant they did not want an interim principal so Mrs. Cox will cover the position. Dain asked why Mrs. Verlanic was released early and Mrs. Cox responded that it was personnel and could not be discussed. Mrs. Cox said the interview process would be set up differently this time. The staff members for the committee have been selected and the applicant pool will be narrowed down with input from the committee. Areas to look for when interviewing applicants will be assessments and student achievement data, data trends, and instructional leadership. Mrs. Cox will send a letter to Elementary Parents to get more volunteers to serve on the interview committee. Aubrey Medow volunteered to serve.

Gary Weisz informed the Board and audience of the 2nd Annual Cowboy Poetry Gathering on Wednesday, April 23 at 4:00 p.m.

Teresa Taylor asked if the survey results from the AdvancEd survey would be posted on the website.

### **REPORTS**

#### **Superintendent**

Mrs. Cox provided information on a United Way Dolly Parton's Imagination Library Program. Employees can contribute to the project by payroll deduction to provide free books to children from birth to age 5.

The Board selected Saturday, June 7 for an Community Open Forum and Ice Cream Social

Enrollment was provided to the Board.

### **Secondary Principal**

Mr. Thoren provided AdvancEd survey results and information on Out of District students. He reported that SAWS is in progress this week and May 5 and 6 will be Map Testing. Senior volunteers are helping with the Life R U Ready program on May 6. May is a full schedule with only a couple of days that do not have something planned.

### **Special Education**

Mrs. Gilbertson reported on a Jackalope Jump Fundraiser for the Special Olympics. The Shoshoni School Team consisted of Amber King, Amber Dye, Marilyn Medicine Cloud, Jennifer Jones, Suzanne Goff, Coulter and DJ. Our district won two awards for most money raised by a student (DJ) and money raised by a team.

Mrs. Gilbertson reported on Special Education Goals and that a survey will be sent out this week. She reported on the special education caseload and the need for a full time special education case manager for next year.

### **Business Manager/CFO**

Mrs. Watson provided an update on the "Why Not Wyoming? Virtual School Opportunity.

### **CONSENT ITEMS**

#### **APPROVE CONSENT ITEMS**

104. A motion was made by Fegler and seconded by Smith to approve the Consent Items as follows:

- Approved Warrants of March 31 and April 14, 2014
- Approved Income/Expense Statements, Bills of Note, Consent Agenda and Quarterly Expenditure Report for April 14, 2014
- Approved Minutes of March 17, 2014 Regular and Executive Meetings and March 25, 2014 Special and Executive Meeting and April 10, 2014 Special and Executive Meeting
- Approve Fremont County BOCES Mill Levy Reimbursement

Motion carried unanimously.

## **ACTION ITEMS**

### **APPROVE COURSE HANDBOOK FOR 2014-2015**

105. A motion was made by Smith and seconded by Lutz to approve the Course Handbook for 2014-2015. After discussion motion carried unanimously.

### **APPROVE SCHOOL CALENDARS FOR 2014-2015 AND 2015-2016**

106. A motion was made by Smith and seconded by Lutz to Approve the 2014-2015 and 2015-2016 School Calendars with correction of March 27 not shaded as a vacation day on the 15-16 Calendar. Motion carried unanimously.

### **APPROVE CWC BOCHES BUDGET FOR 2014-2015**

A motion was made by Smith and seconded by Lutz to approve the CWC BOCHES budget for 2014-2015. Motion carried unanimously.

## **EXECUTIVE SESSION**

The Board moved to Executive Session at 7:43 p.m. to discuss personnel.

## **OPEN SESSION**

The Board returned to Open Session at 9:08 p.m.

## **PERSONNEL**

### **APPROVE RESIGNATION OF DUANE AANESTED, ELEMENTARY TEACHER, AND AUTHORIZE ADMINISTRATION TO ADVERTISE THE POSITION**

107. A motion was made by Fike and seconded by Jarvis to approve the resignation of Duane Aanestad and authorize administration to advertise the position. Motion carried unanimously.

### **APPROVE RESIGNATION OF MAX MILLS AS HIGH SCHOOL ASSISTANT FOOTBALL COACH**

108. A motion was made by Gardner and seconded by Jarvis to approve the resignation of Max Mills as High School Assistant Football Coach. Motion carried unanimously.

### **APPROVE RESIGNATION OF CHRISTINA MILLS AS HIGH SCHOOL ASSISTANT GIRLS' BASKETBALL COACH**

109. A motion was made by Jarvis and seconded by Gardner to approve the resignation of Christina Mills as High School Assistant Girls' Basketball Coach. Motion carried unanimously.

### **APPROVE RESIGNATION OF SABRINA THOREN AS HIGH SCHOOL ASSISTANT GIRLS' BASKETBALL COACH**

110. A motion was made by Lutz and seconded by Gardner to approve the resignation of Sabrina Thoren as High School Assistant Girls' Basketball Coach. Motion carried unanimously.

**APPROVE RESCISSION OF RAMONA ABRAHAM'S RESIGNATION AS MUSIC TEACHER FOR THE 2014-2015 SCHOOL YEAR**

111. A motion was made by Smith and seconded by Lutz to approve the rescission of Ramona Abraham's resignation as Music Teacher for the 2014-2015 school year. Motion carried unanimously.

**APPROVE CLASSIFIED STAFF FOR 2014-2015 SCHOOL YEAR**

112. A motion was made by Fegler and seconded by Gardner to approve Classified Staff for the 2014-2015 School year as follows:

**2014-2015 Classified Staff Recommendations**

ANDERSON, SHIRLEY N
BALLARD, KELLY G
BILTOFT, NICOLE ELIZABETH
BRINK, DIANE LEE
BULOW, PAM F
CASH, BARBARA A
CASH, BARBARA E
CHAVEZ, BERTHA
CHAVEZ, STACIE
COULTER, LAURA L
CRIMM, LACI A
DAVISON, KAREN
DEWITT, TERESA M
DYE, AMBER M
GIBSON, KATHLEEN L
GONZALES, ROBERT
HAMILTON, RHONDA L
HANCE, RACHEL
HOLMQUIST, MARY ANN
HUBENKA, GREGORY M
JACKSON, WILLIAM L
KELSEY, DONNA K
KING, JUSTIN M
KISER, DENICA A
KOHLER, LORI
LADNER, LESA
MARTIN, STEVEN I
MAXSON, MARK D
MEDICINE CLOUD, MARILYN C
MICHELENA, SALLY
OLSON, SANDE A
OLSON, TONY L
PARRISH, TENNELL A
RACAY, CHRISTOPHER A
SAGE, BRYAN W
SCHAEFER, HAZEL V
SCHWARTZ, DEANNA

SHARPSTON, TYLER L.A.
SMITH, JESSE K
STONE, NICOLE S
THOREN, SABRINA K
TREHEARNE, HEATHER
TRUEMPLER, ANTHONY W
TURNER, RONALD LANE
TURNER, TERI A
VASSALLUZZO, CANDACE
WATSON, JAMIE D
WEBER, STEVE
WHITENER, JORDAN

(Paraprofessional Staff listed above are approved depending on need and caseload during the 2014-2015 School Year)

Motion carried unanimously with Smith abstaining from the vote.

**POLICY REVIEW**

APPROVE POLICY GCBG, PAID TIME OFF BUY-OUT ON FIRST READING AS AMENDED 113. A motion was made by Lutz and seconded by Smith to approve Policy GCBG as amended. Motion carried unanimously.

**LEADERSHIP GOVERNANCE REVIEW - 2.8 AND 2.9 COMMUNITY RELATIONS AND LABOR RELATIONS**

Leadership Governance Policies were reviewed. Survey Results of the Board Self Evaluations and Superintendent Evaluations were provided for these sections.

**EXECUTIVE SESSION**

The Board moved to Executive Session at 8:10 p.m. to discuss a personnel.

**ADJOURNMENT**

After Roundtable and Committee Reports, the meeting adjourned at 9:35 p.m.

**APPROVED:**

**CHAIRMAN:** \_\_\_\_\_

**TREASURER:** \_\_\_\_\_

**CLERK:** \_\_\_\_\_

Junior High/High School					2014-2015 Elementary School						
Week of...	#M-Th days	#Fridays	Hours	Days in quarter	Week of...	#M-Th days	#Fridays	Minutes	Minutes	Hours	Days in quarter
18-Aug	2	1	18.48		18-Aug	2	1	710	255	16.08	
25-Aug	4	1	32.25		25-Aug	4	1	1420	255	27.92	
1-Sep	3	1	25.37		1-Sep	3	1	1065	255	22.00	
8-Sep	4	1	32.25		8-Sep	4	1	1420	255	27.92	
15-Sep	4	1	32.25		15-Sep	4	1	1420	255	27.92	
22-Sep	3	1	25.37		22-Sep	3	1	1065	255	22.00	
29-Sep	4	0	27.53		29-Sep	4	0	1420	0	23.67	
6-Oct	3	1	25.37		6-Oct	3	1	1065	255	22.00	
13-Oct	4	1	32.25	39	13-Oct	4	1	1420	255	27.92	39
20-Oct	4	1	32.25		20-Oct	4	0	1420	0	23.67	
27-Oct	4	0	27.53		27-Oct	4	0	1420	0	23.67	
3-Nov	4	1	32.25		3-Nov	4	1	1420	255	27.92	
10-Nov	4	1	32.25		10-Nov	3	1	1065	255	22.00	
17-Nov	4	1	32.25		17-Nov	4	1	1420	255	27.92	
24-Nov	2	0	13.77		24-Nov	2	0	710	0	11.83	
1-Dec	4	1	32.25		1-Dec	4	1	1420	255	27.92	
8-Dec	4	1	32.25		8-Dec	4	1	1420	255	27.92	
15-Dec	4	0	27.53	40	15-Dec	4	0	1420	0	23.67	38
22-Dec	0	0	0.00		22-Dec	0	0	0	0	0.00	
29-Dec	0	0	0.00		29-Dec	0	0	0	0	0.00	
5-Jan	3	1	25.37		5-Jan	3	1	1065	255	22.00	
12-Jan	4	1	32.25		12-Jan	4	1	1420	255	27.92	
19-Jan	4	1	32.25		19-Jan	3	1	1065	255	22.00	
26-Jan	4	1	32.25		26-Jan	4	1	1420	255	27.92	
2-Feb	4	1	32.25		2-Feb	4	1	1420	255	27.92	
9-Feb	4	1	32.25		9-Feb	4	1	1420	255	27.92	
16-Feb	4	1	32.25		16-Feb	3	1	1065	255	22.00	
23-Feb	4	0	27.53		23-Feb	4	0	1420	0	23.67	
2-Mar	4	1	32.25		2-Mar	4	1	1420	255	27.92	
9-Mar	3	1	25.37	47	9-Mar	3	1	1065	255	22.00	45
16-Mar	4	1	32.25		16-Mar	4	0	1420	0	23.67	
23-Mar	4	1	32.25		23-Mar	4	1	1420	255	27.92	
30-Mar	3	0	20.65		30-Mar	3	0	1065	0	17.75	
6-Apr	2	1	18.48		6-Apr	2	1	710	255	16.08	
13-Apr	4	1	32.25		13-Apr	4	1	1420	255	27.92	
20-Apr	4	1	32.25		20-Apr	4	1	1420	255	27.92	
27-Apr	3	1	25.37		27-Apr	3	1	1065	255	22.00	
4-May	4	1	32.25		4-May	4	1	1420	255	27.92	
11-May	4	1	32.25		11-May	4	1	1420	255	27.92	
18-May	3	1	25.37	44	18-May	3	1	1065	255	22.00	43
	138	32	1100.83	170		135	30	47925	7650	926.25	165

### Junior High/High School

### Elementary School

Week of...	#M-Th days	#Fridays	Minutes	Minutes	Hours	Days in quarter	Week of...	#M-Th days	#Fridays	Minutes	Minutes	Hours	Days in quarter
24-Aug	3	1	1239	283	25.37		24-Aug	3	1	1065	255	22.00	
31-Aug	4	1	1652	283	32.25		31-Aug	4	1	1420	255	27.92	
7-Sep	3	1	1239	283	25.37		7-Sep	3	1	1065	255	22.00	
14-Sep	4	1	1652	283	32.25		14-Sep	4	1	1420	255	27.92	
21-Sep	4	1	1652	283	32.25		21-Sep	4	1	1420	255	27.92	
28-Sep	3	0	1239	0	20.65		28-Sep	3	0	1065	0	17.75	
5-Oct	3	1	1239	283	25.37		5-Oct	3	1	1065	255	22.00	
12-Oct	4	1	1652	283	32.25		12-Oct	4	1	1420	255	27.92	
19-Oct	4	1	1652	283	32.25	40	19-Oct	4	0	1420	0	23.67	39
26-Oct	4	0	1652	0	27.53		26-Oct	4	0	1420	0	23.67	
2-Nov	4	1	1652	283	32.25		2-Nov	4	1	1420	255	27.92	
9-Nov	4	0	1652	0	27.53		9-Nov	4	0	1420	0	23.67	
16-Nov	4	1	1652	283	32.25		16-Nov	4	1	1420	255	27.92	
23-Nov	2	0	826	0	13.77		23-Nov	2	0	710	0	11.83	
30-Nov	4	1	1652	283	32.25		30-Nov	4	1	1420	255	27.92	
7-Dec	4	1	1652	283	32.25		7-Dec	4	1	1420	255	27.92	
14-Dec	4	1	1652	283	32.25		14-Dec	4	1	1420	255	27.92	
21-Dec	0	0	0	0	0.00	35	21-Dec	0	0	0	0	0.00	35
28-Dec	0	0	0	0	0.00		28-Dec	0	0	0	0	0.00	
4-Jan	3	1	1239	283	25.37		4-Jan	3	1	1065	255	22.00	
11-Jan	4	1	1652	283	32.25		11-Jan	4	1	1420	255	27.92	
18-Jan	4	1	1652	283	32.25		18-Jan	3	1	1065	255	22.00	
25-Jan	4	1	1652	283	32.25		25-Jan	4	1	1420	255	27.92	
1-Feb	4	1	1652	283	32.25		1-Feb	4	1	1420	255	27.92	
8-Feb	4	1	1652	283	32.25		8-Feb	4	1	1420	255	27.92	
15-Feb	3	1	1239	283	25.37		15-Feb	3	1	1065	255	22.00	
22-Feb	4	1	1652	283	32.25		22-Feb	4	1	1420	255	27.92	
29-Feb	4	1	1652	283	32.25		29-Feb	3	1	1065	255	22.00	
7-Mar	4	1	1652	283	32.25		7-Mar	4	1	1420	255	27.92	
14-Mar	4	1	1652	283	32.25	53	14-Mar	4	0	1420	0	23.67	50
21-Mar	4	0	1652	0	27.53		21-Mar	4	0	1420	0	23.67	
28-Mar	2	1	826	283	18.48		28-Mar	2	1	710	255	16.08	
4-Apr	4	1	1652	283	32.25		4-Apr	4	1	1420	255	27.92	
11-Apr	4	1	1652	283	32.25		11-Apr	4	1	1420	255	27.92	
18-Apr	4	1	1652	283	32.25		18-Apr	4	1	1420	255	27.92	
25-Apr	3	1	1239	283	25.37		25-Apr	3	1	1065	255	22.00	
2-May	4	1	1652	283	32.25		2-May	4	1	1420	255	27.92	
9-May	3	1	1239	283	25.37		9-May	3	1	1065	255	22.00	
16-May	4	1	1652	283	32.25		16-May	4	1	1420	255	27.92	
23-May	3	1	1239	283	25.37	44	23-May	3	1	1065	255	22.00	44
	139	33	57407	9339	1112.43	172		137	31	48635	7905	942.3333333	168

# Fremont County School District #24

## 2014-2015



### EVENTS

- Aug 13-19 ProfDev
- Aug 18 Open House
- Aug 20 First Day--Students
- Sept 1 Vacation
- Sept 22 ProfDev
- Oct 3-6 Vacation
- Oct 17 End 1st qtr (39)
- Oct 23 PT Conf evening (ALL)
- Oct 24 Elem ProfDev
- Oct 31 Vacation
- Nov 10 Elem ProfDev
- Nov 26-28 Vacation
- Dec 18 End 2nd qtr (38/40)
- Dec 19-Jan 5 Vacation
- Jan 5 ProfDev
- Jan 19 Elem ProfDev
- Feb 16 Elem ProfDev
- Feb 27 Vacation
- Mar 9 ProfDev
- Mar 13 End 3rd qtr (47)
- Mar 19 PT Conf evening (ALL)
- Mar 20 Elem ProfDev
- Apr 2-7 Vacation
- Apr 7 ProfDev
- Apr 27 Vacation
- May 17 Graduation
- May 21 End 4th qtr (44)
- May 22 ProfDev

AUGUST						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12				16
17			20	21	22	23
24	25	26	27	28	29	30

SEPTEMBER						
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		23	24	25	26	27
28	29	30				

### KEY:



Professional Development



Elementary ProfDev



Vacation



End grading period



Open House



Conferences

Approved by FCSD24 Board - February 18, 2013

Revised March 2014; approved - April 14, 2014

Approved by State Board - [pending]

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

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

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

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

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

MAY						
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

### OTHER DATES

- County Fair 7/26-8/2
- State Fair 8/9-16
- 1<sup>st</sup> practice 8/18
- State VB 10/30-10/31
- State Wrestling 2/27-28
- Regional BB 2/26-28
- State BB 3/5-7
- PAWS Window 3/2-3/27
- SAWS Window 4/13-5/1
- EXPLORE/PLAN window 4/20-5/12
- ACT 4/28

170/165 Student Days  
(1100.8/926.5 hrs)

# Fremont County School District #24

## 2015-2016



### EVENTS

- Aug 18-24 ProfDev
- Aug 20 Open House
- Aug 25 First day--Students
- Sept 7 Vacation
- Sept 28 ProfDev
- Oct 2-5 Vacation
- Oct 16 end 1st quarter
- Oct 20 evening P/T conferences
- Oct 23 Elem **ProfDev** (no school for Elementary)
- Oct 30 Vacation
- Nov 13 ProfDev
- Nov 25-27 HOLIDAY
- Dec 18 end 2nd quarter
- Dec 21-Jan 4 Vacation
- Jan 4 ProfDev
- Jan 18 Elem only ProfDev
- Feb 15 Vacation
- Feb 29 Elem only ProfDev
- Mar 11 end 3rd quarter
- Mar 17 evening P/T conferences
- Mar 18 Elem P/T conferences (no school for Elementary)
- Mar 25-29 Vacation
- Apr 25 Vacation
- May 9 ProfDev
- May 22 Graduation
- May 26 end 4th quarter
- May 27 ProfDev staff checkout

AUGUST						
S	M	T	W	T	F	S
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						
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			

### KEY:



Professional Development



Elementary ProfDev



Vacation



End grading period



Open House



Conferences

Approved by FCSD24 Board - April 14, 2014

Approved by State Board - [pending]

OCTOBER						
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						
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						
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						
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

FEBRUARY						
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						
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						
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						
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				

### OTHER DATES

- County Fair 7/31-8/7 (?)
- State Fair 8/14-22 (?)
- 1<sup>st</sup> practice 8/17 (?)
- State VB 11/5-7
- State Wrestling 2/26-27
- Regional BB 2/25-27
- State BB 3/3-5
- PAWS Window 2/29-3/25 (?)
- FFA Convention 4/5-9 (?)
- ACT 4/27
- State Track 5/19-21

172/168 days

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: \_\_\_\_\_Teton County School District\_\_\_\_\_

DISTRICT CONTACT: \_\_\_\_\_Pamela Shea, Superintendent\_\_\_\_\_

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
Cover Letter requesting an alternative Schedule	TCS D Letter of request
Education objectives (How will students benefit from this alternative schedule?)	Attachment A
Description of the schedule(s) and a copy of the calendar(s)	Attachment A TCS D #1 Master Calendar for 2014-15
Method of evaluating how student learning has improved	Attachment A
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	Copies of newspaper advertisements and of agenda posting to Board Docs (e-governance) for public workshops: January 13, 2014 March 5, 2014 Agenda of regular business meeting: March 12, 2014
Copy of public comment records	Public comments at January meeting (pg. 5 of meeting minutes) Emails/letters to Board of Trustees <i>No community/public members commented at the March 5 or March 12 meetings</i>
Length of waiver (circle one) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• 2 years</li> </ul>	One year only requested
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary           900 hours</li> <li>• Mid/Jr. High       1050</li> <li>• High School       1100</li> </ul>	Summit High School Jackson Hole High School

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



Pamela Shea, Ed.D.  
Superintendent  
Teton County School District #1  
P.O. Box 568  
1235 Gregory Lane  
Jackson, WY 83001  
[pshea@tcsd.org](mailto:pshea@tcsd.org)

April 30, 2014

Brian Aragon, Education Consultant  
Wyoming Accreditation & Support  
Wyoming Department of Education  
2300 Capitol Avenue  
Hathaway Building, 2<sup>nd</sup> Floor  
Cheyenne, WY 82002-0050

Dear Mr. Aragon,

Teton County School District #1 is respectfully requesting approval of an alternative calendar for Jackson Hole High School and Summit High School. We are proposing that our high schools are in session for 173 days while our middle and elementary schools remain at 175 days.

Last fall, when the Board of Trustees received a petition to move the timing of Spring Break, TCSD #1 underwent a thorough review of the district calendar to examine whether it could better serve our educational and strategic goals of the district as well as address community concerns. An educational issue that had been repeatedly raised over the years was the high absence rate on Fridays by our high school students due to sports, activities, and clubs. A secondary concern was the loss of quality instructional time due to a high number of substitutes in the buildings on these Fridays. The JHHS leadership team investigated "High Impact Fridays" and proposed a 173 day school year.

As you will see from the enclosed documentation, TCSD #1 comprehensively reviewed professional development days, early release options, "High Impact Fridays", and timing of vacation breaks. Through input from the Board of Trustees Planning and Development Committee, Superintendent's Advisory Council, building leadership teams, a community and staff survey, and public meetings, the Board of Trustees adopted the enclosed calendar for State Board of Education approval.

Please let me know if you need any further information.

Sincerely,

A handwritten signature in black ink that reads "Pam Shea". The signature is written in a cursive style with a long horizontal line extending to the right.

Pamela Shea, Ed.D.  
TCSD #1 Superintendent

## Attachment A

### I. Education objectives (How will students benefit from this alternative schedule?)

#### High Impact Fridays for 9-12 Schools

A consideration for the district annual calendar is to maximize instructional time for secondary students. There are numerous Fridays at the high school level where a significant number of students are absent due to travel for school activities, sports, and club travel. These days have a low number of students attending classes which impacts the content delivery of academic courses. These days also have a high number of substitutes that impact the efficiency and effectiveness of the instructional program. Six (6) days were identified throughout year.

High school students will benefit if involved in sports/activities travel by not missing key instructional time with added make-up homework. This will increase their ability to stay current and successful in rigorous content courses. For students not involved in travel, this will lessen the number of days with a substitute teacher due to the absence of the teacher/coach. This will also minimize the number of days where a significant number of students are absent from class where teachers adjust the content of the daily lesson plan. Both the quality of instruction and content delivery will be improved for all students.

### II. Description of the schedule(s) and a copy of the calendar(s)

Six (6) 'High Impact Fridays' were identified by participation of 9-12 students in WHSAA sports and activities. The criteria used specifically identified the days where 130 – 200 students (22% - 35% of student population) were absent due to travel for away games and 8 – 14 substitutes were needed in the building. This does not take into consideration of other travel by clubs (lacrosse, hockey, ski, etc.) that adds to the number of student absences on these days.

The net reduction is only two (2) instructional days in the calendar for high school students due purposeful scheduling of inservice and conference days.

SUMMARY: There are three days where 9-12 students will be released when K-8 students will be in school. There is one day where 9 -12 students will be in school and K-8 will be released. All other High Impact Fridays coincide with district in-service days.

**High school students (9-12) will NOT be in school on and elementary/middle (K-8) will be in school on: (coded HsT on calendar)**

Friday, September 26
Friday, December 12
Friday, January 23

**High school students (9-12) WILL be in school on and elementary/middle (K-8) will NOT be in school on: (coded C – November only)**

**Friday, November 14**

The dates of the 'High Impact Fridays' would be adjusted on an annual basis due to the WHSAA schedule. The hybrid block/ 7 period class schedule has been adjusted by both high schools for the 2014-15 school year to meet the 1100 hour minimum requirement for the high schools.

### **III. Method of evaluating how student learning has improved**

Student grades, attendance, homework completion, and eligibility will be assessed through both quantitative and qualitative means. Our athletic department will monitor grade point averages and eligibility for our student athletes through our student information system, Power School, and compare pre and post High Impact Friday implementation. Our counseling department will monitor grade point averages and successful course completion for all 9 -12 students. We will track our average daily attendance (ADA) for all high school students. A survey will be developed to assess the impact of the 'High Impact Fridays' for students, parents, and staff so that impacts due to the change, both positive and negative, can be identified.

This will be reviewed by the site school improvement/leadership teams who will provide an analysis of impact to the Board of Trustees.



TETON COUNTY SCHOOL DISTRICT #1

2014 - 2015 Calendar

MASTER: All Schools K - 12

August 2014							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
					1	2	
3	4	5	6	7	8	9	
10	11	12	13	14	15	16	8/19 New teachers inservice
17	18	N19	T20	T21	T22	23	8/20 Teacher inservice
24	T25	T26	T27	T28	T29	30	
31							

February 2015							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	
8	9	10	11	12	T13	14	2/13 All district Teacher inservice no school for students
15	16	17	18	19	20	21	2/16 President's Day - no school
22	23	24	25	26	C27	28	2/23 Parent/teacher Conf week
							2/27 conference trade day - no school

September 2014							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
	1	S2	3	4	5	6	9/1 Labor Day no school
7	8	9	10	11	12	13	9/2 First day of school
14	15	16	17	18	19	20	
21	22	23	24	25	HsT26	27	9/26 9 - 12 Teacher inservice - no school for JHHS/SHS
28	29	30					

March 2015							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
1	2	3	4	5	6	7	3/2 PAWS testing window opens
8	9	10	er11	12	13	14	3/11 K-5 Early release 12:30
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	x30	x31					3/30 Spring Break begins

October 2014							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	T17	18	10/17 All district Teacher inservice - no school for students
19	20	21	22	23	24	25	10/20 Accreditation visit
26	27	28	29	30	T/C31		10/31 9-12 conference trade day; K-8 inservice day: no school for students

April 2015							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
			x1	x2	x3	4	
5	x6	x7	x8	x9	x10	11	
12	13	14	15	16	17	18	4/13 School resumes SAWS testing window opens
19	20	21	22	23	24	25	
26	27	28	er29	30			4/29 K-5 Early release 12:30 ACT testing

November 2014							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	C14	15	11/14 K-8 conference trade day no school for JHMS/elem students
16	17	18	19	20	21	22	
23	24	25	x26	x27	x28	29	11/26 Thanksgiving break begins
30							

May 2015							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
					1	2	
3	4	5	6	7	8	9	5/4 Advanced Placement testing begins
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	x25	26	27	28	29	30	5/25 Memorial Day - no school
31							

December 2014							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
	1	2	3	4	5	6	
7	8	9	er10	11	HsT12	13	12/10 K-5 Early release 12:30
14	15	16	17	18	19	20	12/12 9 -12 Teacher inservice - no school for JHHS/SHS
21	22	23	x24	x25	x26	27	12/24 Winter break begins
28	x29	x30	x31				

June 2015							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
	1	2	er3	G4	5	G6	6/3 K-5 Early release 12:30
7	8	9	10	S11	T12	13	6/11 Last day for students
14	15	16	17	18	19	20	6/12 Last teacher day Snow day make up if necessary
21	22	23	24	25	26	27	
28	29	30					

January 2015							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
				1	2	3	
4	5	6	7	8	9	10	1/5 School resumes
11	12	13	14	15	16	17	1/16 End of semester
18	19	20	er21	22	HsT23	24	1/21 K - 5 Early release 12:30
25	26	27	28	29	30	31	1/23 9 -12 Teacher Inservice Day no school for SHS/JHHS

July 2015							Notes
Sun	Mon	Tues	Wed	Thu	Fri	Sat	
			1	2	3	4	
5	ss6	7	8	9	10	11	7/6 Summer School begins
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

- Codes:
- S: First student day/last student day
  - T: Teacher Inservice - no school for students
  - C: Parent Conference trade day - no school
  - x: Vacation day - no school
  - : Official Holiday
  - N: New teachers begin
  - SS: Summer school begins
  - SD: Snow Day - make-up day(s) if need arises due to inclement weather closings of school

- G: SHS Graduation: 6/4
- G: JHHS Graduation 6/6
- △: End of Elementary Grading Period
- : End of Semester-Secondary Schools

TCS#1 BOE adoption date:  
3/12/2014

**Teton County School District #1**

**WORKSHOP**

1-13-2014

**District Calendar 2014-15  
and 2015-16**

**Monday, January 13, 2014**

**5:00 PM**

Location: District Office Board Room- 1235 Gregory Lane

For more information, call Michele Doyle

Teton County School District No. 1 at 733-2790

<http://www.boarddocs.com/wy/teton1/Board.nsf/vpublic?open>



Teton County School District #1 Board of Education  
MEETING LOCATION – Administrative Office – 1235 Gregory Lane  
**CALENDAR WORKSHOP AGENDA**  
Monday, January 13, 2014  
5:00 PM

Website: [www.tcsd.org](http://www.tcsd.org)

**Workshop – 5:00 PM**

<http://www.boarddocs.com/wy/teton1/Board.nsf/vpublic?open>

Workshop will be called to order by the Chair at 5:00 PM

**DISTRICT CALENDAR WORKSHOP**

**Teton County School District #1**  
**Board of Education**

Location - TCSD#1 Administration Building -  
1235 Gregory Lane (next to football stadium)

**WORKSHOP - 2014-15 Calendar**

**Wednesday - March 5, 2014 - 5:00 PM**

For more information, call Michele Doyle  
Teton County School District No. 1 at 733-2790

<http://www.boarddocs.com/wy/teton1/Board.nsf/vpublic?open>



Teton County School District #1 Board of Education  
MEETING LOCATION – SCHOOL DISTRICT OFFICE  
**WORKSHOP - 2014-15 District Calendar**  
Wednesday, March 5, 2014  
5:00 PM

Website: [www.tcsd.org](http://www.tcsd.org)

**Workshop – 5:00 – 6:30 PM**

2014-15 District Calendar Workshop will be called to order by the Chair at 5:00 PM

1. **REVIEW OF SURVEY RESULTS**
2. **CALENDAR DRAFTS**
3. **NEXT STEPS**
  - a. Action Item at March 12 Board Meeting
  - b. Submission for alternative calendar to State Board of Education
  - c. Alta School Calendar

TETON COUNTY SCHOOL DISTRICT #1 Board of Education  
MEETING LOCATION – TCSD #1 – 1235 Gregory Lane  
WEDNESDAY, March 12, 2014  
4:45 PM – Executive Session – Land and Personnel  
6:00 PM – Regular Meeting

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Website: [www.tcsd.org](http://www.tcsd.org)

A. **Call Regular Meeting to Order**

1. Pledge to the Flag – 6:00 PM
2. Approval of the March 12, 2014 Agenda

B. **Communications**

1. Communications/Presentations to the Board
  - a. Presentation
    - i. Mountaineering Club – Garrick Hart/Trevor Deighton
  - b. Written Communications
    - i. Letter from Laramie Elementary School – Letter of Thanks
    - ii. WHSAA Good Sportsmanship Award – William Dennis – Wrestling
  - c. Recognition
    - i. Trevor Deighton – American Academy of Sciences
  - d. E-Mail Communications
2. Community Input
3. Communications from the Board

C. **Consent Agenda**

1. Approval of Staffing Considerations and Reports
2. Approval of Minutes of February 12, 2014 Regular Meeting and February 26, 2014 Warrants Meeting
3. Approval of Pending Warrants
4. Approval of Minutes taken in Executive Session
5. Approval of Executive Session at next warrants meeting and at next regular board meeting
6. Approval of Related Services Agreements and Tuition Services Agreement
7. Approval of Curriculum Purchase for Rtl Program

D. **Reports and Items for Discussion**

1. Student School Board Member Updates
2. Superintendent's Report
3. Performance Monitoring Committee Reports
  - a. PEAK Program – Christi Roberts
  - b. Budget Update – Robbi Farrow
  - c. Policy Update – Kate Mead
4. Planning and Development Committee Reports
  - a. 2014-15 District Annual School Calendar Update
  - b. Facilities Update – Bus Barn
5. Governance Committee Reports
6. Other Reports
  - a. C-V Mill Levy Request – Doris Woodbury
  - b. TCSD Recreation District Mill Levy Request – Ray Elser

**E. Action Items**

1. Approval of PEAK Policy and Regulation – IHBB and IHBB-R Upon Second and Final Reading
2. Approval of Policy EBBA – Prevention of Disease/Infection Transmission for Second and Final Reading
3. Approval of Policy GCC-E-6 – Leave of Absence Form
4. Approval of TCSD#1 Recreation District Mill Levy
5. Approval of Parent Petition Request for Resolution to Wyoming State Board of Education
6. Approval of 2014-15 District Annual School Calendar
7. Approval of 99-Year Ground Lease between TCSD#1 and JHCHT

**F. Advanced Planning**

- MAR 12 BOE Regular Meeting – 6:00 PM
- MAR 17 Planning and Development Committee Meeting – DO – 12:00 PM
- MAR 18 Performance Monitoring Committee Meeting – DO – 2:00 PM
- MAR 19 BOE Warrants Meeting – 12:00 PM
- MAR 22 Start of Spring Break
- APR 9 BOE Regular Meeting – 6:00 PM
- APR 20 Easter Sunday
- APR 22 Performance Monitoring Committee Meeting – DO – 2:00 PM
- APR 23 Planning and Development Committee Meeting – DO – 9:30 AM
- APR 23 BOE Warrants Meeting – 12:00 PM

**G. Adjourn**

## **BOE Workshop - District Calendar 2014-15 and 2015-16 (Monday, January 13, 2014)**

### **Members present**

Carlen Carney, Kate L Mead, Paul D'Amours, Patricia Russell, Janine M Bay-Teske, Syd Elliott

**Meeting called to order at 5:00 PM**

## **1. Committee Meeting Notes**

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### **1.01 BOE Workshop - District Calendar 2014-15 and 2015-16 - 5:00 PM**

#### **BOE Workshop - District Calendar 2014-15 and 2015-16 (Monday, January 13, 2014)**

##### **Members present**

Carlen Carney, Kate L Mead, Paul D'Amours, Patricia Russell, Janine M Bay-Teske, and Syd Elliott

**Meeting called to order at 5:00 PM**

##### **1. Workshop Meeting Notes**

Information, Report: 1.01 BOE Workshops - District Calendar 2014-15 and 2015-16 - 5:00 PM

Workshop called to order at 5:00 PM by Chair Carlen Carney who then turned the workshop over to Trustee ELLIOTT.

Trustee ELLIOTT - welcome to all who are here. Calendars have been reviewed in committee and are this will be the first opportunity for the board to see the calendars as a whole. What we will do after this discussion is to go forward to come up with a calendar for the School District and we know we won't make everyone happy, but we are going to try to make sure we come up with one academically acceptable for the students that allows them to test well and go forward.

Trustee ELLIOTT - I turn this portion of the workshop over to Superintendent Shea to present the calendars and rationale.

Superintendent SHEA - to start off the discussion is to base some of the constraints around our testing windows and what has been some of our calendaring responses and we now have two new proposals. In our current calendar and what we have had is a placement of the spring vacation in response to the testing windows. Changing of the testing is part of the discussion in that we have the SAWS testing after spring break and now a requirement for 11th graders to take ACT on that last Wednesday of the month in April. That requirement comes from WDE. Traditionally, PAWS has been before the start of our spring break, so we have an eye to the testing calendar so we can get the best results, so not having testing fatigue in our students. Another is placement of where we have in-service days and full in-service days and these are in response to being very thoughtful in our programming in the classroom. We collect data on student progress and instruction in particular classrooms, and we have in October, January and key times. We have used the data for preparation of report cards so that there is a very meaningful exchange of the students in the district parent teacher conferences. In-service days have served those purposes and to inform our instruction.

In the calendars that we have been discussing for this year, in a documents we prepared to facilitate the discussion, again revolves around better refinement of professional development time and instructional time. Two key proposals is around an early release time for K-5 schools in order for elementary teachers to be able to do planning around curriculum assessments and student achievement. The second is the high impact Fridays being very specific to our actual activity calendar and how we can respond to days with very few absences and subs.

High Impact Fridays - more impact on creating a different calendar for a HS vs. elementary. We did speak

with our neighbors to the south - Star Valley - who started this, spoke with them, this is a similar process to what they have in place, we watched them implement it and with success. We received and Dr. Crisp can report on how their community received it in a positive manner.

Determining vacation times, as indicated, where Christmas falls and New Year's falls makes a difference and it out of our control. Christmas has varied from 10 days to two weeks, we talked about placement of where spring break is after PAWS testing, first round of testing in the spring, then taking a look at how both of these play with each start of school year to end of school year.

Explain a little more in-depth or are there any questions from board on high impact Fridays.

Recommendation #1 - Early Release (ER) for K-5 - day in January it says Wednesday, January 21st and  
Recommendation #2 - High Impact (HI) Fridays.

How Star Valley impacted the HI Fridays. Dr. Crisp - SV has a similar schedule, they have a lot more 4-day weeks, in particular with spring. They identify 3 or 4 that they don't and have moved to a HI Friday calendar. Started with tier calendar - HS looks different that K-8. There was immediate pushback from community, they are on second year and I met with their entire admin team before the winter break and now very good momentum to keep it. Families are seeing the benefits, at least with kids at multiple schools. Starting to see the benefits of not missing class. At end of day it has helped their HS. Just conversation I have had over the table with them. Informal.

Trustee ELLIOTT - for them to get the number of hours they are going longer days? Scott CRISP - Yes, some other days are longer they applied for alternative schedule with State Department, and granted. It wasn't a big obstacle. They must apply every year as they are below the 175 school days. Still have to meet their 1,100 hours and able to pull off in their schedule.

Lunch hours are 30 minutes, some 25 minutes. Only 70 minutes in the day. We have changed ours; a minute here and there does make a significant difference.

Did they see any impact on their test scores? They don't know yet. They are in the cycle with us like our 4-day weeks.

Trustee RUSSELL - are they seeing absences more? SC - I can't answer that, we didn't dive into K-8 conversations. They were here looking at our college-ready program studying our schedule and these calendar discussion came out of that.

SC - Holiday on a Monday, it might cause parents to take kids out of K-8 if they have a kid in the school. MS and HS on calendars are almost the same. Curious if it will affect the K-8.

Student view-point what advantages this would provide. Student lens - I think one of the key reasons for this is, yes the obvious is missing days. But as you think through deeper, another big piece is to reduce a little of the stress level at the HS. We have students in AP classes and activities. When the kid misses the class their workload grows. I see that qualitatively with our start time, that social emotional beast of missing class and having to make them up. If we can make it purposeful and reduce that it would help with the kid. It also directly correlates plan of giving out make up work.

Do think one thing we don't talk about enough is the student anxiety level. Especially at HS level.

Trustee MEAD - Is that the reason most of these HS days occur in the fall as the higher stress time of year. It is when we have activities that the students are gone? SC - We try to be very specific with projecting our activities for next year, when kids will be gone is the only reason strategically it falls in that area.

Trustee ELLIOTT - will you consider on some of these Fridays having an option for students who are struggling to be able to come in and work extra even though not an official days. SC - well, good question, speak at a high level, speaking at high level, we know SV uses those Fridays for students who do struggle, they require those students to come in 2-3 hours like an extended day. I don't know how they work from a human resource, bussing standpoint but we have seen that from schools in the state who have moved to a four-day week.

Trustee D'AMOURS - I looked through the handout it strikes why wouldn't we do this? I guess the question is what is the primary downside? Other than a change. SC - they were clear with this when I asked them, we will hear from everyone, I asked what exactly happened, does come down to having multiple calendars for a small district. Not something the community, our stakeholders would be used to, would be something we would have to message as to why each calendar looks different. Being on front end of messaging was something different. Their small district they were so used to everything being aligned at the same time it was a more convenience, went through a year and when people started seeing how it was working at HS they won't shift any time soon.

Trustee D'AMOURS - strikes me that this how many other kids are taken out of other schools? SC - For the HS, seems to free up some schedules, probably than being restrictive. Trustee TESKE - Did SV do that? SC - They just took out - took it out and put in an alternative calendar request. Less than 174 would be hard to see how they fit that. They still have to meet the hours of 1100.

Chair CARNEY - different topic - implementation questions. Has any thought been given to transportation? With transportation, the buses would run normal not drop off at HS those days, no impact, just a shorter time period for the route drivers by 15-20 minutes. For ER they did confirm they would be able to pick up elementary and deliver and then pick up HS.

Trustee TESKE - offer something special for parents on ER days? SC - Yes, that is part of messaging. By having students start and be on normal routine for the morning, was part of lunch and kids club would start at 12:30, TC Library would be ready for a number of kids 8 years or older; day cares, they would instead of day care after school would start earlier. We have done preliminary outreach; will do more thoroughly if this is approved. For K-5 there are a number of opportunities for kids.

Trustee ELLIOTT - seems to me in us saying these opportunities are up there that is an economic burden on families.

Chair CARNEY - you could say it is a shift from the current calendar.

Supt SHEA - that would be part of what we can work out, some opportunities are free, some are not, some are scholarship, and there is a solution in moving forward.

Chair CARNEY - elementary and high school has high impact, I guess MS works all the time.

MS Principal Bo MILLER - we have sufficient time in the current calendar, High impact Fridays, sports are radically different. MS across Wyoming contentious were having days to take away from games and it is not that impactful. Current calendar works for the MS.

Chair CARNEY - clearly called out on these calendars. Conference Day counts as a full week. BM - Part of the extra 15 days. 13 in-service days and 2 P/T conference days. They have been the prior evenings. It is a school day. If MS has own calendar, no impact Fridays, ER days, with MS they have 7 in-service days in August 2 in-service days in October and 1 in-service day in February. Then 3 days at the end of the school year. That should be 13. Then there are two conference day and that makes 15. On MS code as green. Same as elementary and change would be change at HS.

Trustee ELLIOTT - if I had child in three schools, I have to figure out three different calendars to work through as a family. Around ER days, around Wednesday for ER. They would be HS starting early the two days and would be four Friday's that HS is not in session when other schools are. Those are three areas we would communicate about. Start of school for HS, 6 Wednesdays ER for Elem and four Fridays that the HS is not in-service when K-8 is. There are other Fridays when everybody is out.

Trustee RUSSELL - any reason why we can't have MS to have HS calendar? BM - Contention is HS the kids are already gone, some of them. I worry about HS kids with free day than MS kids.

Supt SHEA - would want to take a step back and ask about educational purpose for that for MS. Clear purpose for HS.

Trustee MEAD - I think people in TC are smart enough to figure out the three calendars.

BM - we would really not like to have early release and high impact Fridays, the schedule currently gives PD time that is spot on and if you don't need early release we want kids in school maximizing the minutes. Earlier, earlier in the day longer in the day, if we don't need it we would rather have instructional minutes.

Trustee MEAD - I would like to see 200 days, not 175.

BM - allowing teachers to plan together is important as it is a careful balance, having staff get together and plan for those days. We have a schedule for more minutes on ongoing basis than other elementary schools. Trustee ELLIOTT - I guess I do understand how important it is at elementary school, but do they plan the 5th grade team, would get together.

Elem Principal Deb ROEHRKASSE - early release days, with size that we are, there is no way I can get all of them one planning time, never at a grade level, currently doing above to meet as whole grade level is above and beyond the days. Having the opportunity to sit together as a team and discuss data, etc., is pretty important. We can't make that happen unless after school. If you went to ER it would help? As well as not just grade level but vertical teams, that we can do with without having to juggle after school items.

Trustee D'AMOURS - and between buildings. So you would be able to have JES and CES to have K-5 time and that does not happen now. Dual staff, having time for them to meet together is extremely difficult.

Trustee ELLIOTT - would you all consider having all 5th grade teachers being together rather than isolated? DR - Yes, that is some Tracy Poduska and I have been trying to make that work now on our PD days. Important everyone K-5 has a voice.

Trustee ELLIOTT - generally in making sure our teachers are prepared when they do report cards, I'm assuming there is time for a good P/T conferences and more substantive. DR - they spent an immense time any more analyzing data, goal set, explain to parents, writing samples, sitting with a portfolio of work.

Trustee TEKSE - I think there is a misunderstanding among parents about formative assessments and summative. PS - formative is like the note taking, as they read to me and I listen and I can help goal set, on-going. What you see a student doing so you can make an instructional move. Summative is Dibels MAP, this is it, one helps make instructional decisions.

Supt SHEA - instructional decision in real time at appropriate time where summatives are an event and become larger indicator. Decisions based on that - summative assessment happens down the road. The uses are very different. One is very instructional based and other aggregate lagging in dictator.

Trustee D'AMOURS - I agree with Kate that this community can figure out three calendars, helpful that the MS, it becomes the constant. More people are going to be dealing with two calendars. I will have the opportunity to deal with all three, but I do think it is worth trying. My inclination would be we can do 2 calendars, let's do one and keep track of various days, see how implemented, and preference with high impact Fridays and ER days.

Chair CARNEY - question based on previous workshop. Talk at the time about a parent survey?

Supt SHEA - we can discuss that after you discussed then we can solicit opinion and as we figure out next steps.

Trustee TESKE - Calendar is supposed to be vote don February 12th but it can be pushed back to March 12.

### **SPRING BREAK DISCUSSION**

Supt SHEA - we can pull up calendars, as we have talked about vacation times, it is about when school starts and then ends in June. This year we have a Christmas and News Years legal holiday that makes two-week winter break more of two week planning and so we can look at where spring break then begins and ends, we know that with the input you received from JHMR that April 3rd is their closing date, in the calendars we proposed we have not put in vacation time so we can take a look at that. If we were to shorten spring break we can end earlier in June that would be part of planning and knowing that closing is April 5th.

Chair CARNEY - if spring break were shorter school would remain in session last week in March?

PS - yes one thought we had was moving to calendar that would have two 4-day weeks sandwiching the full week off.

PS - had a number of kids behind the ball this year. WWSA calls when the competitions start. Only so much you can do, so in Tennis there are only a certain number of schools, domino effect to say

Spring break is easier as less activities going on. We start later than most schools. Talking about short season activities - golf and tennis. Get done in October.

Chair CARNEY - we often hear community say they are interested in starting school after Labor Day and with our HS they are already working out and need to start earlier.

HS Principal Scott CRISP - comments what about other kids not in sports, important to keep in line with teacher lens, if you are sitting in a class half full, even if there, how modified is that lesson knowing you have to give makeup to half your class when they come back. From efficient standpoint, that does impact what you are going to do. Is the integrity of the lesson the same?

PS - in regarding to Thanksgiving, what fortunate is we did do early release on Wednesday before thanksgiving. I will tell you historically the wed before thanksgiving has been the highest day of absenteeism in the district. So now moving to our present time the data doesn't show on that Wednesday you will see an increase in absenteeism as it is a high travel day.

Trustee D'AMOURS- makes an observation one of the conversations we need is actually around Christmas break at what point will we get kids back in school. Need to look at front end and back end. Most people at Christmas stick around here, they don't travel. Christmas Eve starting on Wednesday it is reasonable to come back. My sense having two weeks off is reasonable. Question is how many days during that first week of Christmas do we need to be able to have worth coming back?

## **END OF SCHOOL YEAR**

PS - look at where you actually end up with the day. If we were to adjust for two days, two days at Christmas, I would suggest we do early release Thanksgiving as you can end that Friday - everyone ending on June 10th so you can accommodate and end on that Friday. End on the 5th would make sense. If we adjust for the spring break beginning on Friday April 3rd and returning the 13th you have those three days so you end on a Friday.

Trustee RUSSELL - I like ending on Fridays. Must keep students engaged. I just don't like that and I think we need to think about end of school too.

Trustee ELLIOTT - you will have three days at some point; books still have to be turned in.

Elem Principal Tracy PODUSKA - start before Labor Day has been great for 3-4-5 and all in all starting before Labor Day works well at elementary Level.

Deb ROEHRKASSE - I agree, to build their stamina up those 3 days, then 4 days and 5 days really helps them as far as their entry into school.

Trustee TESKE - we need to look at balance of pre-test days and post-test days. Missing three days of learning before a test. Is it sad to say we are scheduling around testing is our world today, how students perform under standardized tests, pushing start into September and then end of June ends pre-test days and if you do research there is a lot of camps kids can go to that start the 2nd week of June. I would vote against alternative that pushed us into September 1st.

Trustee ELLIOTT - most schools in WY don't start after Labor Day. Question is why? Maybe for a lot of places nobody wanted to go terribly late into June.

**PUBLIC COMMENT** - identify who you are and do you have kids in our school district?

LISA JOHNSON - I have a HS senior and MS child came to speak in support of high impact Fridays. Spring

Break - I would have shorter Christmas Break and keep integrity of nearly spring break. I don't mind starting in August and I do agree with Patricia with stringer days in one week is a blow-out.

DEDRE SHELTON - I agree with starting on Monday for HS so when they go away for sports they are not missing things. Better for kids on their stress level. Spring Break - I went to school here and I only had a week. Whatever you think is right, I worry about the testing, what is best for the kids not what is best for the mountain.

Trustee ELLIOTT - do two days in December and running two weeks spring break and how that impacts testing. For all of us on this board we want to make sure whatever calendar we come up with is truly the best for our kids. Hopefully we can help compromise for mountain and for our kids here in the district.

PS - clarification - as we move forward, I am looking at how to determine 2 or 3 scenario - one would be the as is - the two week C two week SB and other would be taking two days at Christmas, #2 would be adjusting two days at Christmas and end of the school year and possible 3rd is the April 3-13 one extended week of spring break, start Friday April 3, four day week, go through Thursday April 2, start break on 3rd, and go to 13th and return on 14th with the days off at the end of the year.

Trustee TESKE - try to make sure the last day of the year is a Friday.

Trustee MEAD - continue the idea of a parent survey, I think a larger portion of our families don't leave town at all. Two week vacation for family of four is 3-4,000 dollars and if we are creating spring break to allow population of our time we need to know how many of those there are.

Trustee RUSSELL - along with parent survey, I think a lot of people would miss the first few days of school. As long as we are doing survey, taking those days off in August and adding to June 12th. I hear people don't want to come back before Labor Day.

PS - for input instead of having them respond to calendars, we would ask for a quick survey in sense of finding information about spring break, how long are they gone, about starting at Labor day but also ask ending in June.

PS - there is a check-in procedure, and year end field trips and closing events.

Trustee RUSSELL - that is not a school day to me.

Trustee D'AMOURS - Further discussion we are trying to gain three days and start after Labor Day. We can look at either beginning or the end. My goal wasn't to affect beginning and end times but to think about and lobby for two-week spring break rather than trying to do a day before a weekend and so forth. Why are we trying to jury-rig the spring break to accommodate folks at the village? By pushing back is an accommodation to those folks and seems to me it feels more right. Just sort of feels like putting square peg in round hole.

PS - parent survey - how about if I prepare a draft, give to Carlen then you can see where we go.

Trustee D'AMOURS - timing of it, do we want data we can't use timing wise. A survey earlier would have been better; we are under some pressure to get this information back, process through committees.

Trustee MEAD - we can do a survey on line, give them a short window.

Trustee TESKE- they need to know they can't have it all.

Trustee D'AMOURS - Further better those options rather a whole can of worms. There in line is the question would you prefer this or that? Take to next step, put in timeline, do a survey, give to CC, (tomorrow) CC will send to us and feedback after that. How quick can you turn it around?

PS - would recommend five days, start on Tuesday, end on Monday. To Paul's point, do you want calendar options to be attached to the survey or do you just want the content? Questions would have been formulated around the context.

PD - Yes.

JT - if you attach the calendar which one will you attach?

PD - should only be a handful of questions, 10 or less.

SE - thank everyone for coming and your comments and we go forward.

CC - workshop is adjourned - 6:35 PM

Trustee ELLIOTT - welcome to all who are here. Calendars coming to committees this will be the first opportunity for the board to see the calendars as a whole. What we will do after this discussion is to go forward to come up with a calendar and we know we won't make everyone happy, but we are going to try to make sure we come up with one academically for our kids that allows them to test well and go forward.

Changing the calendar a lot for various reasons the meeting is turned over to Superintendent Shea.

SHEA - to start off discussion is to base some of the constraints around our testing windows and what has been some of our calendaring responses and we have two new proposals. In our current calendar and what we have had is a placement of the spring vacation in response to the testing windows. Changing of the testing is part of the discussion in that we have the SAWS after spring break and now a requirement for 11th graders to take ACT on that last Wednesday of the month in April. That comes from WDE. Traditionally PAWS has been before the start of our spring break, so we have an eye to the testing calendar so we can get the best results so not having testing fatigue in our students. Another is placement of when we have in-service days and full in-service days and these are in response to being very thoughtful in our programming in the classroom. Now that we collect on student progress and instruction in particular classrooms we have in October, January and key times. We have used for preparation of report cards so that there is a very meaningful exchange of the students in the district parent teacher conferences. In-service days have served those purposes and to inform our instruction.

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High Impact Fridays - more impact on creating a different calendar for a HS vs elementary. We did speak with our neighbors to the south - Star Valley - who started this, spoke with them, this is a similar process to what they have in place, we watched them implement it and with success. We received and Dr. Crisp can report on how their community received it in a positive manner.

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Explain a little more in-depth or are there any questions from board on high impact Fridays.

Recommendation #1 - ER for K-5 - day in January it says Wednesday, January 21st and Recommendation #2 - HI Fridays.

How Star Valley impacted the HI Fridays. Dr. Crisp - SV has a similar schedule, they have a lot more 4-day weeks, in particular with spring. They identify 3 or 4 that they don't and have moved to a HI Friday calendar. Started with tier calendar - HS looks different than K-8. There was immediate pushback from community, they are on second year and I met with their entire admin team before the winter break and now very good momentum to keep it. Families are seeing the benefits, at least with kids at multiple schools. Starting to see the benefits of not missing class. At end of day it has helped their HS. Just conversation I have had over the table with them. Informal.

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Did they see any impact on their test scores? They don't know yet. They are in the cycle with us like our 4-day weeks. They do know our test scores are better than theirs.

PR - are they seeing absences more? SC - I can't answer that, we didn't dive into K-8 conversations. They were here looking at our college-ready program studying our schedule and these calendar discussion came out of that.

Holiday on a Monday, it might cause parents to take kids out of K-8 if they have a kid in the school. MS and HS on calendars are almost the same. Curious if it will affect the K-8.

Student view-point what advantages this would provide. Student lense - I think one of the key reasons for this yes the obvious is missing days. But as you think thorough deeper, another big piece is to reduce a little of the stress level at the HS. We have students in AP classes and activities. When the kid misses the class their workload grows. I see that qualitatively with our start time, that social emotional beast of missing class and having to make them up. If we can make it purposeful and reduce that it would help with the kid. It also directly correlates plan of giving out make up work.

Do think one thing we don't talk about enough is the student anxiety level. Especially at HS level.

KM - Is that the reason most of these HS days occur in the fall as the higher stress time of year. It is when we have activities that the students are gone. We try to be very specific with projecting our activities for next year, when kids will be gone is the only reason strategically it falls in that area.

SE - will you consider on some of these Fridays having an option for students who are struggling to be able to come in and work extra even though not an official days. SC - well, good question, speak at a high level, speaking at high level, we know SV uses those Fridays for students who do struggle, they require those students to come in 2-3 hours like an extended day. I don't know how they work from a human resource, bussing standpoint but we have seen that from schools in the state who have moved to a four-day week.

PD - I looked through the handout it strikes why wouldn't we do this? I guess the question is, what is the primary downside? Other than a change. SC - they were clear with this when I asked them, we will hear from everyone, I asked what exactly happened, does come down to having multiple calendars for a small district. Not something the community, our stakeholders would be used to, would be something we would have to message as to why each calendar looks different. Being on front end of messaging was something different. Their small district they were so used to everything being aligned at the same time it was a more convenience, went through a year and when people started seeing how it was working at HHS they won't shift any time soon.

PD - strikes me that this how many other kids are taken out of other schools? For the HS, seems to free up some schedules, probably than being restrictive. So,

JT - did SV do that? They just took out - took it out and put in an alternative calendar request. Less than 174, would be hard to see how they fit that. They still have to meet the hours of 1100.

CC - different topic - implementation questions. Has any thought been given to transportation? With transportation, the buses would run normal not drop off at HS those days, no impact, just a shorter time period for the route drivers by 15-20 minutes. For ER they did confirm they would be able to pick up elem and deliver and then pick up HS.

JT - offer something special for parents on ER days? Yes, that is part of messaging. By having students start and be on normal route in for the morning, was part of lunch and kids club would start at 12:30, TC Library

would be ready for a number of kids 8 years or older; day cares, they would instead of day care after school would start earlier. We have done preliminary outreach, will do more thoroughly if this is approved. For K-5 there are a number of opportunities for kids.

SE - seems to me in us saying these opportunities are up there that is an economic burden on families.

CC - you could say it is a shift from the current calendar.

PS - that would be part of what we can work out, some opportunities are free, some are not, some are scholarshiped, there is a solution in moving forward.

CC - elementary and high school has high impact, I guess MS works all the time.

BM - we have sufficient time in the current calendar, High impact Fridays, sports are radically different. MS across Wyoming concenious were having days to take away from games and it is not that impactful. Current calendar works for the MS.

CC - clearly called out on these calendars. Conference Day counts as a full week. Part of the extra 15 days. 13 in-service days and 2 P/T conference days. They have been the prior evenings. It is a school day. If MS has own calendar, no impact Fridays, ER days, with MS they have 7 in-service days in August 2 in-service days in October and 1 in-service day in February. Then 3 days at the end of the school year. That should be 13. Then there are two conference day and that makes 15. On MS code as green. Same as elementary and change would be change at HS.

SE - if I had child in three schools, I have to figure out three different calendars to work through as a family. Around ER days, around Wednesday for ER. They would be HS starting early the two days and would be four Fridays that HS is not in session when other schools are. Those are three areas we would communicate about. Start of school for HS, 6 Wednesdays ER for Elem and four Fridays that the HS is not in-service when K-8 is. There are other Fridays when everybody is out.

PR - any reason why we can't have MS to have HS calendar? Contention is HS the kids are already gone, some of them. I worry about HS kids with free day than MS kids.

PS - would want to take a step back and ask about educational purpose for that for MS. Clear purpose for HS.

KM - I think people in TC are smart enough to figure out the three calendars.

BM - we would really not like to have early release and high impact Fridays, the schedule currently gives PD time that is spot on and if you don't need early release we want kids in school maximizing the minutes. Earlier, earlier in the day longer in the day, if we don't need it we would rather have instructional minutes.

KM - I would like to see 200 days, not 175.

BM - allowing teachers to plan together is important as it is a careful balance, having staff get together and plan for those days. We have a schedule for more minutes on ongoing basis than other elementary schools.

SE - I guess I do understand how important it is at elementary school, but do they plan the 5th grade team, would get together,

DR - early release days, with size that we are, there is no way I can get all of them one planning time, never at a grade level, currently doing above to meet as whole grade level is above and beyond the days. Having the opp to sit together as a team and discuss data, etc., is pretty important. We can't make that happen unless after school. If you went to ER it would help? As well as not just grade level but vertical teams, that we can do with without having to juggle after school times.

PD - and between buildings. So you would be able to have JES and CES to have K-5 time and that does not happen now. Dual staff, having time for them to meet together is extremely difficult.

SE - would you all consider having all 5th grade teachers being together rather than isolated? DR - Yes, that is some Tracy Poduska and I have been trying to make that work now on our PD days. Important everyone

K-5 has a voice.

SE - generally in making sure our teachers are prepared when they do report cards, I'm assuming there is time for a good P/T conferences and more substantive. DR - they spent an immense time any more analyzing data, goal set, explain to parents, writing samples, sitting with a portfolio of work.

JT - I think there is a misunderstanding among parents about formative assessments and summative. PS - formative is like the note taking, as they read to me and I listen and I can help goal set, on-going. What you see a student doing so you can make an instructional move. Summative is Dibels, MAP, this is it, one helps make instructional decisions.

PS - instructional decision in real time at appropriate time where summatives are an event and become larger indicator. Decisions based on that - summative assessment happen down the road. The uses are very different. One is very instructional based and other aggregate lagging in dictator.

PD - I agree with Kate that this community can figure out three calendars, helpful that the MS, it becomes the constant. More people are going to be dealing with two calendars. I will have the opportunity to deal with all three, but I do think it is worth trying. My inclination would be we can do 2 calendars, let's do one and keep track of various days, see how implemented, and preference with high impact Fridays and ER days.

CC - question based on previous workshop. Talk at the time about a parent survey?

PS - we can discuss that after you discussed then we can solicit opinion and as we figure out next steps..

JT - Calendar is supposed to be vote done February 12th but it can be pushed back to March 12.

#### SPRING BREAK DISCUSSION

PS - we can pull up calendars, as we have talked about vacation times, it is about when school starts and then ends in June. This year we have a Christmas and New Years legal holiday that makes two-week winter break more of two week planning and so we can look at where spring break then begins and ends, we know that with the input you received from JHMR that April 3rd is their closing date, in the calendars we proposed we have not put in vacation time so we can take a look at that. If we were to shorten spring break we can end earlier in June that would be part of planning and knowing that closing is April 5th.

CC - if spring break were shorter school would remain in session last week in March?

PS - yes one thought we had was moving to calendar that would have two 4-day weeks sandwiching the full week off.

PS - had a number of kids behind the ball this year. WSHA calls when the competitions start. Only so much you can do, so in Tennis there are only a certain number of schools, domino effect to say

Spring break is easier as less activities going on. We start later than most schools. Talking about short season activities - golf and tennis. Get done in October.

CC - we often hear community say they are interested in starting school after Labor Day and with our HS they are already working out and need to start earlier.

SC - comments what about other kids not in sports, important to keep in line with teacher lens, if you are sitting in a class half full, even if there, how modified is that lesson knowing you have to give makeup to half your class when they come back. From efficient standpoint, that does impact what you are going to do. Is the integrity of the lesson the same?

PS - in regarding to Thanksgiving, what fortunate is we did do early release on Wednesday before thanksgiving. I will tell you historically the wed before thanksgiving has been the highest day of absenteeism in the district. So now moving to our present time the data doesn't show on that Wednesday you will see an increase in absenteeism as it is a high travel day.

PD- make an observation one of the conversations we need is actually around Christmas break at what point

will we get kids back in school. Need to look at front end and back end. Most people at Christmas stick around here, they don't travel. Christmas Eve starting on Wednesday it is reasonable to come back. My sense having two weeks off is reasonable. Question is how many days during that first week of Christmas do we need to be able to have worth coming back?

#### END OF SCHOOL YEAR

PS - look at where you actually end up with the day. If we were to adjust for two days, two days at Christmas, I would suggest we do early release Thanksgiving as you can end that Friday - everyone ending on June 10th so you can accommodate and end on that Friday. End on the 5th would make sense. If we adjust for the spring break beginning on Friday April 3rd and returning the 13th you have those three days so you end on a Friday.

PR - I like ending on Fridays. Must keep students engaged. I just don't like that and I think we need to think about end of school too.

SE - you will have three days at some point, books still have to be turned in.

TP - start before Labor Day has been great for 3-4-5 and all in all starting before Labor Day works well at elementary Level.

DR - I agree, to build their stamina up that 3 days, then 4 days and 5 days really helps them as far as their entry into school.

JT - we need to look at balance of pre-test days and post-test days. Missing three days of learning before a test. Is it sad to say we are scheduling around testing is our world today, how students perform under standardized tests, pushing start into September and then end of June ends pre-test days and if you do research there is a lot of camps kids can go to that start the 2nd week of June. I would vote against alternative that pushed us into September 1st.

SE - most schools in WY don't start after Labor Day. Question is why? Maybe for a lot of places no body wanted to go terribly late into June.

PUBLIC COMMENT - identify who you are and do you have kids in our school district?

LISA JOHNSON - I have a HS senior and MS child came to speak in support of high impact Fridays. Spring Break - I would have shorter Christmas Break and keep integrity of nearly spring break. I don't mind starting in August and I do agree with Patricia with stringer days in one week is a blow-out.

DEDRE SHELTON - I agree with starting on Monday for HS so when they go away for sports they are not missing things. Better for kids on their stress level. Spring Break - I went to school here and I only had a week. Whatever you think is right, I worry about the testing, what is best for the kids not what is bests for the mountain.

SE - do two day sin December and running two weeks spring break and how that impacts testing. For all of us on this board we want to make sure whatever calendar we come up with is truly the best for our kids. hopefully we can help compromise for mountain and for our kids here in the district.

PS - clarification - as we move forward, I am looking at how to determine 2 or 3 scenario - one would be the as is - the two week C two week SB and other would be taking two cdays at Christmas, #2 would be adjusting two days at Christmas and end of the school year and possible 3rd is the April 3-13 one extended week of spring break, start Friday April 3, four day week, go through Thursday April 2, start break on 3rd, and go to 13th and return on 14th with the days off at the end of the year.

JT - try to make sure the last day of the year is a Friday.

KM - continue the idea of a parent survey, I think a larger portion of our families don't leave town at all. Two week vacation for family of four is 3-4,000 dollars and if we are creating spring break to allow population of our time we need to know how many of those there are.

pr - along with parent survey, I think a lot of people would miss the first few days of school. As long as we are doing survey, taking those days off in August and adding to June 12th. I hear people don't want to come back before Labor day.

PS - for input instead of having them respond to calendars, we would ask for a quick survey in sense of finding information about spring break, how long are they gone, about starting at Labor day but also ask ending in June.

PS - there is a check-in procedure, and year end field trips and closing events.

PR - that is not a school day to me.

PD - Further discussion we are trying to gain three days and start after Labor Day. We can look at either beginning or the end. My goal wasn't to affect beginning and end times but to think about and lobby for two-week spring break rather than trying to do a day before a weekend and so forth. Why are we trying to jury-rig the spring break to accommodate folks at village. By pushing back is an accommodation to those folks and seems to me it feels more right. Just sort of feels like putting square peg in round hole.

PS - parent survey - how about if I prepare a draft, give to Carlen then you can see where we go.

PD - timing of it, do we want data we can't use timing wise. A survey earlier would have been better, we are under some pressure to get this information back, process through committees.

KM - we can do a survey on line, give them a short window.

JT - they need to know they can't have it all.

Pd - FURTHER better those options rather a whole can of worms. there in line is the question would you prefer this or that? Take to next step, put in timeline, do a survey, give to CC, (tomorrow) CC will send to us, and feedback after that. How quick can you turn it around?

PS - would recommend five days, start on Tuesday, end on Monday. To Paul's point, do you want calendar options to be attached to the survey or do you just want the content? Questions would have be formulated around the context.

PD - Yes.

JT - if you attach the calendar which one will you attach?

PD - should only be a handful of questions, 10 or less.

SE - thank everyone for coming and your comments and we go forward.

CC - workshop is adjourned - 6:35 PM

**Letters to Board of Trustees**  
**1/8/2014**

Date Recd	Time	Name	Email	TCS Student	Employee of TCS and parent	Content
12/16/13	11:18 AM	Mike Rheam	Mike Rheam <mikerheam@gmail.com>	X	JHMR Employee	<p>Hi Board and Staff,</p> <p>Thanks for taking public opinion on the school calendar. I have not liked it in the past so I appreciate the opportunity. I am an employee of JHMR. Many of our friends and our daughters family leave and invite us great trips (be it river/camping or other), we are unable to go. I have felt that giving the most significant break of the year just before everyone who works in the service industry are laid off or can at least easily take time off is frankly both inconsiderate and short sighted. (ski areas, hotels, restaurants, and supportive businesses) I believe there were two years in a row when the two week break started in april (a week later) and at least this was better for many of us. It was disappointing to see it return to the current march/april timing. Specifically: I prefer #2 but they are inter-related in points</p> <ol style="list-style-type: none"> <li>1. A one week break may be better? If so.....APRIL 13-17 should be it! <ul style="list-style-type: none"> <li>• Our children could be released earlier in June to have more time before its gets busy!</li> <li>• And/or: The long weekend ideas identified make sense as there are so many absences on Fridays. (I don't love it but it makes sense)</li> <li>• I have heard on many levels that the students don't do well with that length of time off.....just enough to make a very slow restart (supported by staff testing arguments)...</li> <li>• If one week is decided it should be the second full week of April or as late as possible to be (april 13-17 for 2014) <ul style="list-style-type: none"> <li>o respectful of the communities work schedule (families income is part of this)</li> <li>o Gets us out of here during less activity-friendly weather (its crappy here then)</li> <li>o Works for testing schedule (see below points).</li> </ul> </li> </ul> </li> <li>2. If keeping it two weeks push it back at least one week. <ul style="list-style-type: none"> <li>• I have heard the TESTING arguments which to me and many others still allow for this change. <ol style="list-style-type: none"> <li>i. PAWS tests can be done till late march so Later Is Better..right? Simple.</li> <li>ii. SAWS tests can be done into early may....this is PLENTY of time after a later break ending the 17th. (and only affects 3 grades)</li> <li>iii. ACT tests are done the last Wednesday in April (29 in 2014) so bringing back the 20th still provides One And One Half weeks of school to get kids refocused and prepared!</li> </ol> </li> </ul> </li> </ol> <p>NOTE: IF THAT IS NOT ENOUGH TIME...then two week breaks can not be justified at all during the year and more shorter breaks should be planned. This test is clearly important for our communities children but if it takes three weeks on to recover from two weeks off....guess that kind speaks for itself against 2 week breaks.</p> <ul style="list-style-type: none"> <li>• All the previous arguments made</li> <li>i. Respectful of families who work in the service industry in a tourist town...allows family</li> </ul>

Letters to Board of Trustees

1/8/2014

12/05/13	10:00 AM	Daryl Peightal	<a href="mailto:dmpeghtal@hotmail.com">dmpeghtal@hotmail.com</a>			Hi there. I will try to make it to the forum on the 11th. If I don't I just wanted to voice my support for changing our spring break to after the village closes. It just seems to make the most sense for a town centered around a tourist industry. We own a restaurant in town & would love to be able to finish out the season & leave after the crowds disperse. Also why wouldn't people want to ski the last 2 weeks, get the most out of their passes & the village make a little more revenue? It seems like a no brainer. Thanks for bringing this to the table. Best, Daryl Peightal
12/05/13	11:57 AM	Frank Lane	<a href="mailto:flane@wyoming.com">flane@wyoming.com</a>	X		I am writing to express my support for the current/historic Spring Break calendar. I am opposed to aligning Spring Break to the Jackson Hole Mountain Resort operating schedule. Why "fix" something that isn't broken. Regards, Frank
12/06/13	10:55 AM	Betsy Mollinet	<a href="mailto:betsymollinet@hotmail.com">betsymollinet@hotmail.com</a>	X		I fully support TCSD Spring Break 2015 to coincide with the closure of JHMR. It seems obvious to me for a town that is so tourist driven. The timing of spring break greatly affects many members of our community, not just JHMR but all of the businesses that thrive while the village is open.
12/06/13	11:18 AM	Milward Bell-Bhatti	<a href="mailto:milward@shootingstarjh.com">milward@shootingstarjh.com</a>		General Mgr of Shooting Star	Hello, I support aligning our schools spring break with the off season. What time is the meeting at and where, I would love to attend. Milward Bell-Bhatti
12/06/13	12:30 PM	Trish Fairbanks	<a href="mailto:trishfairbanks@gmail.com">trishfairbanks@gmail.com</a>	X		Hi, I would like to vote for aligning spring break with the off season... And I would like to suggest that an email get sent out to the tcscd community. I didn't know about this issue until reading the paper today. Thank you, Trish Fairbanks
12/06/13	12:58 PM	Chase Beninga	<a href="mailto:ChaseBeninga@shawconstruction.net">ChaseBeninga@shawconstruction.net</a>	X		I cannot attend the workshop but am very supportive of moving spring break. As expensive as skiing is for a family of 4 missing the last 2 weeks is always tough. Thank you.
12/06/13	3:39 PM	Andi Caruso	<a href="mailto:thincandi@hotmail.com">thincandi@hotmail.com</a>	X	Parent of students and works at Wort Hotel	I am writing this in support of the potential to align spring break & the school calendars for 2015 with the jackson off season & closure of JHMR. Due to my work schedule I cannot attend the Dec. 11th meeting. With JHMR being one of the major employers of the county & a very large percentage of our job pool being tied to the service industry it makes sense for kids to have their time off when they have a better chance of being able to spend it with their families. As an employee of the Wort Hotel I am not able to get the 2 weeks off in the middle of the ski season but am asked to take time off in April. My children then spend spring break in a camp & not with me. Please consider our community and the unique nature off our seasonal employment and align our children's schedule with those off their working parents.

**Letters to Board of Trustees**

**1/8/2014**

12/06/13	4:10 PM	Julie Calder	<a href="mailto:Julie.Calder@jacksonhole.com">Julie.Calder@jacksonhole.com</a>	<input checked="" type="checkbox"/>	Director of Marketing JH Resort Lodging	I wanted to write another note in support of aligning Teton County School District's spring break with Jackson Hole Mountain Resort's operating season. My husband and I both work in positions that require us to be here when the mountain is open. This makes it impossible for us to take a vacation during the school break and also puts us in a difficult position with no place for our daughter to go when she is on break and we have to work. The current schedule either means that we take her out of school or she misses out on spring break. I feel like either option is really hard on her and disappointing for our family. That said, our second daughter will start school in a couple of years so soon we will have 2 kids in the school system and even more of a conundrum under the current schedule. I know I am not the only one who struggles with the schedule, but from our family, we would appreciate anything you can do. Sincerely, Julie Calder
12/08/13	1:59 PM	Meaghan and Johnny Tozzi	<a href="mailto:megtozzi@mac.com">megtozzi@mac.com</a>	<input checked="" type="checkbox"/>		To Whom It May Concern. We support aligning our schools Spring Break with the off season. Meaghan and Johnny Tozzi.
12/09/13	8:46 AM	Trisa DiPaola	<a href="mailto:tdipaola@tetonwyo.org">tdipaola@tetonwyo.org</a>	<input checked="" type="checkbox"/>	Deputy Clerk of District Court	I <u>support</u> aligning the schools' spring break schedule with the closure of JHMR and local businesses "off season"! Thank you.
12/09/13	12:18 PM	Mike Kramer	<a href="mailto:Mkramer@shootingstarjh.com">Mkramer@shootingstarjh.com</a>	<input checked="" type="checkbox"/>	Membership and Marketing Director Shooting Star	School Board. I am in full support of moving our Spring Break for kids to better match up with the closing of JHMR. They way it is right now is very difficult because I cannot take enough time off while the mountain is open. Thanks. Mike
12/09/13	12:24 PM	Jessica MacGregor	<a href="mailto:jmacgregor2003@gmail.com">jmacgregor2003@gmail.com</a>	<input checked="" type="checkbox"/>	JES Parent	Please do the right thing and move Spring Break to the "off season", 2015. Thank you, Jessica MacGregor, JES Parent
12/10/13	12:53 PM	Mariam Diehl	<a href="mailto:info@diehlgallery.com">info@diehlgallery.com</a>	<input checked="" type="checkbox"/>	Diehl Gallery and parent of student	I'm writing to strongly urge you to consider adjusting spring break in Jackson to take place after the close of the ski season. As a business owner, I am unable to consider any vacation while the town remains active with tourists. My only opportunity for any type of spring 'break' is after the mountain closes. As such, I will take my child out of school each year in April to have a family vacation before the beginning of the busy summer tourist season. I know my situation is not unique and is one faced by nearly all business owners and employees of businesses impacted by the tourist economy, not to mention the employees and families of large organizations like JHMR and Snow King Resort. As a school system located in a tourist town, it would seem imperative that you consider the needs of your constituents – the students and families who make up our population. Thank you very much for your consideration. Sincerely, Mariam Diehl

Letters to Board of Trustees

1/8/2014

12/10/13	3:09 PM	Jim Waldrop	<a href="mailto:jwaldrop@worthotel.com">jwaldrop@worthotel.com</a>	X	General Mgr of Wort Hotel	On behalf of our employees and scheduling related to key staff being gone during the final week or two of the winter season I do support moving Spring Break a minimum of one week and depending on the mountain closure date I so also support moving it back two weeks.
12/10/13	3:27 PM	Molly and Hunter Frobouck	<a href="mailto:hunter.frobouck@eleavenfood.com">hunter.frobouck@eleavenfood.com</a>	X	Small business owners and parent of K student	I am writing you this e-mail in support of moving Teton County spring break dates for the school district until after the Jackson Hole Mountain Resort closes. We are small business owners in Jackson and still have to work during the current dates for Spring Break. In order for my family to take a vacation we will have to pull our Kindergartner out of school in the middle of April after the mountain closes. Spring Break is currently during a time when we can't afford to take off do to business obligations. We hope the school district will consider changing Spring break until after the mountain closes for local business owners and Jackson Hole mountain employees.
12/10/13	4:46 PM	Susan Drew	<a href="mailto:txgonewy@aol.com">txgonewy@aol.com</a>		Resident for 22 years	I definitely support schools spring break coordinating with Jackson's off season. Susan Drew. Full time resident for 22 years.
12/10/13	8:32 PM	Susan Fleming	<a href="mailto:sfjewelry@hotmail.com">sfjewelry@hotmail.com</a>		Town business owner	Hello - I am unable to attend the meeting tomorrow night but would like voice my support for aligning our schools spring break with the closure of JHMR. I own a small retail business in town and my husband works for the resort so we would love to see this happen! Thank you for the consideration. Susan Fleming, Jackson
12/11/13	7:55 AM	Douglas Halsey	<a href="mailto:d.w.halsey@gmail.com">d.w.halsey@gmail.com</a>	X	Parent and JHMR Employee	As a school district parent and a seasonal employee of the Jackson Hole Mt. Resort, I would like to express my support of changing the timing of spring break to coincide with the closure of the ski area. Many of us rely on the final two weeks of the ski season for pay and to meet our hourly obligations for an end of season bonus. I urge the Board of Trustees to please consider changing the TCSD spring break to better benefit the great number of parents that are in the employ the Mt Resort. Thanks, Douglas Halsey
12/11/13	8:20 AM	Cathy and Robert Wikoff	<a href="mailto:cathy@artassociation.org">cathy@artassociation.org</a>	X		We are highly in favor of changing the Spring Break schedule to coincide with tourism/JH Mountain Resort closing dates. Changing the dates would allow my family to have more of an actual break. Thank you, Cathy and Robert Wikoff 413-8531, 855 Sycamore Drive, Jackson 83001

Letters to Board of Trustees

1/8/2014

12/11/13	9:47 AM	Josh Wilson	<a href="mailto:jwilson@tc&lt;br/&gt;sd.org">jwilson@tc sd.org</a>		Employee of TCSD and parent	I know it is probably too late but I feel I would not be doing my duty as a father if I didn't put my two cents in about the proposed spring break changes. I know there are a few people who work for the village who would like spring break to fall after the village closes and I respect that. However I would like you to be aware of the fact that those of us who work for the district, but live in Alpine are not on the same school schedule as our children in Star Valley Schools. My children don't have the generous two week break that we have here, but we do share one week together. If the calendar is changed I would not have any spring vacation to share with my kids. Last year we went to Disneyland and it was one of the best times our family has ever had, and I would hate to see that taken away. It also doesn't seem to make much sense to move spring break so late in the school year, giving us a little over a month and a half of school before summer break. I hope you would consider the needs of those of us who work for TCSD #1, but are forced to have our children go to school an hour and a half away from where we work; please don't take away more of the time we get to spend together. Thank you, Josh Wilson
12/11/13	12:47 PM	Melissa Reinert	<a href="mailto:karamojo@sbcglobe.net">karamojo@sbcglobe.net</a>	X	Parents of 3 elem students and business owner	I am definitely in favor of a later Spring Break. I have three kids at the elementary schools and I own a business in Jackson that does not allow me time away until the mountain is shut down. The last several years we have had to pull the kids from school after the mountain closes and after the normal spring break to give our family time away. Pulling the kids from school is not ideal for the kids as they end up taking off for 4 weeks (2 weeks for normal SB and 2 weeks we pull them) it makes it hard on the kids to make up work and the teachers are not pleased. Please consider moving it back.
12/11/13	12:54 PM	Leigh and Chet Work	<a href="mailto:leighwork@gmail.com">leighwork@gmail.com</a>	X	Parents of AES students	I was reading in the paper that spring break dates are being discussed this week evening-- is there any information from the district on this for parents? With two students in the Alta School, we would be open to a later spring break, but I am curious about what other factors play into this decision? Thanks, Sincerely, Leigh and Chet Work

Letters to Board of Trustees

1/8/2014

12/11/13	1:02 PM	Carol Kessler	<a href="mailto:c.kessler@bresnan.net">c.kessler@bresnan.net</a>	X	JHMR Employees	<p>Dear Teton County School District Board of Trustees: I strongly support changing the timing of Spring Breaks to coincide with the closure of the JHMR. Jackson Hole is a resort community. Coinciding breaks with the prime activities in our community only makes good sense. So many of us work in the tourism business all summer and the school winter holidays, prime for skiing, do not permit family vacations. An annual family vacation is an important component for the health of a family. I grew up taking an annual family vacation and still cherish the fabulous memories. My husband has worked full time all winter at the JHMR for the last 17 years. Therefore, he also usually works on Thanksgiving, Christmas and New Year's day. Summers we run our bed and breakfast and thus both work every day. But, spring and fall we both have time off....when the kids are in school. Sadly, due to the timing of the spring break, my husband has rarely been able to take a family vacation with myself and our 2 children and the rare time or two he did, he could only come for a few days. We have one youngster now in college and one in high school. When the kids were elementary school, we took them out of school to take vacations in the fall, but later we could not do that due to the detriment it would cause in lost school time. My kids can never get back the opportunity to relive memories of family vacations because they weren't given the opportunity to have them. If you have never been in this circumstance, it may be difficult for you to understand the monumental importance of having your entire family have at least one annual vacation time together, even if it is staying home and enjoying the natural wonders of our own valley. Changing the timing of our spring breaks permits a large portion of our working families to enjoy one opportunity to spend vacation time together. For my family, it is too late, but for all of the others growing up here, please give everyone the opportunity to have a little quality family time together. Sincere, Carol Kessler</p>
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Letters to Board of Trustees

1/8/2014

12/11/13	2:44 PM	Whitney Royster	<a href="mailto:wnroyster@yahoo.com">wnroyster@yahoo.com</a>	X	Parent of K student at JES	<p>Dear School Board Trustees: Thank you for your continued work on the timing of Spring Break. I know it's impossible to please everyone and I trust in your judgement to do what's best for teachers, students and families. I am writing to speak for those of us in the community who are not beholden to the Jackson Hole Mountain Resort and its seasons. If you are reexamining Spring Break in Teton County, I'd encourage you to remember the point of Spring Break is to give students and teachers a "break" from the rigors of the classroom. As such, pushing it back two more weeks would make the stretch between January and April three full months with no significant breaks. Then students would return from break mid-April, attend classes for about 6 more weeks and be done. It strikes me that any shifting of Spring Break should actually be tilted more toward March to make it a true break. Similarly, if you are reconsidering the break, I'd encourage you to consider splitting the two continuous weeks into two separate weeks - one in February and one perhaps after the Resort closes in April. This seems to complement the idea of a "break" for students and teachers. All employers have to negotiate the loss of employees during times of school breaks, should families have the privilege to choose to travel. This is not something unique to businesses directly involved in the ski economy. Thank you for your consideration. Whitney Royster - Parent of Kindergarten Student at JES</p>
12/12/13	12:14 PM	Tom Caruso	<a href="mailto:tom@blackdiamondmoving.com">tom@blackdiamondmoving.com</a>	X	Service Industry	<p>I am writing this in support of the potential to align spring break &amp; the school calendars for 2015 with the Jackson off season &amp; closure of JHMR. With JHMR being one of the major employers of the county &amp; a very large percentage of our job pool being tied to the service industry it makes sense for kids to have their time off when they have a better chance of being able to spend it with their families. Please consider our community and the unique nature of our seasonal employment and align our children's schedule with those off their working parents. Thank you, Tom Caruso</p>

Letters to Board of Trustees

1/8/2014

12/12/13	12:14 PM	Kit DesLauriers	<a href="mailto:kit@kitdski.com">kit@kitdski.com</a>		Professional Athlete/Skier	To whom it may concern: As a parent of two young children (Pre-K and K) and a resident of Teton Village, I'm unable to attend the meeting this evening, nor can my husband due to work obligations. I'm writing now to voice my support of changing the TCSD Spring Break to begin two weeks later than it currently does so that the beginning of Spring Break coincides with the closing of the JHMR and ski season in general. My husband and I work in the ski and tourism industry, Rob as a principal in the Teton Mountain Lodge and Hotel Terra, while I am a professional skier and member of The North Face Global Athlete Team. Just this year, we have been faced with the decision of what to do about Spring Break now that we have a Kindergartner. As a family, we've decided that we are not willing to sacrifice our careers just because the school district has set the Spring Break calendar to be in late March and early April, which are still significantly busy work times for us. The result of our decision is TBD, whether our family will be able to take a Spring vacation together or not. Please consider not only those who work at the Jackson Hole Mountain Resort, but also those of us who work in various other areas of the winter economy as this topic comes up for a vote. Besides our work, the kids don't deserve to come home from spring Break to begin the outdoor soccer season in a full on snowstorm like happened in April of 2013! Let's take vacation when the natural environment around us wants us to – the second and third weeks of April, so that we have a chance to start flower seeds indoors when we get home, not continue to shovel our driveways out from feet of snow that we wish we could have enjoyed. Sincerely, Kit
12/12/13	12:18 PM	Joel DiPaola	<a href="mailto:joelandtrisa@aol.com">joelandtrisa@aol.com</a>	X		I <u>support</u> aligning the schools' spring break schedule with the closure of JHMR and local businesses "off season"!
12/12/13	12:18 PM	Jessica Egengerger	<a href="mailto:Jessica.egenberger@jacksonhole.com">Jessica.egenberger@jacksonhole.com</a>	X	JHMR Employees	To whom it may concern: Just want to weigh in regarding the discussion of changing TCSD spring break. I work for JHMR and my husband works for Teton Mountain Lodge. It is very hard for us when the TC schools close for spring break. It is still a very busy time for both of us at work since the resort is in full swing. We are not able to take time off while he is off. We have to arrange for other care and since it is temporary it is very expensive. We usually put him in ski school, but it is asked that employees try not to do this since it is already an overly busy time for the resort and kids ranch. It also would be nice to take a family vacation without having to take our son out of school when we both have time off after the resort and surrounding businesses have closed for off season. Thank you in advance for your consideration.
12/12/13	12:18 PM	Valerie Luckey	<a href="mailto:vluckey@wyoming.com">vluckey@wyoming.com</a>			To whom it may concern: I support the change of spring break 2015 to coincide with the closure of JHMR. Valerie Luckey

Letters to Board of Trustees

1/8/2014

12/12/13	12:19 PM	Mary Sharood, Burs MacLeod, KC and Layton MacLeod	<a href="mailto:rmacleod@wyoming.com">rmacleod@wyoming.com</a>	X		<p>To whom it may concern: My family would like to express our strong support for aligning the school spring break calendar with the closure of JHMR. It would be lovely for our family to enjoy spring break together, currently not possible with the timing of the vacation. In the past we have taken the kids out of school so that we can have a family vacation, clearly not an ideal arrangement.</p> <p>Please do consider this change; I feel it would benefit many families who either work at the resort or who are skiers and have sacrificed to buy season passes and want to use them for the entire season. Thank you so much for your time.</p>
12/12/13	12:19 PM	JoAnn Hoff	<a href="mailto:jhoff@wyoming.com">jhoff@wyoming.com</a>	X	Village employee and parent of 1st grade JES student	<p>To whom it may concern: I fully support realigning TCSD Spring Break 2015 to coincide with the closure of JHMR and the 'off season'. My husband is a seasonal employee at JHMR and now that our son is in elementary school, taking a spring vacation requires my son to miss school. The village closing is a significant change of season and mind-set for our community, making this the perfect time for a school break. Please consider the positive impact this will have on many members of our community. Thank you for your time.</p>
12/12/13	12:22 PM	Laura Cuddie	<a href="mailto:laura.cuddie@fourseasons.com">laura.cuddie@fourseasons.com</a>		Regional Director of Residences - Four Seasons Resort	<p>I am writing this in support of the potential to align spring break &amp; the school calendars for 2015 with the Jackson off season &amp; closure of JHMR. With JHMR being one of the major employers of the county &amp; a very large percentage of our job pool being tied to the service industry it makes sense for kids to have their time off when they have a better chance of being able to spend it with their families. Four Seasons also closes for a few weeks when JHMR closes and it would be very beneficial financially and socially to many of our employees if their kids were off school during the Resort closure. Currently many of our employees have to pay for additional child care during spring break because they have to work while the Resort is at its busiest. Please consider our community and the unique nature of our seasonal employment and align our children's schedule with those off their working parents. Thank you, Laura Cuddie</p>
12/12/13	1:36 PM	Kathy Kline	<a href="mailto:kathy@gildayarchitects.com">kathy@gildayarchitects.com</a>	X	Gilday Architects	<p>Hi Mort. Would you mind forwarding me the petition attachment? Thank you. Kathy Kline</p>
12/12/13	1:37 PM	Jim Fini	<a href="mailto:jfinit@enservio.com">jfinit@enservio.com</a>			<p>Petition to change Spring Break. The undersigned are requesting that the TCSD #1 Board of Trustees consider a change in the timing of Spring break 2015 and thereafter for Teton County schools. Specifically we are asking that the two week Spring break be the first 2 full weeks in April to better coincide with the closure of JHMR and other businesses for the "off season". The 2014 school calendar is already set and Spring Breakers will be returning just as the ski resort closes. Many people in Teton County will not have a vacation that coincides with their children's.</p>

Letters to Board of Trustees

1/8/2014

12/12/13	1:54 PM	Corie Bauman	<a href="mailto:corie.bauman@fourseasons.com">corie.bauman@fourseasons.com</a>		Asst Mgr Four Seasons Resort	I am writing this in support of the potential to align spring break & the school calendars for 2015 with the Jackson off season & closure of JHMR. With JHMR being one of the major employers of the county & a very large percentage of our job pool being tied to the service industry it makes sense for kids to have their time off when they have a better chance of being able to spend it with their families. I work at the Four Seasons and we align the closure of our hotel with JHMR's closure of the mountain. So having spring break be in conjunction with the closure of most things in the valley, would be hugely beneficial to a majority of working parents. My daughter will be starting school soon enough and this would be a positive impact on our family. Please consider the unique nature of our seasonal employment and schedules of the working parents in Jackson Hole. Thank you. Corie Bauman
12/12/13	3:14 PM	Aaron Neindel	<a href="mailto:Aaron.Heindel@FourSeasons.com">&lt;Aaron.Heindel@FourSeasons.com&gt;</a>		Four Seasons Hotel	I would love to see the dates for spring break change to correspond with the closure of the mountain. Every year I miss out on spending time with my kids as our closure is during the month of April and beginning of May. It becomes quite frustrating when my place of work only allows extended vacation times during our seasonal closures and they do not correspond with the school schedule. While our kids do not attend the public school system, our school schedule is set off the County school calendar since some students have siblings in the public school system. Thanks for bringing this issue to the public and hopefully a vote.
12/12/13	4:40 PM	Emily Flanagan	<a href="mailto:emily.flanagan@jhsir.com">emily.flanagan@jhsir.com</a>	X	Service Industry	I apologize for not getting this to you yesterday before your meeting but I really want to share with you my support in moving the Spring Break back. I grew up in Jackson and for every year I can remember one thing seemed constant Spring Break was the last week of March and first week of April. Moving this to after the time the ski hill closes makes so much sense. I've never understood why in a resort town, where so many of our parents rely on the resort for their jobs, we've not coordinated the children's' break with one that works for the parents. Plus there is now a conflict with Hill Climb. If you combine the employees of the JHMR and those that are tied to the service industry it seems logical for kids to have their time off when they have a better chance of being able to spend it with their families. Activities during the current spring break are extremely limited, to have the option available for kids to be with their parents rather than parents trying to find, and pay, for outside childcare I think we can agree is ideal. I'm just not sure why there appears to be a resistance to such a move and why it hasn't been done sooner. Please consider the alignment of our children's schedule with those of their working parents. Thank you, Emily E Flanagan (mother of three) Sales Associate The Edingtons at Sotheby's Jackson Hole Sotheby's International Realty Jackson Hole, Wyoming





**TIME IN SCHOOL**  
 Jackson Hole High School  
 2014- 2015

School Day: First Bell: 8:54 am

Last Bell: 3:50 pm

(A) School Name	(B) Length of school day	(C) Total Number of minutes a day	(D) Recess Time: Total Minutes am & pm	(E) Lunch Time: Total minutes	(F) Other Non instructional Time: Total Minutes	(G) Total non-instructional time: minutes per day (add columns D, E, & F)
JHHS	6 hours 56 minutes	416 min	0	34 min	0	34 min
Notes				All consistent		

(K) Total number of minutes a day  (same as column C)	(L) Total minutes non instructional Time  (same as column G)	(M) Total instructional minutes a day  (subtract column L from column K)	(N) Number of student-teacher contact days a year	(O) Total minutes a year  (multiply column M by column N)	(P) Total early release day minutes  (multiply number of early release days times the number of minutes missed)	(Q) Total minutes a year  (subtract column P from column O)	(R) Total hours a year  (Divide column Q) by 60 to determine hours per year)	(S) Are the required number of hours met?
416 min	34 min	382	173	66,086 min	0	66,086 min	1101	YES
Notes							1100 minimum hours	

Please attach daily/weekly schedule

## JACKSON HOLE HIGH SCHOOL 2014-2015 Class Schedule

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>1<sup>st</sup> Period 8:54-9:44</b>	<b>1st Block 8:54-10:24</b>	<b>2nd Block 8:54-10:24</b>	<b>1<sup>st</sup> Period 8:54-9:44</b>	<b>1<sup>st</sup> Period 8:54-9:44</b>
<b>2<sup>nd</sup> Period 9:48-10:38</b>			<b>2<sup>nd</sup> Period 9:48-10:38</b>	<b>2<sup>nd</sup> Period 9:48-10:38</b>
<b>3<sup>rd</sup> Period 10:45-11:35</b>	<b>3rd Period Block 10:33-12:08</b>	<b>4th Period Block 10:33-12:08</b>	<b>3<sup>rd</sup> Period 10:45-11:35</b>	<b>3<sup>rd</sup> Period 10:45-11:35</b>
<b>4<sup>th</sup> Period 11:39-12:34</b>			<b>4<sup>th</sup> Period 11:39-12:34</b>	<b>4<sup>th</sup> Period 11:39-12:34</b>
<b>LUNCH 12:34-1:08</b>	<b>LUNCH 12:08-12:42</b>	<b>LUNCH 12:08-12:42</b>	<b>LUNCH 12:34-1:08</b>	<b>LUNCH 12:34-1:08</b>
<b>5<sup>th</sup> Period 1:12-2:02</b>	<b>5th Period Block 12:46-2:16</b>	<b>6th Period Block 12:46-2:16</b>	<b>5<sup>th</sup> Period 1:12-2:02</b>	<b>5<sup>th</sup> Period 1:12-2:02</b>
<b>6<sup>th</sup> Period 2:06-2:56</b>			<b>6<sup>th</sup> Period 2:06-2:56</b>	<b>6<sup>th</sup> Period 2:06-2:56</b>
<b>7<sup>th</sup> Period 3:00-3:50</b>	<b>7th Period Block 2:20-3:50</b>	<b>College Ready 2:20-3:50</b>	<b>7<sup>th</sup> Period 3:00-3:50</b>	<b>7<sup>th</sup> Period 3:00-3:50</b>



## TIME IN SCHOOL

Summit High School

2014- 2015

School Day: First Bell: 8:50

Last Bell: 3:45

(A) School Name	(B) Length of school day	(C) Total Number of minutes a day	(D) Recess Time: Total Minutes am & pm	(E) Lunch Time: Total minutes	(F) Other Non instructional Time: Total Minutes	(G) Total non-instructional time: minutes per day (add columns D, E, & F)
SHS	6 hrs 55 min	415 min	0	30 minutes	0	30 minutes
Notes				12:05 - 12:35 (2 days) 12:30 - 1:00 (3 days)		

(K) Total number of minutes a day  (same as column C)	(L) Total minutes non instructional Time  (same as column G)	(M) Total instructional minutes a day  (subtract column L from column K)	(N) Number of student-teacher contact days a year	(O) Total minutes a year  (multiply column M by column N)	(P) Total early release day minutes  (multiply number of early release days times the number of minutes missed)	(Q) Total minutes a year  (subtract column P from column O)	(R) Total hours a year  (Divide column Q) by 60 to determine hours per year)	(S) Are the required number of hours met?
415 min	30 minutes	385	173	66,605 min	0	66,605	1110.1	yes
Notes							1100 minimum hours	

Please attach daily/weekly schedule

**SUMMIT HIGH SCHOOL**  
**2014-2015 Class Schedule**

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<b>1<sup>st</sup> Period</b> <b>8:50-9:45</b>	<b>1st Period Block</b> <b>8:50-10:25</b>	<b>2<sup>nd</sup> Period Block</b> <b>8:50-10:25</b>	<b>1<sup>st</sup> Period</b> <b>8:50-9:45</b>	<b>1<sup>st</sup> Period</b> <b>8:50-9:45</b>
<b>2<sup>nd</sup> Period</b> <b>9:50-10:40</b>			<b>2<sup>nd</sup> Period</b> <b>9:50-10:40</b>	<b>2<sup>nd</sup> Period</b> <b>9:50-10:40</b>
<b>3<sup>rd</sup> Period</b> <b>10:45-11:35</b>	<b>3rd Period Block</b> <b>10:35-12:05</b>	<b>4th Period Block</b> <b>10:35-12:05</b>	<b>3<sup>rd</sup> Period</b> <b>10:45-11:35</b>	<b>3<sup>rd</sup> Period</b> <b>10:45-11:35</b>
<b>4<sup>th</sup> Period</b> <b>11:40-12:30</b>			<b>4<sup>th</sup> Period</b> <b>11:40-12:30</b>	<b>4<sup>th</sup> Period</b> <b>11:40-12:30</b>
<b>LUNCH</b> <b>12:30-1:00</b>	<b>LUNCH</b> <b>12:05-12:35</b>	<b>LUNCH</b> <b>12:05-12:35</b>	<b>LUNCH</b> <b>12:30-1:00</b>	<b>LUNCH</b> <b>12:30-1:00</b>
<b>5<sup>th</sup> Period</b> <b>1:05-1:55</b>	<b>5th Period Block</b> <b>12:40-2:10</b>	<b>6th Period Block</b> <b>12:40-2:10</b>	<b>5<sup>th</sup> Period</b> <b>1:05-1:55</b>	<b>5<sup>th</sup> Period</b> <b>1:05-1:55</b>
<b>6<sup>th</sup> Period</b> <b>2:00-2:50</b>			<b>6<sup>th</sup> Period</b> <b>2:00-2:50</b>	<b>6<sup>th</sup> Period</b> <b>2:00-2:50</b>
<b>7<sup>th</sup> Period</b> <b>2:55-3:45</b>	<b>7th Period Block</b> <b>2:15-3:45</b>	<b>8<sup>th</sup> Period Block</b> <b>2:15-3:45</b>	<b>7<sup>th</sup> Period</b> <b>2:55-3:45</b>	<b>7<sup>th</sup> Period</b> <b>2:55-3:45</b>

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT:   Uinta #4  

DISTRICT CONTACT:   Jeff Newton, Superintendent  

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
Cover Letter requesting an alternative Schedule	<b>Letter from Superintendent Newton Submitted 3-17-14</b>
Education objectives (How will students benefit from this alternative schedule?)	<b>Narrative from Superintendent Newton Submitted 3-17-14</b>
Description of the schedule(s) and a copy of the calendar(s)	<b>Narrative from Superintendent Newton with attachments Submitted 3-17-14</b>
Method of evaluating how student learning has improved	<b>Narrative from Superintendent Newton Submitted 3-17-14</b>
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	<b>Narrative from Superintendent Newton with attachments Submitted 3-17-14</b>
Copy of public comment records	<b>Narrative from Superintendent Newton with attachments Submitted 3-17-14</b>
Length of waiver (circle one) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• 2 years</li> </ul>	<b>2 years: 2014-2015 and 2015-2016 Submitted 3-17-14</b>
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary           900 hours</li> <li>• Mid/Jr. High       1050</li> <li>• High School       1100</li> </ul>	<b>Narrative from Superintendent Newton with attachments Submitted 3-17-14</b>

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

# Uinta County School District No. Four

P.O. Box 130, Mountain View, WY 82939  
(307)782-3377 ext 201 or (307)782-6341 ext 201  
Fax (307) 782-6879

Jeffrey M. Newton  
Superintendent

Brian Aragon  
Wyoming Department of Education  
Hathaway Building, 2<sup>nd</sup> Floor  
2300 Capitol Avenue  
Second Floor  
Cheyenne, WY 82002-2060

March 17, 2014

Dear Brian,

Please accept Uinta County School District Four's request for an alternative calendar for a two year period beginning with the 2014-2015 school year. We enthusiastically make this request based on the promising experiences we have had since the 2009-2010 school year with a similar alternative calendar. All required documentation is attached.

Uinta County School District No. Four has implemented a similar 165 student day calendar since the 2009-2010 school year and it has resulted in very favorable improvements to student and staff attendance, student achievement, and staff development opportunities. It has been viewed as very beneficial by staff and community members alike. In fact, when analyzing survey data over the past three years, only two percent of staff and nine percent of parent and community members preferred returning to the traditional 175 student day calendar.

The school district believes that the alternative calendar will continue to provide a substantial increase in learning opportunities for our students. Please submit this application to the State Board of Education requesting authorization. The Uinta County School District Four Board of Trustees, by formal action at the January 14, 2014 board meeting, authorized this alternative calendar request. We look forward to your review and approval of this request. If additional information is needed, please contact me immediately.

Sincerely,



Jeffrey M. Newton  
Superintendent, Uinta County School District Four

The State of Wyoming will provide Hathaway Merit and Needs Based Scholarship to all eligible Wyoming Students attending the University of Wyoming or Wyoming community colleges.

Excellence In Teaching...Opportunity through Learning

## *Education Objectives (How will students benefit from this alternative schedule)?*

Historically, Uinta 4 has struggled with a traditional 175 day calendar because of the loss of instruction time typical of many small schools due to school activities and parental appointments that often occur on Fridays. For the past five years we have implemented a 165 day calendar that allowed us to not be in session during most of the highest absentee Fridays of the year. The benefits we have experienced by implementing a 165 day calendar since 2009-2010 represent the educational objectives for our alternative calendar for 2014-2015 and 2015-2016 school years. The alternative calendar is designed to allow certified instructors to have more quality time with their students. The basic premise of this calendar is to have teachers and students in the building at the same time as much as possible, whenever possible. Below you will find our specific objectives regarding improved student learning opportunities and attendance:

- Improve Student Learning Opportunities
  - More student contact time with certified classroom teachers which means less time with substitute teachers
  - Teacher collaboration for instructional design results in better instructional delivery
  - More focused instruction
  - Fewer interruptions to instruction
  - Mentoring opportunities for new teachers result in continuous improvement
  - Better student attendance results in more consistent reception of instruction
  - Better staff development results in better instructional design and delivery
  - Staff training opportunities gained without loss of instruction time
  
- Improve Student Attendance and Staff Attendance
  - School will not be in session for Friday activities that result in high student and staff absenteeism (state culminating events, for example)
  - Parents and staff can schedule appointments on non-instructional Fridays
  - Elimination of half-days: Parents, students, and staff members have historically questioned the quality of instruction and learning on half days.

Additionally, the district will once again require the teachers to be fully engaged in planning, collaboration and learning during the established staff development days that are scheduled during these Fridays off. These staff development days represent powerful learning opportunities that lead to better instructional design and delivery that ultimately benefits student learning. Below you will find specific objectives regarding staff development:

- Increase and Improve Staff Development Opportunities
  - Collaborative Planning Time
  - Department Meetings
  - School Improvement Planning and Assessing
  - Progress Monitoring/Assessment Data Analysis
  - READ 180 Training
  - RTI and PBIS Training
  - K-5 Walk to Read Planning and Implementation
  - ACT Training
  - NCA Accreditation Preparation
  - PAWS Preparation
  - Language Arts Curriculum Revision and Implementation
  - Curriculum Mapping/Scope and Sequence Documentation
  - Compliance training including but not limited to
    - Bullying Training
    - Seclusion and Restraint Training
    - CPR/First Aid Training
    - Concussion Training
    - Mandatory Reporter Training
    - FERPA Training
    - Blood Borne Pathogens
    - Sexual Harassment
  - Ongoing professional development extended throughout the year
  - Individualize professional development learning communities

### ***Description of the schedule(s) and a copy of the Calendar(s).***

Similar to the calendar we have had in place since the 2009-2010 school year, this alternative calendar will consist of 165 days of instruction rather than the traditional 175 days of instruction. The reduction of days will allow us to target the highest absentee Fridays throughout the year as non-instructional.

Beginning next school year (2014-15) our K-5 and 6-8 buildings will be configured as two schools under one roof. Their school day will start at 8:00 AM and will be completed at 3:15 PM. Historically, the elementary schools and middle school in the district have exceeded the required hours for a year (900 and 1050 respectively). The high School will continue to see a difference in the length of their day to meet the statutory requirement of 1100 hours. This increased time still fits well within the district's operations, however.

The high school students will start their day at 8:00 AM and complete instruction by 3:20 PM. These times align with current transportation schedules so there will be minimal district wide disruption for students (see attached bell schedules).

**Summary:**

K-12 Student Contact Days: 165

K-12 Teacher Contract Days: 180

Mountain View High School

- School Day: 8:00 AM until 3:20 PM
- Annual Instructional Time: 1,102.75 hours (excluding lunch)

Mountain View Middle School

- School Day: 8:00 AM until 3:15
- Annual Instructional Time: 1,113.75 hours (excluding lunch)

Mountain View K-5

- School Day: 8:00 AM until 3:15 PM
- Annual Instructional Time: 1,113.75 hours (excluding lunch)

***Method of evaluating how student learning has improved.***

Uinta County School District 4's assessment system currently uses the Measurement of Academic Progress (MAPS), the Proficiency Assessment of Wyoming Students (PAWS), and the ACT suite. These three assessments serve different purposes but are essentially used to establish and measure learning goals for the students. The district has developed a process in which MAPS is used in the fall, winter and spring to measure student growth throughout a particular year and also from year to year. Analyzing the scores for these three assessment windows allows the district to gauge growth of student performance. The district also participates in the State of Wyoming Student Proficiency Assessment (PAWS) for grades 3-8 and the ACT suite for grades 9-11. We review the results of our PAWS and ACT suite data when available and compare the results with previous year's data. Additionally, each classroom teacher administers formative assessments that are linked to the state standards. The instructors use the information from these formative assessments to gauge student learning and determine if additional assistance and intervention is required. Finally, Uinta 4 will utilize the data produced by the School Performance Report as part of the Wyoming Accountability in Education Act to further evaluate if student learning has improved. Specifically, data pertaining to achievement,

growth, equity, participation rates, and readiness scores will be evaluated for this purpose.

***Evidence that at least 2 advertised public meetings were held prior to submission of the proposal.***

The first public meeting was advertised and held on February 11, 2014 at 7:45 p.m. Advertisement was provided via the Bridger Valley Pioneer, our district web site, and building level mailings to parents. Parents and community members were provided a copy of the alternative calendar and the calendar had also been posted on our district web site beginning in January.

The second public meeting was advertised and held on March 11, 2014 at 7:45 p.m. Advertisement was conducted in the same fashion as our February meeting.

Additionally, the district created alternative calendar survey centers in each building during our spring Parent Teacher Conferences that afforded parents an opportunity to take our alternative calendar survey on-line. Staff members had taken a similar survey in January. Furthermore, an on-line survey link for all staff, parents, and community members was available on our district web site beginning in February (see attachments for all survey results). Historical staff and parent/community survey results were shared at the February 11<sup>th</sup> and March 11<sup>th</sup> public meetings.

These public meetings on February 11<sup>th</sup> and March 11<sup>th</sup> were held in conjunction with our regularly scheduled board meetings. This afforded the Board of Trustees an opportunity to participate in the process and hear questions and concerns from the public regarding the proposed alternative calendar.

***Copy of Public Comment records:***

The first public meeting was held on February 11, 2014. There were twenty one people in attendance. The public's comments (see attached meeting minutes, sign-in sheet, and advertisement) were very positive. Questions were raised regarding how the district can utilize the non- instructional Fridays off for student enrichment and tutoring. Staff members also commented on how "common sense" this alternative calendar seems to be.

The second public meeting was advertised and held on March 11, 2014. There were nineteen people in attendance. The public comments (see attached minutes, sign-in sheet and advertisement) were once again very positive. One particular staff member made the comment that Uinta 4 has the best school calendar by far than any other district he had worked at in Oregon or Idaho. Another attendee mentioned that he liked how quality instruction is not sacrificed due to events like state basketball because we don't schedule school on that Friday and make up the time throughout the year when teachers and students will actually be in school.

Additionally, some of the best public comments were gathered via our staff surveys and parent/community surveys. Overall, the comments were very positive. Most notably, only 2 % of our staff members and 9 % of our parent/community members would prefer to return to the traditional 175 day calendar that Uinta 4 last had in place in 2008-09. Additionally, 61% of our staff and 61% of our parent/community members stated that this alternative calendar provided more advantages than disadvantages. These survey results speak for themselves (see attached surveys).

***Length of waiver (circle one)***

At this time Uinta County School District Four is requesting an alternative calendar for a two year period, 2014-2015 and 2015-2016.

- 1 year
- 2 year

***Evidence of meeting required hours:***

*All required documentation to exhibit the district's commitment to meeting the established yearly hours will be completed and all assurances provided in state reporting documents.*

**Mountain View K-5 900 hours required:** Even with the reduction of these ten days the elementary time still dramatically exceeds the established criteria of hours so adjustments are not required.

- School Day: 8:00 AM until 3:15 PM
- Annual Instructional Time: 1,113.75 hours (excluding 30 minute lunch)  
165 days x 6 hour 45 minutes/day = 1113.75 hours

**Middle School 1050 hours required:** The middle school will also greatly exceed the required hours:

- School Day: 8:00 AM until 3:15 PM
- Annual Instructional Time: 1,113.75 hours (excluding 30 minute lunch)  
165 days x 6 hour 45 minutes/day = 1113.75 hours

**High School 1100 hours required:** A lunch time will be included in this schedule but not counted as instruction time. The length of the school will be formatted to meet all of the requirements regarding yearly hours of instruction.

- School Day: 8:00 AM until 3:20 PM
- Annual Instructional Time: 1102.75 hours (excluding 39 minute lunch)  
165 days x 6 hour 41 minutes/day = 1102.75 hours

# 2014-2015 Academic Year

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



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



1 New Year's Day  
19 Martin Luther King's Birthday

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



1 No School-Labor Day  
2 Students' First Day

FEBRUARY						
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



14 Valentine's Day  
16 George Washington's Birthday

OCTOBER						
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		



13 Columbus Day  
31 Halloween

MARCH						
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				



8 Daylight Saving Time starts  
17 St. Patrick's Day

NOVEMBER						
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						



2 Daylight Saving Time ends  
11 Veterans Day  
27 Thanksgiving Day

APRIL						
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		



5 Easter  
22 Earth Day

DECEMBER						
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			



7 Pearl Harbor Day  
25 Christmas Day  
31 New Year's Eve

MAY						
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						



10 Mother's Day  
16 Armed Forces Day  
25 Memorial Day

- Staff Required Day-No Students
- No School
- Staff Optional Day-No Students
- Staff Optional Day/or PTC-No Students
- PTC Required-No Students
- 1st and Last Day/Students
- End of Trimester

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				



14 Flag Day  
21 Father's Day

# **UINTA SCHOOL DISTRICT NO. FOUR COMMUNITY SCHOOL CALENDAR MEETING**

**FEBRUARY 11, 2014**

**7:45 P.M.**

## **DISTRICT OFFICE BOARD ROOM**

**1. *Proposed 2014-2015 Calendar***

**2. *Purpose of the Alternative Calendar***

- **Improve Student Learning Opportunities**
  - More student contact time with certified classroom teachers
  - Teacher collaboration for instructional design results in better instructional delivery
  - More focused instruction
  - Fewer interruptions to instruction
  - Mentoring opportunities for new teachers result in continuous improvement
  - Better student attendance results in more consistent reception of instruction
  - Better staff development results in better instructional design and delivery
  - Staff training opportunities gained without loss of instruction time
  
- **Increase and Improve Staff Development Opportunities**
  - Collaborative Planning Time
  - Department Meetings
  - School Improvement Planning and Assessing
  - Progress Monitoring/Assessment Data Analysis
  - READ 180 Training
  - RTI and PBIS Training
  - ACT Training
  - NCA Accreditation Preparation
  - PAWS Preparation
  - Language Arts Curriculum Revision and Implementation
  - Curriculum Mapping/Scope and Sequence Documentation
  - Compliance training including but not limited to

- Bullying Training
  - Seclusion and Restraint Training
  - CPR/First Aid Training
  - Concussion Training
  - Mandatory Reporter Training
  - FERPA Training
  - Blood Borne Pathogens
  - Sexual Harassment
  - Ongoing professional development extended throughout the year
  - Individualize professional development learning communities
- Improve Student Attendance
    - Friday Activities
    - Appointments
    - Elimination of half-days
  - Improve Staff Attendance
    - Friday Activities
    - Appointments
    - Elimination of half-days
  - Eliminate Half Days
    - Eleven half days have been eliminated from our traditional calendar. This has been pleasing to both parents and staff members.

**3. *Staff Member Calendar Survey Results from January/February 2014***

**4. *Comments/Questions from Community Members***

**5. *What's next?***

- Community School Calendar Meeting on March 11<sup>th</sup> at 7:45 at the District Office
- Review parents and community member survey results from March 2014
- Submit alternative calendar request to the Wyoming Department of Education by May 1<sup>st</sup>.
- Receive two year approval from State Board of Education in June of 2014
- Analyze achievement and attendance data and submit our findings to the Wyoming Department of Education by July 2014.



# **PUBLIC NOTICE**

## **Uinta County School District No. Four**

**Community Meeting  
to be held on**

**February 11, 2014**

**@ 7:45 PM**

**Agenda Item:  
2014-2015 Alternative School Calendar**

**U.C.S.D.#4  
Board Room  
129 West 2<sup>nd</sup> Street  
Mountain View, WY**

**OFFICIAL MINUTES OF THE BOARD OF TRUSTEES  
UINTA COUNTY SCHOOL DISTRICT NUMBER FOUR  
STATE OF WYOMING**

The Board of Trustees of Uinta County District Number Four, State of Wyoming, met in special session/public hearing on Tuesday, February 11, 2014, in the Board of Trustees Room. Chairman Mark D. Walker called the meeting to order at 7:45 PM.

**Roll Call:** Present were: Chairman Mark Walker, Kelly Carpenter, Don Brunski, Deb Hovde, and Aaron Rudy.

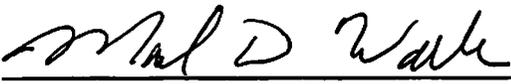
Superintendent Jeff Newton, Assistant Superintendent Kim Dolezal, Renee' Hysell, Marilyn Rudy, Randon Lawrence, Al Fisher, Ben Carr, Lane Stratton, Joe Webb, Virginia Giorgis, Darlene Giorgis and Shane Stoddard.

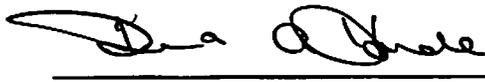
**Community Alternative School Calendar:**

Supt. Newton provided the alternative school calendar for the 2014-2015 school year. Supt. Newton reported State Statute requires two public hearings to obtain approval from the Wyoming State Board of Education for an alternative school calendar. This will be the fifth year utilizing the 165 student days and provided the parent-teacher survey, which was positively in favor of continuing with the alternative school calendar. Discussion on the parent/teacher survey-comments within the survey results provided. Supt. Newton advised the additional time for new teacher mentoring, curriculum mapping, and global compliance training conducted on non-student school days are a plus. Supt. Newton welcomed public comment.

The second public hearing is scheduled for March 11, 2014 to allow the community to voice their concerns regarding the 2014-2015 alternative school calendar.

**Adjourn:** Chairman Walker declared no further business, adjourned the meeting at 8:05 PM

**APPROVED:**   
\_\_\_\_\_  
Mark D. Walker, Chairman

  
\_\_\_\_\_  
Deb Hovde, Clerk

# **UINTA SCHOOL DISTRICT NO. FOUR COMMUNITY SCHOOL CALENDAR MEETING**

**MARCH 11, 2014**

**7:45 P.M.**

## **DISTRICT OFFICE BOARD ROOM**

1. *Proposed 2014-2015 Calendar*

2. *Purpose of the Alternative Calendar*

- **Improve Student Learning Opportunities**
  - More student contact time with certified classroom teachers
  - Teacher collaboration for instructional design results in better instructional delivery
  - More focused instruction
  - Fewer interruptions to instruction
  - Mentoring opportunities for new teachers result in continuous improvement
  - Better student attendance results in more consistent reception of instruction
  - Better staff development results in better instructional design and delivery
  - Staff training opportunities gained without loss of instruction time
  
- **Increase and Improve Staff Development Opportunities**
  - Collaborative Planning Time
  - Department Meetings
  - School Improvement Planning and Assessing
  - Progress Monitoring/Assessment Data Analysis
  - READ 180 Training
  - RTI and PBIS Training
  - ACT Training
  - NCA Accreditation Preparation
  - PAWS Preparation
  - Language Arts Curriculum Revision and Implementation
  - Curriculum Mapping/Scope and Sequence Documentation
  - Compliance training including but not limited to

- Bullying Training
  - Seclusion and Restraint Training
  - CPR/First Aid Training
  - Concussion Training
  - Mandatory Reporter Training
  - FERPA Training
  - Blood Borne Pathogens
  - Sexual Harassment
- Ongoing professional development extended throughout the year
- Individualize professional development learning communities
- Improve Student Attendance
  - Friday Activities
  - Appointments
  - Elimination of half-days
- Improve Staff Attendance
  - Friday Activities
  - Appointments
  - Elimination of half-days
- Eliminate Half Days
  - Eleven half days have been eliminated from our traditional calendar. This has been pleasing to both parents and staff members.

**3. *Parent/Community Calendar Survey Results from March 2014***

**4. *Comments/Questions from Community Members***

**5. *What's next?***

- Submit alternative calendar request to the Wyoming Department of Education by May 1<sup>st</sup>.
- Receive two year approval from State Board of Education in June of 2014
- Analyze achievement and attendance data and submit our findings to the Wyoming Department of Education by July 2014.

Alternative Calendar-Board Special Session

Uinta County School District #4

Tuesday March 11, 2014 @ 7:45 PM

Attendees:

Name	Phone #
Jeff Nantz	782-3377
Renee Nypell	782-3287
Doe Doe	782-3228
Tom Nantz	780-8379
Kelly Carpenter	747-6884
Jeff Well	787-3669
D. Nantz	747-7467
B. Nantz	782-3530
Karl Behrens	747-7717
Darlene Georgis	
Virginia Georgis	
Pam Spert	780-7817
Bob Aluis	
Marilyn Rudy	
Tarl Van Dusen	
Lore Staff	43
Kendra Laurance	
A. Nantz	
Don Bruner	



# **PUBLIC NOTICE**

## **Uinta County School District No. Four**

**Special Board Meeting  
to be held on**

**March 11, 2014**

**@ 7:45 PM**

**Agenda Item:  
Alternative Calendar for 2014-2015**

**U.C.S.D.#4  
129 West 2<sup>nd</sup> Street  
Mountain View, WY**

**OFFICIAL MINUTES OF THE BOARD OF TRUSTEES  
UINTA COUNTY SCHOOL DISTRICT NUMBER FOUR  
STATE OF WYOMING**

The Board of Trustees of Uinta County District Number Four, State of Wyoming, met in special session/public hearing on Tuesday, **March 11, 2014**, in the Board of Trustees Room. Chairman Mark D. Walker called the meeting to order at 7:50 PM.

**Roll Call:** Present were: Chairman Mark Walker, Kelly Carpenter, Don Brunski, Deb Hovde Superintendent Jeff Newton, Assistant Superintendent Kim Dolezal, Renee' Hysell, Marilyn Rudy, Randon Lawrence, Tarl Van Dusen, Al Fisher, Ben Carr, Lane Stratton, Joe Webb, Virginia Giorgis, Darlene Giorgis, Karla Behunin, Pam Sibert, Bob Alvis, Dustin Rees, and Lane Stratton.

**Community Alternative School Calendar:**

Supt. Newton provided the alternative school calendar for the 2014-2015 school year. Supt. Newton reported State Statute requires two public hearings to obtain approval from the Wyoming State Board of Education for an alternative school calendar. Supt. Newton reported 135 responses were received from community members for the survey, which was positively in favor of continuing with the alternative school calendar, but increasingly interested in a four day school week. This survey along with application for approval will be provided to the Department of Education by May 1, 2014. Discussion on the community member's survey-comments within the survey results provided. Supt. Newton advised the alternative calendar meets many goals such as half-day school elimination are a plus. Supt. Newton welcomed public comment.

**Adjourn:** Chairman Walker declared no further business, adjourned the meeting at 8:01 PM

**APPROVED:** \_\_\_\_\_

**Mark D. Walker, Chairman**

\_\_\_\_\_  
**Deb Hovde, Clerk**

**AFFIDAVIT OF PUBLICATION**

Bridger Valley Pioneer  
Lyman, Wyoming

STATE OF WYOMING

) ss.  
County of Uinta

I, Mark Tesoro, do solemnly swear that I am the publisher of the Bridger Valley Pioneer, a weekly paper of general circulation, published once a week at Lyman, Uinta County, Wyoming; that the notice attached hereto, and which is part of the affidavit, was published in said newspaper for 2 insertions, the first publication having been made on the 31 day of January A.D., 2014, and the last publication on the 7 day of February A.D., 2014; that said notice was published in a regular and entire issue of the paper(s) in which it was published; and that said notice was published in the newspaper proper, and not in a supplement.

**PUBLIC NOTICE**

Uinta County School District No. Four will be hosting community meetings on February 11 and March 11 at 7:45 p.m. in the District Board Room for the purpose of gathering feedback from community members regarding the District's proposed alternative calendar. The proposed 2014-2015 calendar will be very similar to the alternative calendar used the past five years. There will be 165 student days and 180 staff days. Community input is valued and appreciated.

PUBLISH: Jan. 31, Feb. 7, 2014

14022



Mark Tesoro, Publisher

State of Wyoming

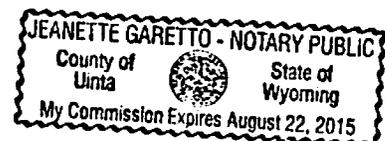
County of Uinta

Subscribed in my presence and sworn to before me on this 7 day of February A.D., 2014, by Mark Tesoro, Publisher.



(Signature of Notarial Officer)

My commission expires: \_\_\_\_\_



# Legals

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FRIDAY, JANUARY 31, 2014 — BRIDGER VALLEY PIONEER — PAGE B5

## **PUBLIC NOTICE**

Uinta County School District No. Four will be hosting community meetings on February 11 and March 11 at 7:45 p.m. in the District Board Room for the purpose of gathering feedback from community members regarding the District's proposed alternative calendar. The proposed 2014-2015 calendar will be very similar to the alternative calendar used the past five years. There will be 165 student days and 80 staff days. Community input is valued and appreciated.

***PUBLISH: Jan. 31, Feb. 7, 2014***

***14022***

FRIDAY, FEBRUARY 7, 2014 — BRIDGER VALLEY PIONEER — PAGE B7

## **PUBLIC NOTICE**

Uinta County School District No. Four will be hosting community meetings on February 11 and March 11 at 7:45 p.m. in the District Board Room for the purpose of gathering feedback from community members regarding the District's proposed alternative calendar. The proposed 2014-2015 calendar will be very similar to the alternative calendar used the past five years. There will be 165 student days and 180 staff days. Community input is valued and appreciated.

***PUBLISH: Jan. 31, Feb. 7, 2014***

***14022***

## **2014-15 Uinta 4 Bell Schedules**

### **Mountain View High School**

<b>1<sup>st</sup> hour</b>	<b>8:00-9:35</b>
<b>2<sup>nd</sup> hour</b>	<b>9:45-11:21</b>
<b>Lunch</b>	<b>11:21-12:00</b>
<b>3<sup>rd</sup> hour</b>	<b>12:00-1:35</b>
<b>4<sup>th</sup> hour</b>	<b>1:45-3:20</b>

### **Mountain View Middle School**

<b>1<sup>st</sup> hour</b>	<b>8:00-8:50</b>
<b>2<sup>nd</sup> hour</b>	<b>8:53-9:43</b>
<b>3<sup>rd</sup> hour</b>	<b>9:46-10:36</b>
<b>4<sup>th</sup> hour</b>	<b>10:39-11:30</b>
<b>Lunch</b>	<b>11:30-12:00</b>
<b>5<sup>th</sup> hour</b>	<b>12:00-12:50</b>
<b>6<sup>th</sup> hour</b>	<b>12:53-1:43</b>
<b>7<sup>th</sup> hour</b>	<b>1:46-2:26</b>
<b>Enrichment</b>	<b>2:39-3:15</b>

### **Mountain View K-5 Elementary**

<b>8:00-12:00</b>	<b>Class</b>
<b>12:00-12:30</b>	<b>Lunch</b>
<b>12:00-3:15</b>	<b>Class</b>

February 2014

Alternative Calendar Survey 2014 - Staff



1. Please select the answer that best describes the location of your current assignment.

		Response Percent	Response Count
Mountain View Elementary/Fort Bridger Elementary		51.2%	42
Mountain View Middle School		20.7%	17
Mountain View High School		28.0%	23
answered question			82
skipped question			2

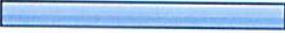
2. Please select the answer that best describes your working assignment.

		Response Percent	Response Count
classroom teacher		59.0%	49
administrator		4.8%	4
paraprofessional		13.3%	11
support staff		22.9%	19
answered question			83
skipped question			1

**3. On required staff development days, I participated in the following activities (choose all that apply)**

		Response Percent	Response Count
learning centers		25.6%	20
Curriculum/Assessment		59.0%	46
collaborative planning		65.4%	51
individual classroom planning		74.4%	58
training specific to my assigned area		73.1%	57
staff meetings		83.3%	65
other assigned activities (specify) _____		19.2%	15
		answered question	78
		skipped question	6

**4. I prefer the following school calendar (select only one)**

		Response Percent	Response Count
A traditional 175 student day/185 staff day calendar (similar to 2008-2009)		2.4%	2
A 165 student day/180 staff day calendar (similar to the past five years)		54.2%	45
An approximately 145 student day/approximately 170-180 staff days-to be determined (4 day week for students)		43.4%	36
		answered question	83
		skipped question	1

**5. This year's alternative calendar has provided (choose one answer)**

		Response Percent	Response Count
More advantages than disadvantages		61.4%	51
More disadvantages than advantages		9.6%	8
Neither advantages or disadvantages		28.9%	24
answered question			83
skipped question			1

**6. Please list any advantages experienced as a result of this year's alternative calendar.**

	Response Count
	37
answered question	37
skipped question	47

**7. Please list any disadvantages experienced as a result of this year's alternative calendar.**

	Response Count
	31
answered question	31
skipped question	53

**Q6. Please list any advantages experienced as a result of this year's alternative calendar.**

1	The ability for more team collaboration, as well as the opportunity to support extracurricular activities.	Feb 10, 2014 10:45 AM
2	coaching travel days, don't have to worry about sub plans	Feb 6, 2014 9:12 AM
3	More time to do guided practice, especially in writing.	Feb 5, 2014 5:13 AM
4	schedule Dr. appointments, trips to see grandkids	Feb 1, 2014 12:44 PM
5	Students and teachers miss less days of school for sports related activities.	Jan 29, 2014 9:20 AM
6	Keeps students fresh, they seem to miss less school	Jan 29, 2014 7:24 AM
7	An alternative calendar is helpful, by opinion, to allow for times when there are plenty of activities going on. When attendance is low it makes sense to not have school. I love that we have two weeks at Christmas and a full week at spring break!	Jan 28, 2014 9:38 AM
8	Time for PD, Accreditation, PBIS, School Improvement Plans, etc.	Jan 28, 2014 8:57 AM
9	I am able to attend all of the events and activities for my high school aged child.	Jan 27, 2014 2:04 PM
10	My daughter doesn't miss alot of school for sporting events.	Jan 27, 2014 1:32 PM
11	Ben here. I feel like our current calendar is a nice hybrid of the four/five day week debate. As we have discovered, it is flexible, and we are able to prioritize the necessary days for staff development. I feel like we are able to honor the needs of our high school coaches, where their students do not have substitutes, just because a teachers happens to coach. I appreciate the additional time in class for students without substitutes.	Jan 27, 2014 1:12 PM
12	CAN PLAN DR. APPTS	Jan 27, 2014 12:15 PM
13	Planning time, grading time	Jan 27, 2014 12:11 PM
14	Less student absences.	Jan 27, 2014 11:26 AM
15	Students miss less days because of scheduling PD days on the days of student activities.	Jan 27, 2014 10:47 AM
16	It is very beneficial for those students gone on friday's activities.	Jan 27, 2014 10:26 AM
17	Having days off when attendance would be an issue. Being able to use optional days to get ahead in the classroom or using them for appointments. Having the months broken up to allow for teachers to get caught up in the classroom (professional days).	Jan 27, 2014 10:19 AM
18	longer spring break	Jan 27, 2014 10:11 AM
19	days off are added to the weekend, its easier to travel to Salt Lake for an appointment on Friday	Jan 27, 2014 10:00 AM
20	dr appts without taking days off	Jan 27, 2014 10:00 AM

**Q6. Please list any advantages experienced as a result of this year's alternative calendar.**

- |    |   |                      |
|----|---|----------------------|
| 21 | I am able to get alot of exta things done than on a daily basis.  | Jan 27, 2014 9:59 AM |
| 22 | Personally, I like the Fridays off, as I can schedule dr. appointments and such without missing school. That said...I'm not here to serve my personal interests.                            | Jan 27, 2014 9:57 AM |
| 23 | Great for athletics and missing school days.  | Jan 27, 2014 9:38 AM |
| 24 | I feel students and teachers are more focused and productive on 4 day weeks.  | Jan 27, 2014 9:37 AM |
| 25 | Ending before June 1st. Thanksgiving break is good  | Jan 27, 2014 9:36 AM |
| 26 | It is helpful to start after Labor Day, also it has been helpful to plan appointments on the Friday's we have off.  | Jan 27, 2014 9:35 AM |
| 27 | I could attend and help out with more sport activities  | Jan 27, 2014 9:25 AM |
| 28 | Days off for students to attend sporting activities   | Jan 27, 2014 9:20 AM |
| 29 | Longer holiday breaks to travel   | Jan 27, 2014 9:13 AM |
| 30 | I enjoy a little extra planning time and staff time on the fridays we have staff days.  | Jan 27, 2014 9:10 AM |
| 31 | Wayne Calendar presentation that gave a lot of insight on RTI   | Jan 27, 2014 9:06 AM |
| 32 | Able to schedule appointments for days off; Fewer missed days for students because they can schedule appointments for days off  | Jan 27, 2014 8:58 AM |
| 33 | Built in SD days throughout the year are great.   | Jan 27, 2014 8:58 AM |
| 34 | less time missed for students, work options on some Fridays for staff (can use optional days for appts., etc.)  | Jan 27, 2014 8:55 AM |
| 35 | Having time to work in the classroom to get ready as well as complete the paperwork that has been piling up really is beneficial. I also like having the time to collaborate with teachers. | Jan 27, 2014 8:55 AM |
| 36 | A good balance of PD throughout the year. PD more building specific   | Jan 27, 2014 8:25 AM |
| 37 | This calendar focuses on maximizing the amount of time a student is with their regular teacher, not a sub. That makes sense   | Jan 27, 2014 8:22 AM |

**Q7. Please list any disadvantages experienced as a result of this year's alternative calendar.**

1	Staff development days are on days that I would like to be off for the activities that are planned. Like State Football, basketball. I have to take a leave day to go to those activities.	Feb 7, 2014 11:05 AM
2	Large gaps of time between instruction over breaks and weekends.	Feb 5, 2014 5:13 AM
3	none	Feb 1, 2014 12:44 PM
4	Not enough Fridays off	Jan 29, 2014 7:24 AM
5	I see our district leaving more traditional educational practices and committing to evidence based practice. There are many levels of implementation of these practice. One of them is the gift of time. It is important that as we move to a more progressive method of instruction that we continue to look at research around its implementation. For example, Reading Mastery is a high quality instructional practice but without the time devoted to it the fidelity of its implementation will be compromised. My suggestion would be to consider a longer school day. Each content area needs it time to provide instruction. However, as we prioritize and work through a tiered system the possible issue presented is "when we will do all this". Reserach has shown carefully planned out squences of instruction are a best practice but it still comes down to the amout of time in the day. Its indifferent that more school days help or longer school days. I think the priority is committment to one of those factors.	Jan 28, 2014 9:38 AM
6	Less time in school for at risk population	Jan 28, 2014 8:57 AM
7	Having the same classes on back to back days means that the other classes miss a lot of days between classes. I also find it "odd" that we now schedule around athletic events but not any other EXTRAcurricular activities.	Jan 28, 2014 8:18 AM
8	none	Jan 27, 2014 2:04 PM
9	I can't think of any	Jan 27, 2014 1:32 PM
10	I know we discuss this each year, but it would be nice to have a professional development day later in the year (March or April), but I understand that generally, the bulk of our students are not involved in activities that time of year, which gets away from the philosophy of the calendar.	Jan 27, 2014 1:12 PM
11	would much rather have consistent every Fri. off as to no consistency in when fri are on or off!!!!	Jan 27, 2014 12:34 PM
12	The calendar is fine, but he middles school needs to be off the block schedule.	Jan 27, 2014 12:24 PM
13	I DO NOT HAVE ANY TO LIST	Jan 27, 2014 12:15 PM
14	The disadvantage is that we our on a block schedule and sometimes you see a students once a week.	Jan 27, 2014 11:48 AM
15	no days off in February	Jan 27, 2014 10:51 AM
16	None that I can think of right now.	Jan 27, 2014 10:19 AM
17	too much material to cover in a limited amount of time	Jan 27, 2014 10:13 AM

**Q7. Please list any disadvantages experienced as a result of this year's alternative calendar.**

18	shorter Christmas break	Jan 27, 2014 10:11 AM
19	some doctors don't work on fridays anymore	Jan 27, 2014 10:00 AM
20	Sometimes the Staff Development days cause me more work than the normal days.	Jan 27, 2014 9:59 AM
21	It is not best for learning. Progress monitoring data shows that students drop after four day weeks.	Jan 27, 2014 9:57 AM
22	Are administrators picking these calendars for whichever suits them best? Seems like votes are pointless.	Jan 27, 2014 9:38 AM
23	The Fridays off are all at the beginning of the year and then from January to May we have hardly any off. It is a hard transision for students to make after becoming used to having so many Fridays off to having none.	Jan 27, 2014 9:37 AM
24	be consistent with having couple days off each month — more in the longer semester not as many in the shorter semester. Shorter spring break longer Christmas break.	Jan 27, 2014 9:36 AM
25	none	Jan 27, 2014 9:20 AM
26	Not many optional days to choose from. Initially they were meant for scheduling dr appointments. This has not been happening the last 2 years.	Jan 27, 2014 9:11 AM
27	No staff day before PTC in the Spring allowing less time to prepare for PTC	Jan 27, 2014 9:06 AM
28	None	Jan 27, 2014 8:58 AM
29	Staff moral at SD when not all staff have to attend	Jan 27, 2014 8:58 AM
30	none	Jan 27, 2014 8:55 AM
31	None. Moving to the 165 day calendar has been great decision	Jan 27, 2014 8:22 AM

March 2014

2014 Parent/Community Calendar Survey



1. Please select the school(s) your child/children attend (choose all that apply):

		Response Percent	Response Count
Mountain View Elementary		41.7%	53
Fort Bridger Elementary		41.7%	53
<b>Mountain View Middle School</b>		55.1%	70
Mountain View High School		39.4%	50
		<b>answered question</b>	<b>127</b>
		<b>skipped question</b>	<b>8</b>

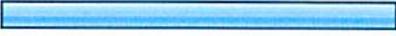
2. The alternative calendar used this year in Uinta County School District 4 provided (choose one)

		Response Percent	Response Count
<b>More advantages than disadvantages</b>		61.1%	77
More disadvantages than advantages		10.3%	13
Neither advantages or disadvantages		28.6%	36
		<b>answered question</b>	<b>126</b>
		<b>skipped question</b>	<b>9</b>

**3. The alternative calendar implemented by Uinta County School District 4 this year caused (choose one):**

		Response Percent	Response Count
A significant impact on our personal family routine/schedule		15.1%	19
A moderate impact on our personal family routine/schedule		22.2%	28
A minor impact on our personal family routine/schedule		15.1%	19
Little or no impact on our personal family routine/schedule		47.6%	60
<b>answered question</b>			<b>126</b>
<b>skipped question</b>			<b>9</b>

**4. On the Fridays my child didn't have school we were able to (choose all that apply):**

		Response Percent	Response Count
Attend out of town school activities such as high school sporting events		61.8%	76
Schedule appointments for medical or personal reasons		66.7%	82
Spend time together as a family		70.7%	87
Travel		52.0%	64
Other		29.3%	36
<b>answered question</b>			<b>123</b>
<b>skipped question</b>			<b>12</b>

**5. I prefer the following school calendar (choose only one)**

		Response Percent	Response Count
A traditional 175 student day calendar (similar to the calendar we had six years ago - 2008-2009)		8.9%	12
A 165 student day calendar (similar to the last five years)		37.0%	50
An approximately 145 student day calendar (4 day week)		54.1%	73
answered question			135
skipped question			0

**6. Please list any advantages experienced as a result of this year's alternative calendar.**

	Response Count
	37
answered question	37
skipped question	98

**7. Please list any disadvantages experienced as a result of this year's alternative calendar.**

	Response Count
	32
answered question	32
skipped question	103

**Q6. Please list any advantages experienced as a result of this year's alternative calendar.**

- |    |   |                     |
|----|---|---------------------|
| 1  | The advantages that we have experienced have been significant for our family to have the Fridays off. We have had the opportunity to spend more time as a family fulfilling responsibilities and other obligations. We would love to have a four day school week. We have experienced it previously and would love to have that schedule again. | Mar 7, 2014 9:41 AM |
| 2  | n/a   | Mar 7, 2014 9:25 AM |
| 3  | Love it   | Mar 7, 2014 6:36 AM |
| 4  | some of the fridays off.  | Mar 6, 2014 3:44 PM |
| 5  | Nice to have time for the hoilidays as a family.  | Mar 6, 2014 1:56 PM |
| 6  | more time on my days off with my child thank you  | Mar 5, 2014 6:15 PM |
| 7  | I got to see when new sports saw happening  | Mar 5, 2014 5:34 PM |
| 8  | Able to visit family out of town.   | Mar 5, 2014 5:28 PM |
| 9  | n/a   | Mar 5, 2014 5:13 PM |
| 10 | Can't think of any.   | Mar 5, 2014 5:04 PM |
| 11 | more family activities  | Mar 5, 2014 4:59 PM |
| 12 | Makes sense   | Mar 5, 2014 4:32 AM |
| 13 | love it   | Mar 5, 2014 4:29 AM |
| 14 | we love this alternative calendar! we also think starting after labor day is a great idea thank you for seeking input from parents not all school district do that  | Mar 5, 2014 4:27 AM |
| 15 | Love starting after Labor Day.  | Mar 4, 2014 8:00 PM |
| 16 | We have seen the benefits of a four day school week and we prefer it because it allows quality time for our family as well as time for us to get appointments and take care of other responsibilities. We REALLY would be in favor of a four day school week!   | Mar 4, 2014 7:25 PM |
| 17 | We are new this year, so we do not have the history of the different calendars.   | Mar 4, 2014 7:23 PM |
| 18 | I love how I am able to plan longer family time together without missing school. I also love being able to make dentist appointments etc. on the free Fridays.  | Mar 4, 2014 7:04 PM |
| 19 | fridays off allowed for personal and sports time to happen  | Mar 4, 2014 6:48 PM |
| 20 | c an't think of any   | Mar 4, 2014 6:34 PM |
| 21 | none  | Mar 4, 2014 6:17 PM |
| 22 | Having a four day school week is a great benefit to our family as we are able to spend more quality time together and get our responsibilities and appointments taken care of during this time. We have experienced a four day school week and  | Mar 4, 2014 6:11 PM |

**Q6. Please list any advantages experienced as a result of this year's alternative calendar.**

	find that it has a great positive impact for our children and our family.	
23	sport travel	Mar 4, 2014 6:04 PM
24	I like that this calendar allows my kids to be with their regular teacher more an a sub. Small schools have high absenteeism due to activities and this calendar deals with that effectively	Mar 4, 2014 5:32 PM
25	like fridays off!!	Mar 4, 2014 5:30 PM
26	a day off for kids is nice	Mar 4, 2014 5:10 PM
27	I love that she has some Fridays off!! I would like all Fridays off.	Mar 4, 2014 5:06 PM
28	Didn't matter. I had to work.	Mar 4, 2014 5:03 PM
29	none	Mar 4, 2014 4:58 PM
30	The alternating purple and white schedule makes it easier for the students that are involved with sports to stay on top of the homework.	Feb 26, 2014 5:37 PM
31	My daughter can travel to visit her father in Laramie more often. Has been very benefical to our life!	Feb 25, 2014 9:13 AM
32	Love the calendar	Feb 20, 2014 12:56 PM
33	N/A	Feb 17, 2014 9:11 AM
34	I enjoy the long Winter and Spring Break. I like that kids don't go back for just a day or two after New Years this year.	Feb 13, 2014 3:38 PM
35	Love this calendar! Thank you for doing what is best for our kids. MV has a great school system!	Feb 13, 2014 3:37 AM
36	The calendar we have been using for the past several years has been great. It allows for kids who are involved in activities not to miss so much class and doesn't leave the other kids with a substitue when there are teachers gone to coach.	Feb 12, 2014 3:07 PM
37	This calendar attempts to maximize the time my children are with their regular teachers and not substitute teachers. That makes sense.	Feb 11, 2014 10:40 AM

**Q7. Please list any disadvantages experienced as a result of this year's alternative calendar.**

1	n'a	Mar 7, 2014 9:25 AM
2	Na	Mar 7, 2014 6:36 AM
3	not having fridays off to be with family.	Mar 6, 2014 3:44 PM
4	Would like to see spring break moved back into later april as it is warmer and the time off is more enjoyable.	Mar 6, 2014 1:56 PM
5	none that i can think of	Mar 5, 2014 6:15 PM
6	I would like to know when the kids where off on fridays	Mar 5, 2014 5:34 PM
7	None that i can think of	Mar 5, 2014 5:28 PM
8	n/a	Mar 5, 2014 5:13 PM
9	Can't think of any	Mar 5, 2014 5:04 PM
10	na	Mar 5, 2014 4:59 PM
11	none	Mar 5, 2014 4:29 AM
12	none	Mar 5, 2014 4:27 AM
13	Could get some fridays off in the spring? Is a 165 days enough time for our teachers and students to learn the required standards. If we had 10 more days of math/science would our students scores in the upper grades raise?	Mar 4, 2014 8:00 PM
14	We are new this year, so we do not have the history of the alternative calendar.	Mar 4, 2014 7:23 PM
15	Sometimes the five day weeks seem long especially in the 2nd half of the school year when there are few Fridays off.	Mar 4, 2014 7:04 PM
16	none that i can think of	Mar 4, 2014 6:48 PM
17	costs more to keep children entertained like driving to rock springs, for rec. center, there is not one damn thing to do in this town. we need an ice rink, a skate park a rec center, gym, anything at all. and my kids have tons of homework during the week. and americas is failing in the education department compared to other countries like denmark ect...	Mar 4, 2014 6:34 PM
18	none	Mar 4, 2014 6:17 PM
19	no fridays for track, several missed days preparing for finals	Mar 4, 2014 6:04 PM
20	I have to look at the calendar every week	Mar 4, 2014 5:10 PM
21	Not knowing which Friday is on or off.	Mar 4, 2014 5:06 PM
22	Kids home alone, less learning,	Mar 4, 2014 5:03 PM
23	none	Mar 4, 2014 4:58 PM

**Q7. Please list any disadvantages experienced as a result of this year's alternative calendar.**

24	Taking more time off work than planned	Feb 24, 2014 3:41 PM
25	None	Feb 20, 2014 12:56 PM
26	Because the Fall is heavy in Fridays off, the spring is very long.	Feb 17, 2014 9:11 AM
27	On the surface, the alternative calendar looks like a good idea. When one looks deeper, it is evident that our school has shorted 700 students for the benefit of 20-40 student athletes. Under the previous calendar, the only students who missed learning during these "high absence" days were the students who were actually absent. The new calendar removes the opportunity to learn from all of the students in the district. When the district chooses to remove ten days of learning, it is viewed as a good thing. However, if I choose to removed my children from school for ten days, it damages learning to the extent that our family gets a letter from the principal. Also, if I understand what happens correctly, the days in question are not fair to all teachers. If a teacher wants to attend a high school athletic event, he can take regular leave. But, if a teacher wants to take leave for anything else on the "high absence" days, he must take a different type of leave. It sounds as though athletic fans can take staff development days off, where no one else is allowed to.	Feb 16, 2014 3:07 PM
28	Please find a way to start before labor day and be out before memorial day.	Feb 13, 2014 3:38 PM
29	My husband is a teacher so when my kid is out he still has to work. I would love the 4 day week.	Feb 13, 2014 3:38 PM
30	I work 5 days a week so the Friday off means my son must go to daycare for a full day. I've tried scheduling dentist appointments but often find that when the school is closed the dentist is closed for the same reason. However, once in a while it works out where he can have a break and we all stay home together without impact to his learning.	Feb 12, 2014 4:08 PM
31	none	Feb 12, 2014 3:07 PM
32	None	Feb 11, 2014 10:40 AM

**ALTERNATIVE SCHEDULE REQUEST**  
Please Return this Page with Your Documentation

DISTRICT: Junta Co S.D #6

DISTRICT CONTACT: Colby Gull Superintendent

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

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

ITEM	SUBMITTED
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) <ul style="list-style-type: none"> <li>• 1 year</li> <li>• <u>2 years</u></li> </ul>	✓
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary      900</li> <li>• Mid/Jr. High    1050</li> <li>• High School     1100</li> </ul>	✓

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

# Uinta County School District #6

P.O. Box 1090, 127 N. Franklin, Lyman, WY 82937

Telephone: (307) 786-4100 – Fax: (307) 787-3241

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## Board of Trustees

Jason Lamberti    Todd Rollins  
Chad Martin       James D. Eyre  
                         Sherri Bluemel

Superintendent  
Colby Gull

Date: March 26, 2014

Re: Alternative Calendar

Brian Aragon  
Wyoming Department of Education  
Cheyenne, WY

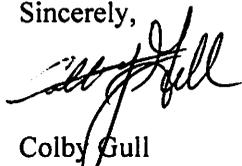
Mr. Aragon,

Uinta County School District #6 requests to continue with our alternative schedule. Our district currently operates on a four-day week, Monday through Thursday.

Attached to this request is a copy of our school calendar for the 2014-15 school year.

Thank you for your assistance in this matter. If there is anything more that we need to do, please do not hesitate to contact me.

Sincerely,



Colby Gull  
Superintendent  
Uinta County School District #6

# Uinta County School District #6

P.O. Box 1090, 127 N. Franklin, Lyman, WY 82937

Telephone: (307) 786-4100 – Fax: (307) 787-3241

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## Board of Trustees

Jason Lamberti    Todd Rollins  
Chad Martin       James D. Eyre  
                         Sherri Bluemel

Superintendent  
Colby Gull

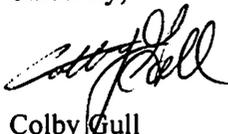
## Student Benefits from 4-Day Week

An extensive study is underway to determine the educational benefits of the four-day week in Uinta County School District #6. Since adopting the four-day calendar there has not been much investigation into the evidences of the successes or failures of the schedule.

The schedule was adopting to reduce the amount of time that students missed for extra-curricular activities. Student instructional time missed for activities will be included in the investigation. In addition, public perception of the schedule, and any academic and financial benefits will be examined.

It is expected that this investigation will be completed prior to the 15-16 school year.

Sincerely,



Colby Gull  
Superintendent  
Uinta County School District #6

# 2014 - 2015 (4 Day) Academic Calendar

July 2014						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2014						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

March 2015						
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 2014						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

December 2014						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2015						
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		

September 2014						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

January 2015						
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

May 2015						
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						

October 2014						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2015						
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

June 2015						
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				

- Admin Staff Returns
- Teachers Return
- First & Last Student Day
- Inservice Day
- Labor Day
- Parent/Teacher Conferences @ LIS
- Parent/Teacher Conferences @ LHS & Urie

- Updated 01/08/2014
- Half Day - regardless of color
  - Thanksgiving Break
  - Christmas Break
  - Spring Break
  - Memorial Day
  - Summer School
  - Supt. Gulls Birthday

This report contains performance data on students who took alternate assessments

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

**Public ACT, PAWS and PAWS-ALT 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	
2012-13	Uinta #6	03	Math	50 - 59	100.0%	5.36%	16.07%	44.64%	33.93%	21.43%	78.57%	↘
2012-13	Uinta #6	03	Reading	50 - 59	100.0%	0.00%	28.57%	51.79%	19.64%	28.57%	71.43%	↘
2012-13	Uinta #6	04	Math	50 - 59	100.0%	3.39%	13.56%	66.10%	16.95%	16.95%	83.05%	↑
2012-13	Uinta #6	04	Reading	50 - 59	100.0%	1.69%	18.64%	50.85%	28.81%	20.34%	79.66%	↔
2012-13	Uinta #6	04	Science	50 - 59	100.0%	5.08%	32.20%	50.85%	11.86%	37.29%	62.71%	↑
2012-13	Uinta #6	05	Math	50 - 59	100.0%	5.26%	21.05%	47.37%	26.32%	26.32%	73.68%	↘
2012-13	Uinta #6	05	Reading	50 - 59	100.0%	7.02%	15.79%	45.61%	31.58%	22.81%	77.19%	↑
2012-13	Uinta #6	06	Math	50 - 59	100.0%	5.36%	19.64%	51.79%	23.21%	25.00%	75.00%	↘
2012-13	Uinta #6	06	Reading	50 - 59	100.0%	0.00%	21.43%	48.21%	30.36%	21.43%	78.57%	↘
2012-13	Uinta #6	07	Math	40 - 49	100.0%	6.38%	12.77%	55.32%	25.53%	19.15%	80.85%	↔
2012-13	Uinta #6	07	Reading	40 - 49	100.0%	4.26%	23.40%	55.32%	17.02%	27.66%	72.34%	↘
2012-13	Uinta #6	08	Math	40 - 49	100.0%	8.33%	18.75%	58.33%	14.58%	27.08%	72.92%	↘
2012-13	Uinta #6	08	Reading	40 - 49	100.0%	0.00%	16.67%	62.50%	20.83%	16.67%	83.33%	↑
2012-13	Uinta #6	08	Science	40 - 49	100.0%	6.25%	43.75%	43.75%	6.25%	50.00%	50.00%	↘
2012-13	Uinta #6	11	Math	50 - 59	100.0%	3.77%	30.19%	49.06%	16.98%	33.96%	66.04%	↑
2012-13	Uinta #6	11	Reading	50 - 59	100.0%	3.77%	26.42%	49.06%	20.75%	30.19%	69.81%	↑
2012-13	Uinta #6	11	Science	50 - 59	100.0%	15.09%	32.08%	41.51%	11.32%	47.17%	52.83%	↘

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.

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**Public ACT, PAWS and PAWS-ALT 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	v3 10-11	v3 12-13
2011-12	Uinta #6	03	Math	60 - 69	98.4%	1.64%	9.84%	54.10%	34.43%	11.48%	88.52%	+	+
2011-12	Uinta #6	03	Reading	60 - 69	98.4%	1.64%	13.11%	68.85%	16.39%	14.75%	85.25%	+	+
2011-12	Uinta #6	04	Math	60 - 69	100.0%	7.81%	15.63%	54.69%	21.88%	23.44%	76.56%	-	-
2011-12	Uinta #6	04	Reading	60 - 69	100.0%	3.13%	25.00%	48.44%	23.44%	28.13%	71.88%	-	-
2011-12	Uinta #6	04	Science	60 - 69	100.0%	10.94%	23.44%	56.25%	9.38%	34.38%	65.63%	+	+
2011-12	Uinta #6	05	Math	50 - 59	100.0%	3.77%	15.09%	37.74%	43.40%	18.87%	81.13%	-	+
2011-12	Uinta #6	05	Reading	50 - 59	100.0%	0.00%	15.09%	54.72%	30.19%	15.09%	84.91%	+	-
2011-12	Uinta #6	06	Math	50 - 59	100.0%	7.84%	13.73%	52.94%	25.49%	21.57%	78.43%	-	+
2011-12	Uinta #6	06	Reading	50 - 59	100.0%	0.00%	13.73%	50.98%	35.29%	13.73%	86.27%	+	+
2011-12	Uinta #6	07	Math	40 - 49	100.0%	4.08%	16.33%	63.27%	16.33%	20.41%	79.59%	+	-
2011-12	Uinta #6	07	Reading	40 - 49	100.0%	2.04%	18.37%	67.35%	12.24%	20.41%	79.59%	+	+
2011-12	Uinta #6	08	Math	50 - 59	98.3%	8.62%	17.24%	60.34%	13.79%	25.86%	74.14%	-	+
2011-12	Uinta #6	08	Reading	50 - 59	98.3%	3.45%	17.24%	58.62%	20.69%	20.69%	79.31%	-	-
2011-12	Uinta #6	08	Science	50 - 59	98.3%	8.62%	29.31%	55.17%	6.90%	37.93%	62.07%	+	+
2011-12	Uinta #6	11	Math	50 - 59	100.0%	0.00%	35.71%	48.21%	16.07%	35.71%	64.29%	-	-
2011-12	Uinta #6	11	Reading	50 - 59	100.0%	1.79%	14.29%	69.64%	14.29%	16.07%	83.93%	+	+
2011-12	Uinta #6	11	Science	50 - 59	100.0%	5.36%	35.71%	33.93%	25.00%	41.07%	58.93%	+	+

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.

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2010-11	Uinta #6	03	Math	50 - 59	100.0%	6.90%	10.34%	53.45%	29.31%	17.24%	82.76%
2010-11	Uinta #6	03	Reading	50 - 59	100.0%	3.45%	29.31%	51.72%	15.52%	32.76%	67.24%
2010-11	Uinta #6	03	Writing	50 - 59	100.0%	1.72%	10.34%	46.55%	41.38%	12.07%	87.93%
2010-11	Uinta #6	04	Math	50 - 59	100.0%	7.14%	14.29%	53.57%	25.00%	21.43%	78.57%
2010-11	Uinta #6	04	Reading	50 - 59	100.0%	0.00%	17.86%	51.79%	30.36%	17.86%	82.14%
2010-11	Uinta #6	04	Writing	50 - 59	100.0%	1.79%	19.64%	53.57%	25.00%	21.43%	78.57%
2010-11	Uinta #6	04	Science	50 - 59	100.0%	7.14%	30.36%	46.43%	16.07%	37.50%	62.50%
2010-11	Uinta #6	05	Math	50 - 59	100.0%	1.96%	13.73%	49.02%	35.29%	15.69%	84.31%
2010-11	Uinta #6	05	Reading	50 - 59	100.0%	3.92%	15.69%	52.94%	27.45%	19.61%	80.39%
2010-11	Uinta #6	05	Writing	50 - 59	100.0%					<= 5%	>= 95%
2010-11	Uinta #6	06	Math	50 - 59	100.0%	5.88%	13.73%	64.71%	15.69%	19.61%	80.39%
2010-11	Uinta #6	06	Reading	50 - 59	100.0%	0.00%	15.69%	68.63%	15.69%	15.69%	84.31%
2010-11	Uinta #6	06	Writing	50 - 59	100.0%	0.00%	5.88%	45.10%	49.02%	5.88%	94.12%
2010-11	Uinta #6	07	Math	50 - 59	100.0%	9.09%	20.00%	54.55%	16.36%	29.09%	70.91%
2010-11	Uinta #6	07	Reading	50 - 59	98.2%	1.85%	27.78%	64.81%	5.56%	29.63%	70.37%
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2010-11	Uinta #6	08	Math	50 - 59	100.0%	6.78%	18.64%	55.93%	18.64%	25.42%	74.58%
2010-11	Uinta #6	08	Reading	50 - 59	100.0%	0.00%	18.64%	54.24%	27.12%	18.64%	81.36%
2010-11	Uinta #6	08	Writing	50 - 59	100.0%	0.00%	5.08%	45.76%	49.15%	5.08%	94.92%
2010-11	Uinta #6	08	Science	50 - 59	100.0%	5.08%	44.07%	44.07%	6.78%	49.15%	50.85%
2010-11	Uinta #6	11	Math	30 - 39	100.0%	0.00%	32.43%	40.54%	27.03%	32.43%	67.57%
2010-11	Uinta #6	11	Reading	30 - 39	100.0%	8.11%	21.62%	51.35%	18.92%	29.73%	70.27%
2010-11	Uinta #6	11	Writing	30 - 39	97.3%	2.78%	11.11%	66.67%	19.44%	13.89%	86.11%

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2010-11	Uinta #6	11	Science	30 - 39	100.0%	5.41%	43.24%	43.24%	8.11%	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.

## Description of Schedules/Evidence of Meeting Required Hours

### Urie Elementary

	School Hours	Break	Lunch	Break	Contact Time
Full Days (145 Total)	8:15 - 3:30	15 min	35 min	15 min	370 min
Half Days (3 Total)	8:15 - 11:50	15 min			200 min

145 days x 370 min/day = 53,650 Minutes

3 days x 200 min/day = 600 Minutes

53,650 min + 600 min = 54,250 Total Minutes

54,250 min divided by 60 min/hour = **904.2 Total Contact Hours**

### Lyman Intermediate School

	School Hours	Lunch	Contact Time
Full Days (145 Total)	8:10 - 3:50	30 min	430 min
Half Days (3 Total)	8:10 - 12:05		235 min

145 days x 430 min/day = 62,350 Minutes

3 days x 235 min/day = 705 Minutes

62,350 min + 705 min = 63,055 Total Minutes

63,055 min divided by 60 min/hour = **1050.9 Total Contact Hours**

# Uinta County School District #6

P.O. Box 1090, 127 N. Franklin, Lyman, WY 82937

Telephone: (307) 786-4100 – Fax: (307) 787-3241

## Board of Trustees

Jason Lamberti    Todd Rollins  
Chad Martin       James D. Eyre  
Sherri Bluemel

Superintendent  
Colby Gull

To:     Board of Trustees  
From:   Colby Gull  
Re:     Agenda for Board Meeting scheduled for Wednesday, April 16, 2014  
Date:   April 10, 2014

## Public Hearing for Alternative Schedule (four day week) 7:00 PM

Executive Session 7:45 PM – Personnel Matters

## Regular Board Meeting 8:00 PM

Call to order  
Roll Call  
Pledge of Allegiance

### **Consent agenda**

- Approval of Agenda
- Approval of Minutes – March 19, 2014 and March 31, 2014 – *tab 1*

### **Recognitions**

- Community Members

### **Pickles**

### **Public Communications**

### **Reports**

- Superintendent Report – *tab 2*

### **Old Business**

### **Policies Third Readings** – *tab 3*

- GDBCA-Health Insurance for Part Time Employees and Retirees
- CA Administrative Goals Priority Objectives
- CB School Superintendent
- CBB Recruitment of Superintendent
- CBD Superintendent Contract
- CBG Superintendent PD Opportunities
- CBI Evaluation of Superintendent
- CBJ Superintendent termination of employment

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## Board of Trustees

Jason Lamberti    Todd Rollins  
Chad Martin       James D. Eyre  
                                 Sherri Bluemel

Superintendent  
Colby Gull

To:        Board of Trustees  
From:     Colby Gull  
Re:        Agenda for Board Meeting scheduled for Wednesday, May 21, 2014  
Date:     May 15, 2014

## Executive Session 5:00 PM

- Personnel Matters- coaching – *get information at meeting*
- Salary and Benefit considerations – *tab 1*
- Budget Workshop

## Alternative Calendar Hearing 7:40

## Regular Board Meeting 8:00 PM

Call to order  
Roll Call  
Pledge of Allegiance

### Consent Agenda

- Approval of Agenda
- Approval of Minutes –April 16, 2014– *tab 2*

### Recognitions

- Art Students – *tab 3*
- Retirees / those leaving UCSD #6 – *tab 4*
- Teacher of the Year – *tab 5*
- Pickles
- Community Members

### Public Communications

### Reports

- Region V BOCES -
- Superintendent Report – *tab 6*



**Uinta County School District #6  
Board of Trustees Meeting**

**April 16, 2014**

The Board of Trustees of Uinta County School District No. 6 met for a public hearing on an alternative calendar Wednesday, April 16, 2014 in the administration building. Chairman Bluemel called the meeting to order at 7:00 p.m.

**Roll Call**

Board members: Sherri Bluemel, Jim Eyre, Todd Rollins, Chad Martin, Jason Lamberti

Administrators: Christy Campbell, Mary Thrasher

Superintendent: Colby Gull

Business Manager: Tony Gillies

Secretary: Gayle DeWitt

Patrons: 9

Chairman Bluemel opened the meeting at 7:00 p.m., welcomed those in attendance and asked for any comments or concerns about the 4 Day School Calendar.

Louise Kennedy – HS teacher – spoke in favor of the 4 day calendar stating she is able to cover more material in her Health classes and feels time in class is more productive. She also noted that Kerry Koch – HS Math teacher – is covering more material also.

Chairman Bluemel – said with her own children she feels there is not as much burnout.

Annette France – LIS Para – likes the 4 day work week but is wondering about test scores.

Supt. Gull noted that the district started the 4 day week with the 2010-2011 school year. This is the fourth year on this schedule. He finds no significant documented change in student learning, testing is up in some areas and down in others.

Rien Crane – Maintenance Director loves the schedule as an employee but as a parent with young kids feels like they struggle with the 4-day week. He feels the schools are having the same activities and parties in four days as they were in 5 days.

Jason Lamberti – Board Member – children have less time out of school with 4 day week.

Christy Campbell – LIS Principal – we have more field trips on Friday when possible. The students have more “face time” with teachers on the 4 day schedule. We have fewer subs with this schedule.

The school day is about 35 minutes longer on the 4 day schedule. (40 minutes longer at Urie).

Mrs. Kennedy – thinks students are more conscientious with the 4 day schedule, planning for appointments on Friday, etc.

Todd Rollins – Board Member – research shows more (?)

Mary Thrasher – Special Services Director – had a grandmother who is raising grandchildren tell her positive comments about the 4 day schedule.

Layne Parmenter – Urie Elementary Principal – PAWS results are trending up over all. Friday School is about 4 hours a month with 2 – 2 hour days.

Jim Eyre – Board Member – when they tried years ago to switch to the 4 day week, the main complaint was life style changes rather than academics. Mr. Eyre has the same concerns that Mr. Crane expressed – we've added curriculum through the years, is it harmful to take kids out of the home? Kids need time to grow. Kids miss out on development in other areas because we are taking so much time with academics.

Mrs. Kennedy – 5 years ago – tons of ½ day in-service

Mrs. France – are parents given the options to enroll a student in Friday school? Answer is yes.

Dennis Powers – LIS teacher – reports his own children in high school have gone in on Friday to makeup tests etc. It has been very beneficial, he also likes that teachers and students come back renewed on Monday with a longer weekend break.

Jim Levine – P.E. @ HS – curriculum is over all geared to 5 days not 4 days. How can you cover more in 4 days than in 5 days?

Warren France – parent – values his children's education but also values an extra day at home with parents learning to work, play and "be kids".

Mrs. Campbell – academics are solid with 4-day week.

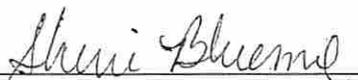
Mr. Rollins – wife reports she covers more with 4 day week, likes longer class period.

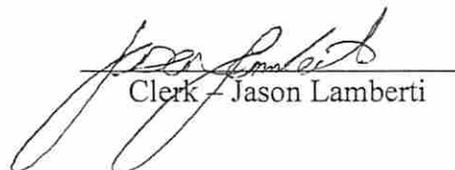
Mr. Eyre – teachers coming back to school on Monday are excited about teaching, so much better effect on students.

Chairman Bluemel thanked those in attendance and for sharing their thoughts. The next public meeting will be in May and then the Board will make a decision at their regular May meeting.

### **Adjournment**

Chairman Bluemel adjourned the meeting at 7:33 p.m.

  
Chairman – Sherri Bluemel

  
Clerk – Jason Lamberti

# Uinta County School District #6

P.O. Box 1090, 127 N. Franklin, Lyman, WY 82937

Telephone: (307) 786-4100 – Fax: (307) 787-3241

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## Board of Trustees

Jason Lamberti    Todd Rollins  
Chad Martin       James D. Eyre  
                         Sherri Bluemel

Superintendent  
Colby Gull

Date: May 15, 2014

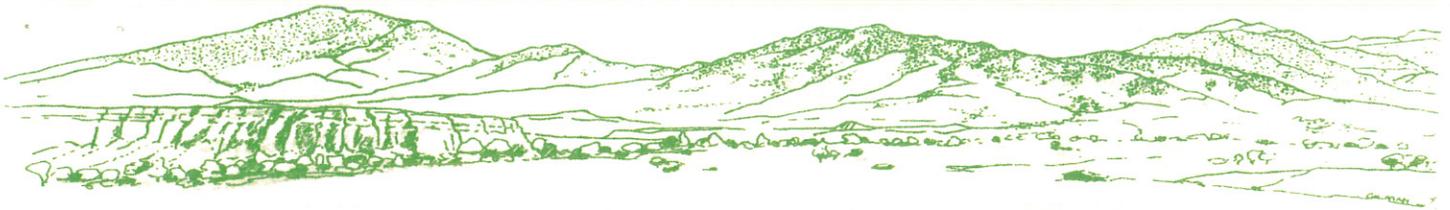
Public Comment for Alternative Calendar

Sherri Bluemel called the hearing to order at 7:42.

Chairperson Bluemel asked those in attendance if there were any comments regarding the four-day week calendar. No one had any thing to contribute. Chairperson Bluemel did a hand vote asking those in attendance who wanted to continue on the four-day school week calendar. Everyone in attendance was in favor. The board and audience sat in relative silence for the next fifteen minutes until the scheduled ending of the hearing.

Chairperson Bluemel adjourned the hearing at 7:58.

The following pages are notifications from districts planning to continue their alternative schedules for the upcoming year.



## CARBON COUNTY SCHOOL DISTRICT NO. 2

P.O. Box 1530 · 315 N. First Street · Saratoga, Wyoming · Phone 307-326-5271 · Fax 307-326-8089  
*Serving the communities of Elk Mountain, Encampment, Hanna, Medicine Bow, and Saratoga*

ROBERT GATES  
SUPERINTENDENT

PREPARING STUDENTS FOR THE 21<sup>ST</sup> CENTURY WITH  
ENGAGING, CHALLENGING, AND INNOVATIVE INSTRUCTION

SALLY WELLS  
BUSINESS MANAGER

April 10, 2014

Brian Aragon  
Wyoming Dept. of Education  
Standards, Learning and Accountability Division  
2300 Capitol Ave.  
Hathaway Building, 2<sup>nd</sup> Floor  
Cheyenne, WY 82002

Dear Brian,

All Carbon Co. School District No. 2 schools are planning to operate on Alternative School Schedules for the 2014/2015 school year.

If you need further information, please feel free to contact me. Copies of our calendars and End of Year Report are enclosed.

Sincerely,

Robert D. Gates  
Superintendent of Schools

Cc: Building Principals



The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

*Equal Opportunity Employer*

April 10, 2014

CARBON COUNTY SCHOOL DISTRICT NO. 2  
END OF YEAR REPORT

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

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

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

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

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

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

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

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

received  
5-15-13



# Wyoming Department of Education

Jim Rose, Interim Director

2300 Capitol Avenue, 2nd Floor Hathaway

Cheyenne, WY 82002

Phone: 307-777-7675 Fax: 307-777-6234 Website: edu.wyoming.gov

May 13, 2013

Robert Gates, Superintendent  
Carbon County School District #2  
315 N. 1<sup>st</sup> St.  
Saratoga, WY 82331

FYE

Dear Mr. Gates,

On May 8, 2013, the State Board of Education approved your alternative schedule for the 2013-2014 and 2014-2015 school years. In accordance with your approved calendar, you agree to provide 154 student/teacher contact days for Saratoga, Hanna Elk Mountain and Medicine Bow schools using a 4 day a week schedule. You also agree to provide a 165 day schedule at Encampment K-12. In addition, you agree to provide at least the minimum hours of instruction required by statute for the relative school level or levels:

Elementary	900 hours
Mid/Jr. High	1050
High School	1100

On behalf of the Wyoming Department of Education, I hope that this alternative schedule fulfills the objectives stated in your alternative schedule proposal and positively impacts teacher effectiveness and student learning.

Please submit a letter indicating your intention to continue this alternative schedule for the second year between January 1 and May 1, 2014.

This letter is your official notification of state approval for your schedule and must be kept on file in your district office. Please also notify necessary personnel and schools of this approval.

An evaluation of your alternative schedule is to be submitted to the Department of Education by July 1, 2014. If I can be of assistance to you during this school year, please feel free to contact me at (307) 777-8505 or email me at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov).

Sincerely,

Brian Aragon, Consultant  
Standards, Learning and Accountability Division

copy in calendar files  
copy to Aragon's  
5-16-13

# Hanna, Elk Mountain, Medicine Bow Elementary Schools 2014-2015

## School Year Calendar

Regular School Day 44 Minute lunch  
8:00-3:30 1027 hours

Early Release Schedule  
8:00-1:00

Approved by CCSD # 2 School Board 2/19/14

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

October 14						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
41				18	0	

February 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
101					16	0

June 15						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
154				4	0	

November 14						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
56					15	1

March 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
118					17	0

July 15						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

December 14						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
69					13	0

April 15						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
134					16	1

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

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

January 15						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
85					16	1

May 15						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
150					16	0

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

	Student Days	154
	Teacher Inservice	8
	Parent-Teacher Conference	2
	Early Release	
	No School	
	End of Grading Period	
	Building Prof Dev	4
	(dates to be determined)	

- August**
- 18 First Day Staff-Inservice in Rawlins
- 25 First Day Students
- September**
- 1 No school-Labor Day
- 26 District Inservice Day
- October**
- 23 Last Day First Quarter
- 28-29 Parent-Teacher Conference
- November**
- 7 District Inservice Day
- 26-28 Thanksgiving Break
- December**
- 22-31 Christmas Break
- January**
- 1-2 Christmas Break
- 15 Last Day Second Quarter
- 23 District Inservice Day
- March**
- 20 Last Day Third Quarter
- 24-25 Parent-Teacher Conference
- 30-31 Spring Break
- April**
- 1-3 Spring Break
- 10 District Inservice
- May**
- 25 No School-Memorial Day
- June**
- 4 Last Day Students and Staff
- Board Approved: 2/19/2014**



## Encampment K-12 School 2014-2015 Calendar

August 2014						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
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23	24	25	26	27	28	29
30						

December 2014						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
S	M	T	W	T	F	S
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
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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
Graduation

<b>Regular Schedule</b>	7:55 - 3:16/3:21
<b>Early Out Schedule</b>	
11:26 - 11:52	JH/HS Lunch
11:57-12:27	Elementary Lunch
11:45-12:14	SSR
12:16-12:55/1:00	Alternating 5th/6th/7th Periods

October 16	End of 1st Quarter
January 5	End of 2nd Quarter / 1st Semester
March 13	End of 3rd Quarter
May 22	End of 4th Quarter / 2nd Semester

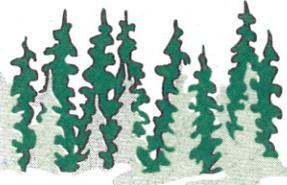
			Student	Teacher
August	18-21	District In-Service		
	25	First Day for Students	4	8
September	1	Labor Day - No School		
	26	District In-Service	20	21
October	1-2	Parent/Teacher Conferences		
	3	No School		
	16	End of Q1		
November	17	No School		
	31	No School	20	21
	7	District In-Service		
December	26-28	Thanksgiving Break	16	17
	22-31	Winter Break	15	15
January	1-2	Winter Break		
	5	End of Q2 / S1		
February	14-15	Parent/Teacher Conferences		
	16	No School		
	23	District In-Service	18	20
	27	No School	19	19
March	6	No School		
	13	End of Q3		
April	30-31	Spring Break	19	19
	1-3	Spring Break		
May	10	District In-Service	18	19
	16	Graduation		
June	22	End of Q4 / S2	16	16
	<b>TOTALS</b>		<b>165</b>	<b>175</b>

<b>Total Teacher Hours:</b>	<b>1379</b>
<b>Total JH/HS Student Contact Hours:</b>	<b>1144</b>
<b>Total Elem. Student Contact Hours:</b>	<b>1089</b>

BOARD APPROVED: 02/19/2014







# JOHNSON COUNTY SCHOOL DISTRICT No. 1

ADMINISTRATION OFFICE

601 WEST LOTT

BUFFALO, WY 82834-1688

PHONE: (307) 684-9571

FAX: (307) 684-5182

March 17, 2014

Dear WDE Calendar Review Person,

At their March 10, 2014 meeting, Johnson County School District #1 Board of Trustees has approved changes to the calendars for both Kaycee and Buffalo for the 2014-15 school year. Please see the attached calendars.

In Buffalo please note only a few minor changes on days off for students or staff in January and February. Kaycee, however, moved from a nontraditional 4-5 day week to a 4-day week with Friday 1/2 days for remedial and enrichment activities.

Kaycee has struggled with student attendance issues on Fridays and on this new calendar has committed their Monday thru Thursdays as no school sponsored activities to reduce student absenteeism. Time will tell how the new schedule works.

If you have any questions please feel free to contact our district at any time.

Sincerely,

*Rod R. Kessler*

Dr. Rod R. Kessler, Superintendent  
Johnson County School District #1

*"Enhancing Student Learning for Greater Student Success"*

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: Johnson County School District #1 for Kaycee School

DISTRICT CONTACT: Rod Kessler, Superintendent/Andrea Gilbert, Kaycee School Principal

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
Cover Letter requesting an alternative Schedule	X
Education objectives (How will students benefit from this alternative schedule?)	X
Description of the schedule(s) and a copy of the calendar(s)	X
Method of evaluating how student learning has improved	X
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	X
Copy of public comment records	X
Length of waiver (circle one) <input checked="" type="checkbox"/> 1 year <input type="checkbox"/> 2 years	X
Evidence of meeting required hours: <ul style="list-style-type: none"><li>Elementary 900 hours</li><li>Mid/Jr. High 1050</li><li>High School 1100</li></ul>	X

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

**Johnson County School District #1**  
Dr. Rod Kessler, Superintendent

601 West Lott Street  
Buffalo, Wyoming 82834



Phone: 307.684.9571  
Fax: 307.684.5182

Dear Sirs:

Attached please find the required documentation needed to support an alternative schedule request for Kaycee School. This proposal was based around the five big ideas listed below.

Kaycee School:

- seeks to find a balance that allows the educational community to maximize academic time while allowing for athletic, activity, and family endeavors;
- will meet the state requirements for standards and accountability;
- needs to expand the opportunities for students to partake in challenging, enriching academic opportunities;
- will meet the needs of students who need or want focused, 1-on-1 instruction from teachers;
- will remove barriers to attendance, both for families and in terms of academics or athletics.

This proposal includes four state-reported attendance days and shortened Focus Fridays for remediation and enrichment opportunities. A typical school week would look like:

<b>Monday</b> Required attendance day (8am-4pm)	<b>Tuesday</b> Required attendance day (8am-4pm)	<b>Wednesday</b> Required attendance day (8am-4pm)	<b>Thursday</b> Required attendance day (8am-4pm)	<b>Focus Fridays</b> By invitation or activity (8am-11am)
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Important Points:

- Academic days (Monday-Thursday) are focused academic time.
- All athletic and activity events will be scheduled on Thursday evening (providing no school is missed for travel), Friday, and/or Saturday. The exception is state-sponsored events or events in which Kaycee School has no scheduling control.
- Minimum standards for required hours will be met.
- Twenty-four schools in Wyoming have an average daily membership of 100 or less. Of these 24, 10 (42%) run a 4-day or 4 ½ day schedule.

Thank you for considering this alternative schedule request. We look forward to your response.

Regards,

*Rod R. Kessler*

*Andrea L. Gilbert*

Dr. Rod R. Kessler, Superintendent & Dr. Andrea L. Gilbert, Kaycee School Principal

## Johnson County School District #1

Alternative Schedule Request

Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

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## Education Objectives

### Wyoming Accountability in Education Act (WAEA)

At the time of this request, Kaycee School does not meet expectations for performance level on the state achievement tests (PAWS and ACT). While Kaycee School values the importance of activities and athletics, and the life-long skills children learn in these endeavors, the designation of a school not meeting expectations requires a renewed focus on academics and scholastic achievement.

### Grades 3-8

School Indicator Performance (Only students at the school for a full academic year were included)				
Indicator	Score	Category	N Count of Students	Description
Achievement	70.9 %	Not Meeting Targets	60	Achievement is the percent proficient or above on state tests in reading, mathematics, science, and writing. Schools with an N Count less than 6 will not have an Achievement Indicator.
Total Growth	37	Not Meeting Targets	48	Growth measures how much students improved on the state test in reading and math compared to other students who started at the same level during the reported school year.
Equity	%		10	Equity measures the percent of students with below proficient scores during the prior school year with growth that indicates they are on track to become proficient within three years or by the end of grade eight. Schools with an N Count less than 15 will not have an Equity Indicator.
Participation Rate	100.0 %	Met	NA	Expected participation rate on all tests used for accountability is 95% or higher. A score of 90% - 94.9% will result in being docked one performance level. A score less than 90 results in a performance level of Not Met.

### Grades 9-12

School Indicator Performance (Only students at the school for a full academic year* were included)				
Indicator	Score	Category	N Count of Students	Description
Achievement	61.9 %	Not Meeting Targets	7	Achievement is the percent of students proficient or above on the ACT subject area tests in reading, mathematics, and science.
Readiness	76	Meeting Targets	1) 33 2) 20	Readiness is a measure of College and Career Readiness. There are two subindicators that make up the measure of Readiness. 1) Overall performance on EXPLORE TEST in grade 9, PLAN test in grade 10, and ACT TEST in grade 11. 2) A graduation Index Score signifying level of high school completion at the school.
Equity	%		7	Equity is the change from the prior year to the current year in the percentage of students testing below proficient in reading or math.
Participation Rate	87.5 %	Not Met		Expected participation rate on all tests used for accountability is 95% or higher. A score of 90% - 94.9% will result in being docked one performance level. A score less than 90% results in a performance level of Not Met.

# Johnson County School District #1

Alternative Schedule Request

Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

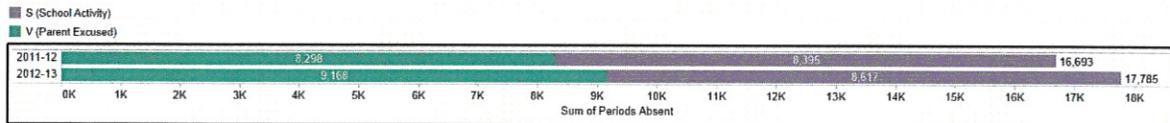
## Absences the last 2 years

### Grades 6-12

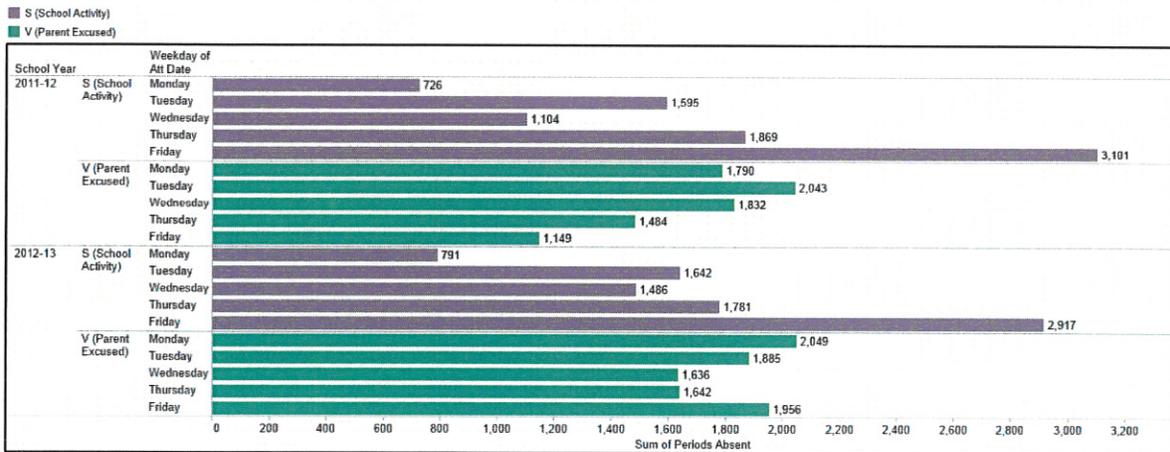
Grades 6-12 saw significant absences the past two years. Attendance for grades 6-8 is taken each class period. In the 2011-12 and 2012-13 school years, there were 9 attendance periods per day – 8 class periods and 1 Rtl period.

In the 2011-12 school year there were 165 student contact days. The average membership for the year was 89 students for grades 6-12. Therefore, there were 132,165 class periods in which attendance was taken. 6-12 students **missed 13% of the school year**. These absences were approximately ½ parent excused and ½ for school activities.

In the 2012-13 school year there were 167 student contact days. The average membership was 84 students for grades 6-12. Therefore, there were 126,252 class periods in which attendance was taken. 6-12 students **missed 14% of the school year**. These absences were approximately ½ parent excused and ½ for school activities.



Overwhelmingly, school activity absences have the most impact on Friday attendance. Parent excused absences are distributed across all five days.



# Johnson County School District #1

Alternative Schedule Request

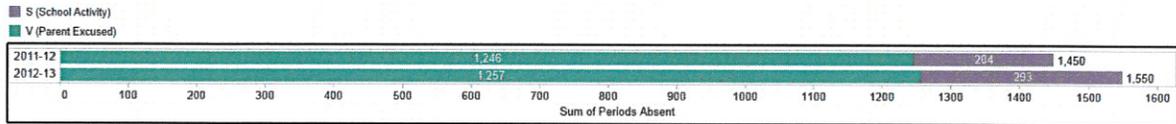
Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

## Grades K-5

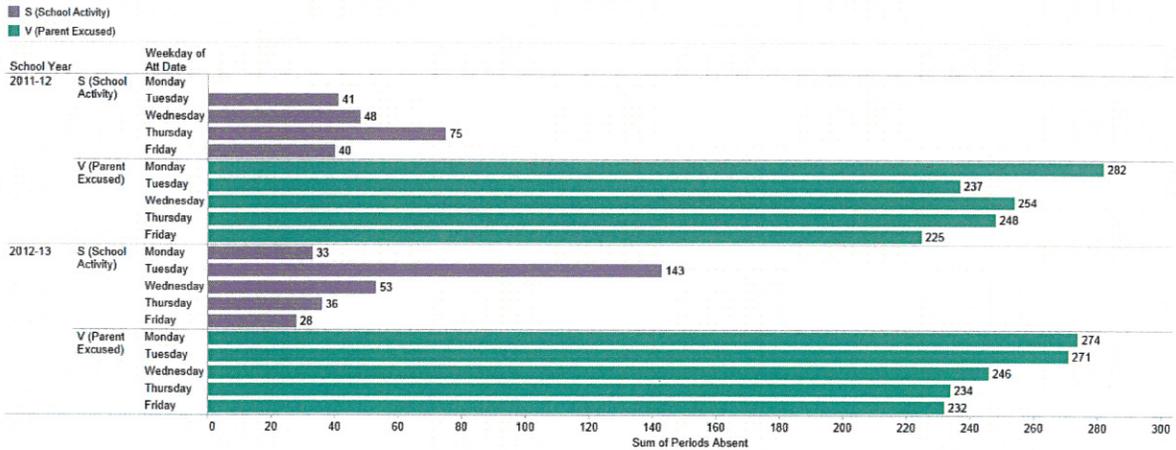
Attendance for grades K-5 is taken once in the morning and once in the afternoon.

In the 2011-12 school year there were 165 student contact days. The average membership was 74 students for grades K-5. Therefore, there were 24,420 class periods in which attendance was taken. K-5 students **missed 6% of the school year.**

In the 2012-13 school year there were 167 student contact days. The average membership was 66 students for grades K-5. Therefore, there were 22,044 class periods in which attendance was taken. K-5 students **missed 7% of the school year.**



At the K-5 level parent excused absences are fairly evenly distributed across all five days.



## **Debunking the Myths about School Attendance<sup>1</sup>**

### **Myth 1: Attending Kindergarten Regularly Doesn't Really Matter**

**Reality:** Chronic absence (missing 10 percent of school days) in kindergarten is associated with lower academic performance in 1st grade, especially in reading. For children, unable to make up for time on task, the poor performance extended through 5th grade. By 6th grade chronic absence is a clear predictor of drop-out. By 9th grade, missing 20 percent of the school year is a better predictor of dropping out than test scores.

Chronic absence in the early grades and beyond can affect all students when teachers must spend time reviewing concepts for children who missed the lesson in the first place. And it can cost schools money when state funding is linked to attendance. Chronic absence can serve as an early warning signal that a child or a school is headed off track.

### **Myth 2: We don't need to worry about large number of students missing school until middle or high school.**

**Reality:** While absenteeism is more widespread in secondary school, it still affects vast numbers of younger students. Nationally, one in 10 kindergarten and 1st grade students misses a month of school every year. In some districts, as many as one in four students in the primary grades are missing too much school time. This isn't just truancy, since most young children don't stay home without a parent's knowledge. It's important to address the problem in the early grades before a student heads off track academically and bad attendance habits become entrenched.

### **Myth 3: Most school already monitor when students are chronically absent.**

**Reality:** Even when teachers take the roll daily, the data they collect is not typically analyzed to reveal chronic absence patterns. Rather, most schools measure school-wide attendance—or they track truancy, which doesn't capture excused absences. When school districts analyze all absences, they are often surprised at how many students are missing 10 percent or more of the school year.

Even if schools track absences for individual students, they often don't analyze patterns that can reveal when a particular neighborhood or classroom is disproportionately affected. These patterns can suggest the best remedies for reducing absences.

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<sup>1</sup> <http://www.attendanceworks.org/about/why-it-matters/>

## Johnson County School District #1

Alternative Schedule Request

*Submitted Spring 2013 for the 2014-15 & 2015-16 School Years*

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**Myth 4: Because families are ultimately responsible for children getting to class, there's not much schools can do to improve attendance.**

**Reality:** Schools across the nation are starting to track chronic absence and seeing better attendance. The first step is analyzing the data to find patterns that can inform the response. School should look for ways to perform systemic reform, barriers to attendance, and parent/community response and support.

### **Athletics and Activities**

Kaycee School has over 90% participation in athletics and activities. We believe that this participation provides important experiences and teaches critical life-skills to our students. In addition, these athletic and activity events provide an important social and community opportunities for Kaycee and a support network for the school.

Twenty-four schools in Wyoming have an average daily membership of 100 or less<sup>2</sup>. Of these 24, 10 (42%) run a 4-day or 4 ½ day schedule.

### **Systemic Reform**

**Kaycee School would like to request a 4-day week schedule in order to improve academics through improved attendance while maintaining athletic and activity opportunities for students.**

Academic days (Monday-Thursday) would be solely devoted to academics and Thursday evening, Friday, and Saturday would be devoted to athletics and activities. We believe a 4-day school week would maximize academic time and allow for athletic and activity opportunities. An important component to this 4-day week is the addition of remediation and enrichment opportunities on Friday morning (Focus Fridays). This academic opportunity will enable students who are not achieving academically, who wish to participate in enriching learning opportunities, or who have missed an excessive number of school days (for any reason) to receive small-group, focused support.

A 4-day school week would help remove barriers to attendance. First, athletic and academic events would not impact academic days (Monday-Thursday). With the exception of state-sponsored events, all athletic and activity events would be scheduled on Thursday evening (providing no school is missed for travel), Friday, and/or Saturday. Second, parents would be able to schedule family events, doctor's appointments, and other activities on Friday which would improve student attendance.

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<sup>2</sup> Provided by WHSAA via email on 8/15/13. Document titled "2014-16 ADM's.xlsx"

## **Johnson County School District #1**

Alternative Schedule Request

*Submitted Spring 2013 for the 2014-15 & 2015-16 School Years*

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### **Description of the Schedule**

The Kaycee School proposed alternative schedule contains:

- 148 student attendance days.
- 28 Fridays containing remediation and enrichment opportunities (non-attendance days).
- 14.5 professional development days
- Staff will be required to work all student days, all professional development days, and 8 Fridays for a total of 185/8 hour days.



**JULY 2014**

S	M	T	W	T	F	S
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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	29	30	31		

**AUGUST 2014**

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**SEPTEMBER 2014**

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	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

**OCTOBER 2014**

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

**NOVEMBER 2014**

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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**DECEMBER 2014**

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

**AUGUST**

18 Fall Activities Begin  
 21 All District Meeting  
 19-22, 25 Staff Only, No Students  
 26 First Student Day

**SEPTEMBER**

1 Labor Day

**OCTOBER**

17 Staff Only, No Students  
 24 End of 1st Quarter  
 31 Parent Teacher Conferences

**NOVEMBER**

26-28 Thanksgiving Break

**DECEMBER**

22-26, 29-31 Holiday Break

**JANUARY**

1-2 Holiday Break  
 16 End of 2nd Quarter  
 23 Staff Only, No Students

**FEBRUARY**

20 Staff Only, No Students  
 27 No Staff, No Students

**MARCH**

6 Staff Only, No Students  
 13 Staff Only, No Students  
 20 End of 3rd Quarter  
 27 Parent Teacher Conferences  
 30-31 Spring Break

**APRIL**

1-3 Spring Break

**MAY**

23 Kaycee Graduation  
 24 Buffalo Graduation  
 25 No Staff, No Students  
 29 Last Student Day

**JUNE**

1-2 Staff Only, No Students

**Legend:**  
 No Staff/No Students   
 Staff Only

**JANUARY 2015**

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 2015**

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1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28

**MARCH 2015**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

**APRIL 2015**

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

**MAY 2015**

S	M	T	W	T	F	S
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**JUNE 2015**

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

Snow days may be made up during previously scheduled staff only days or added to the end of the school year.

Total student days = 171  
 Total staff days = 185

# Johnson County School District #1

Alternative Schedule Request

Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

## 2014-2015 Kaycee Calendar



### JULY 2014

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

### AUGUST 2014

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

### SEPTEMBER 2014

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

### OCTOBER 2014

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

### NOVEMBER 2014

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

### DECEMBER 2014

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

### AUGUST

18 Fall Activities Begin  
21 All District Meeting  
25 First Student Day

### SEPTEMBER

1 Labor Day

### OCTOBER

17 All District Professional Development  
23 End of 1st Quarter  
31 Parent Teacher Conferences

### NOVEMBER

27-28 Thanksgiving Break

### DECEMBER

18 End of 2nd Quarter  
22-26, 29-31 Holiday Break

### JANUARY

1-2 Holiday Break  
23 All District Professional Development

### FEBRUARY

20 All District Professional Development

### MARCH

4 End of 3rd Quarter  
5-6 State Basketball  
13 Parent Teacher Conferences  
30-31 Spring Break

### APRIL

1-3 Spring Break

### MAY

23 Kaycee Graduation  
25 Memorial Day

### June

4 Last Student Day

### Legend:

- Normal school day
- Focus Fridays for some students (8am-11am)
- No students, staff in morning
- Focus Fridays for some students (8am-11am), staff in afternoon
- No students, staff PD all day
- No students, no staff

### JANUARY 2015

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

### FEBRUARY 2015

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

### MARCH 2015

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

### APRIL 2015

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

### MAY 2015

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

### JUNE 2015

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

\*Snow days will be made up on the next available Friday.

**Johnson County School District #1**

Alternative Schedule Request

*Submitted Spring 2013 for the 2014-15 & 2015-16 School Years*

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**Method of Evaluating How Student Learning has Improved**

Student learning growth will be evaluated via multiple measures:

- Results on state assessment (PAWS and ACT)
- D/F grades (grade 6-12)
- Attendance by code
- Attendance at remediation and enrichment opportunities
- Staff, student, and parent surveys

**Evidence of Two Public Meetings**

The following notice was posted in the newspaper (Kaycee Voice) and in most businesses in Kaycee. Seventy-six parent and community members attended these meetings.

Parents and Community Members,

On January 21<sup>st</sup>, two meetings (3:45pm and 6:00pm) will be held for the purpose of discussing the possibility of an alternative calendar at Kaycee School. The same information will be presented at both meetings, we are scheduling two meetings in order to make it easier for parents to attend. Child care will be provided by our FFA chapter.

Please join us as we discuss the state requirements and attendance data that indicate an alternative calendar would allow Kaycee School parents and students the ability to balance time between academic, athletic, activity, and family; while creating opportunities for achievement in all of these efforts.

Regards,

Andrea Gilbert, Principal



## Johnson County School District #1

Alternative Schedule Request

Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

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### Copy of Public Comment Records

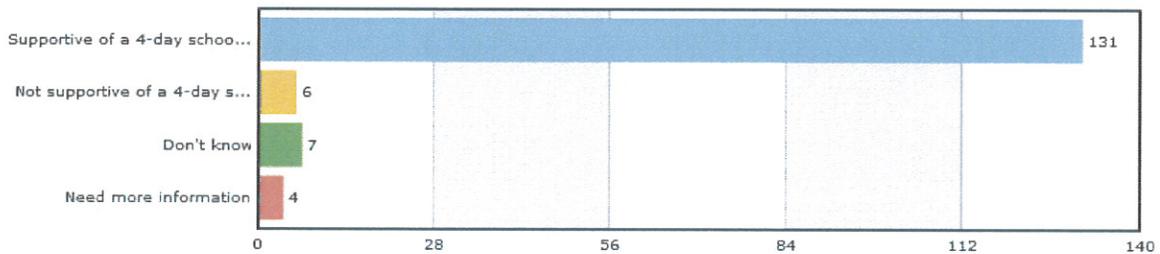
Following are the results of the public survey:

**What is your relationship to the school (choose most applicable)?**

Result	Responses	Percentage
Student	74	49.3%
Parent/guardian of current student	51	34.0%
Parent of former student	3	2.0%
Parent of future student	1	0.6%
Teacher	14	9.3%
Staff member	3	2.0%
Community member	4	2.6%
None of the above	0	0.0%

**In terms of a 4-day school week, I am (choose one):**

Result	Responses	Percentage
Supportive of a 4-day school week	131	87.3%
Not supportive of a 4-day school week	6	4.0%
Don't know	7	4.6%
Need more information	4	2.6%

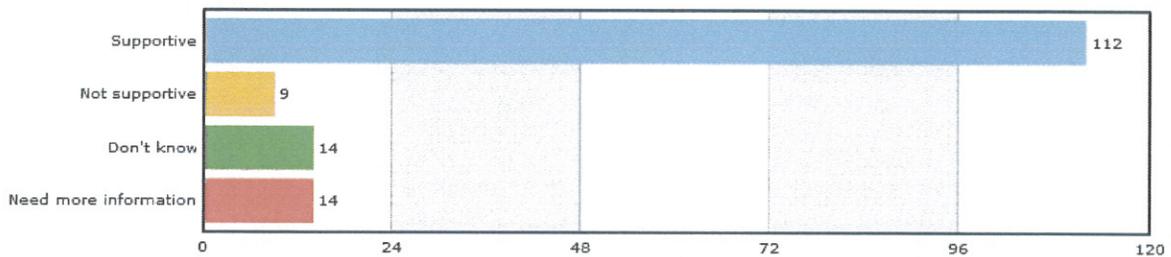


**Johnson County School District #1**  
 Alternative Schedule Request  
 Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

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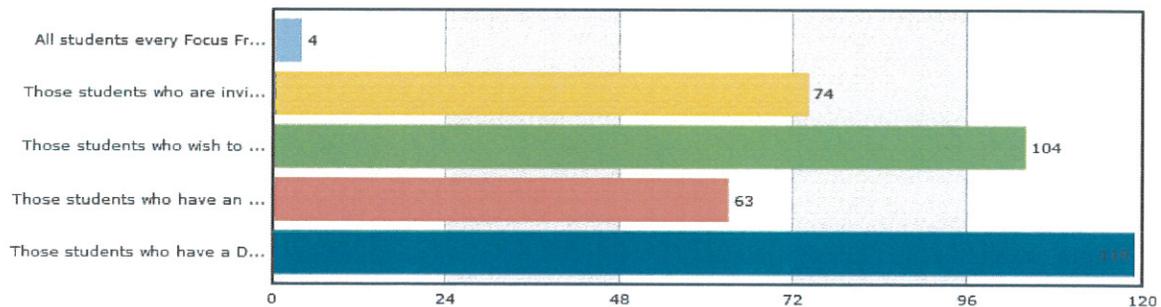
**In terms of Focused Friday, I am (choose one):**

Result	Responses	Percentage
Supportive	112	74.6%
Not supportive	9	6.0%
Don't know	14	9.3%
Need more information	14	9.3%



**What students should attend Focus Fridays (check all that apply)?**

Result	Responses	Percentage
All students every Focus Friday	4	1.0%
Those students who are invited for assistance	74	20.3%
Those students who wish to take advantage of the enrichment opportunities	104	28.5%
Those students who have an absence during the week	63	17.3%
Those students who have a D/F grade	119	32.6%

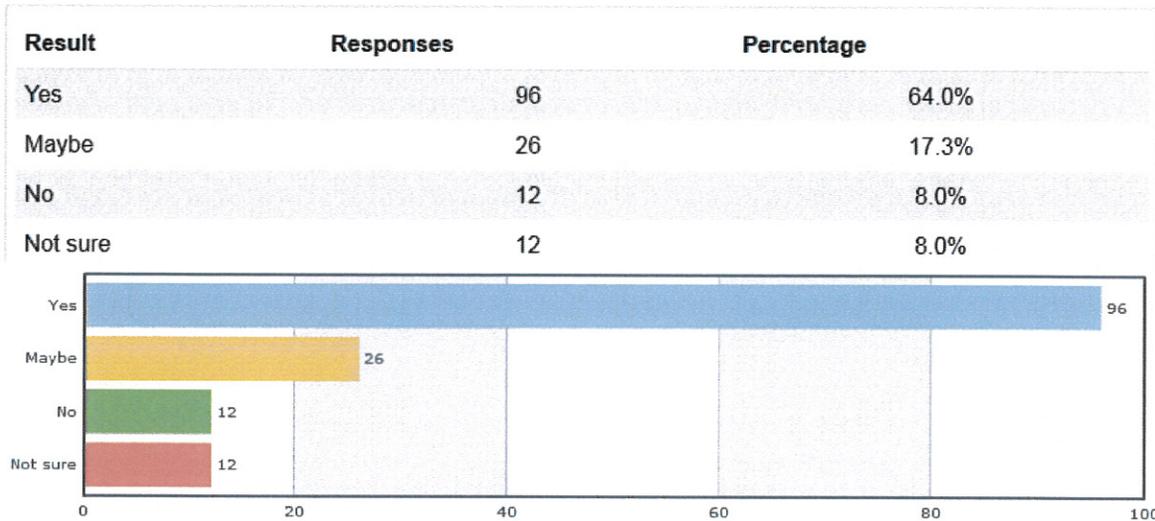


**Johnson County School District #1**

Alternative Schedule Request

Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

**Would you be willing to voluntarily send your child to Focus Fridays to receive enrichment, additional assistance, or to make up time absent during the week?**



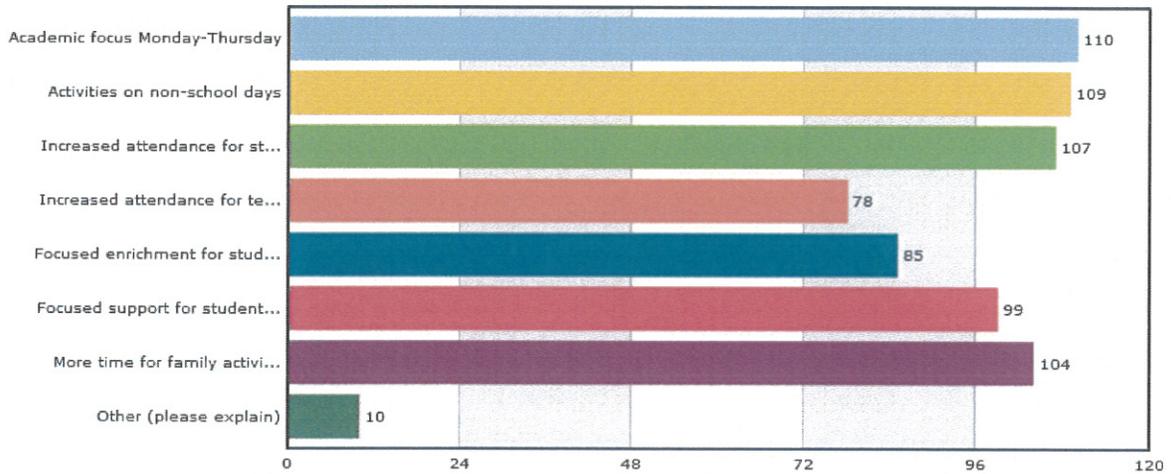
**Do you feel any of the following are benefits to moving to a alternative school week (check all that apply)?**

Result	Responses	Percentage
Academic focus Monday-Thursday	110	15.6%
Activities on non-school days	109	15.5%
Increased attendance for students	107	15.2%
Increased attendance for teachers	78	11.1%
Focused enrichment for students on Fridays	85	12.1%
Focused support for students on Fridays	99	14.1%
More time for family activities	104	14.8%
Other (please explain)	10	1.4%

# Johnson County School District #1

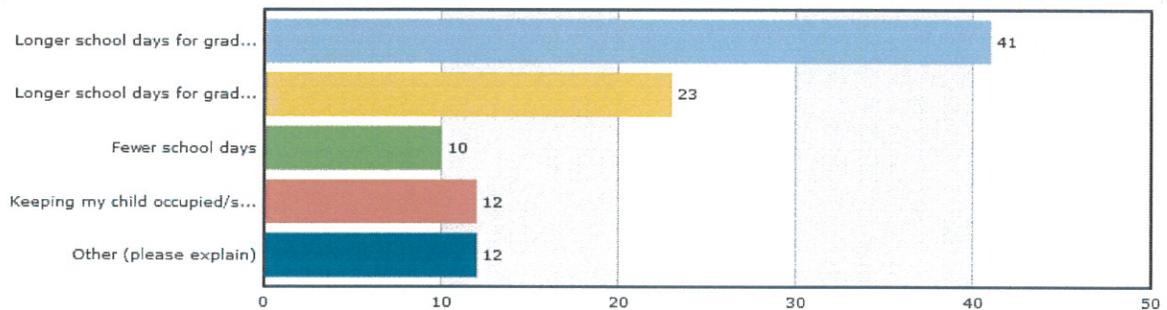
## Alternative Schedule Request

Submitted Spring 2013 for the 2014-15 & 2015-16 School Years



Are you concerned with any of the following when moving to a 4-day week (check all that apply)?

Result	Responses	Percentage
Longer school days for grades K-5	41	41.8%
Longer school days for grades 6-8	23	23.4%
Fewer school days	10	10.2%
Keeping my child occupied/supervised on Fridays	12	12.2%
Other (please explain)	12	12.2%

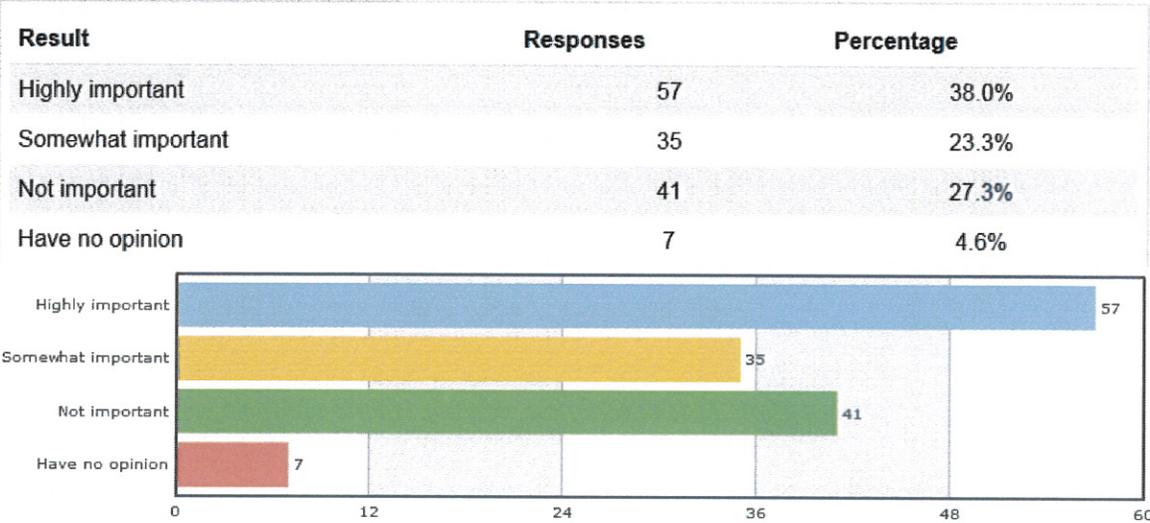


**Johnson County School District #1**  
 Alternative Schedule Request  
 Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

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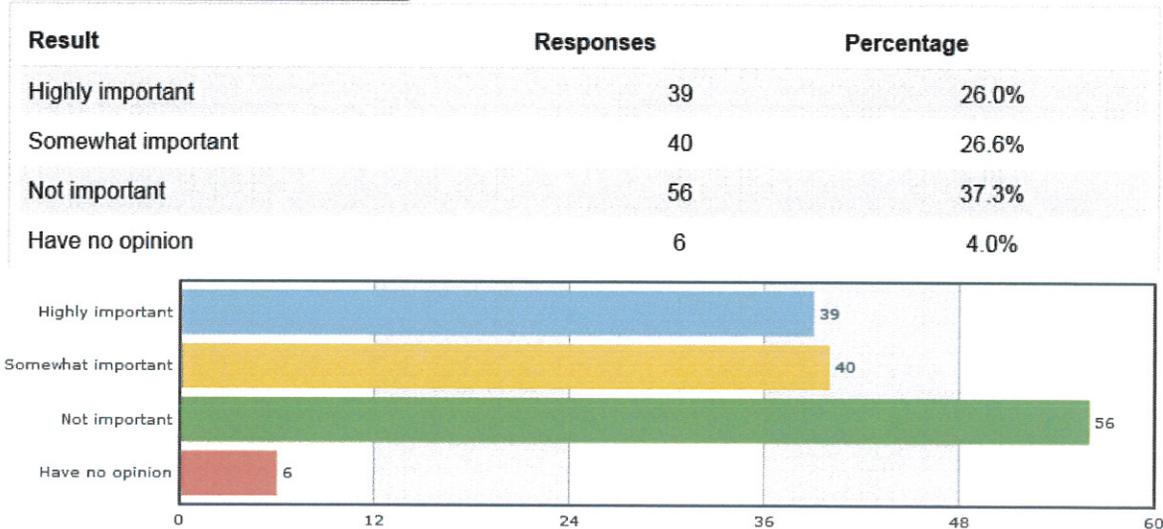
Please indicate how important the following items are to you:

1) a full 2-week holiday break



Please indicate how important the following items are to you:

2) a full 5-day spring break

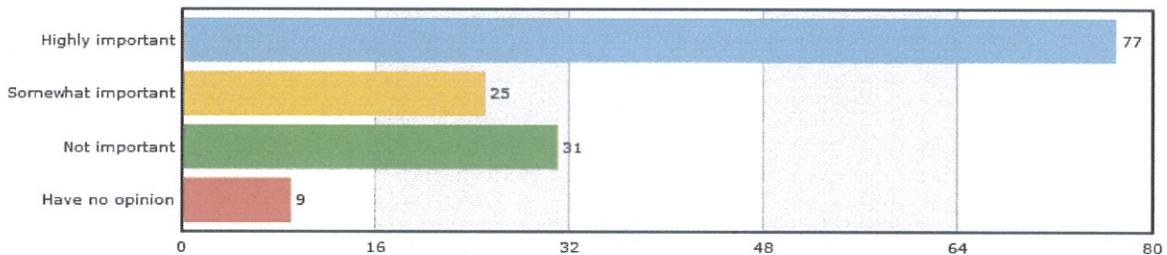


**Johnson County School District #1**  
 Alternative Schedule Request  
 Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

Please indicate how important the following items are to you:

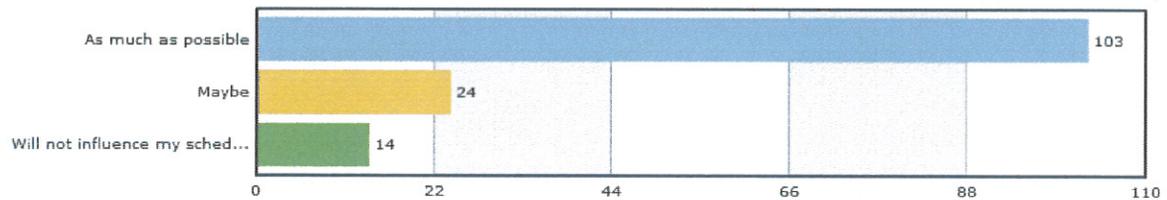
3) school ends by may 28th

Result	Responses	Percentage
Highly important	77	51.3%
Somewhat important	25	16.6%
Not important	31	20.6%
Have no opinion	9	6.0%



If Kaycee school implements a 4-day school week, our family will schedule all doctor, dentist, and other such appointments on Friday (choose one).

Result	Responses	Percentage
As much as possible	103	68.6%
Maybe	24	16.0%
Will not influence my scheduling	14	9.3%



**Do you have any suggestions for us to consider?**

- Going back to pre-arranged outtings so homework is done before they leave.
- -a hard look at attendance challenged students attending fridays -students on the d/f list on monday and are in sports, attend fridays (possibly after a warning)
- thank you for all the hard work we have to do something to engage our students, parents, and community to get where we need to go/be.
- Make sure the teachers are on board and performing their jobs.

## **Johnson County School District #1**

Alternative Schedule Request

*Submitted Spring 2013 for the 2014-15 & 2015-16 School Years*

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- I think the evaluations and charts have shown (especially the D/F lists) there is a culture that needs addressed. A change to a 4-day week might be a good jump start to a change in culture where we emphasize student involvement/accountability for their education.
- MSIP for kids to go is in the 1st week of June. So, if schools ends June 5th, will MSIP move their date?
- Summer programs for younger kids.
- The full 2 week holiday and spring break are important for children who travel for visitation
- D & F should be required to come on Fridays. Teachers who no longer assign homework (because kids don't turn it in.) should step it back up. Friday is a great incentive to get their work done and turned in.
- As stated above, currently high school kids get out of practice, (for volleyball, basketball & track) at 8:00pm. If the day gets a little longer some kids will get home at 9:00 at night leaving very little time for homework. Perhaps homework could be limited to weekends.
- How do the other schools with a 4 day schedule compare on the attendance? Did it go up or down on the other days?
- Reduction in sport practice times and a reduction in games per week.
- Making sure that the kids who are "invited" on Fridays don't feel "less than" (stupid) than the other kids who are doing better.
- D/F list kids mandatory on Fridays. Kids/parents/families must be accountable.
- Spring break is important to us as is ending the year in May. Christmas break not a big deal. Sample schedule #2
- More food.
- Enforcement of ineligibility.
- Discipline for D/F.
- A half of a day on Friday.
- Don't force kids to go on Fridays. Longer lunch
- Completely get rid of spring break and getting out May 28th with a full Christmas break.
- I like this.
- Don't want to do it.
- Keeping classes such as Ag, Music, etc.
- Longer lunch break along with it.
- Longer lunch break - 30 min is too short and school food is not high quality.
- I think you got it.
- I don't think attendance is the entire cause of low grades. There are many other factors.
- Having a longer study skills so we have more time to work on stuff if we miss a day so you don't have to come on Friday.
- I would keep the school week the same.
- To have Ms. Gilbert go into each class answer different questions and explain it to the students better.
- More lunch time.

## Johnson County School District #1

Alternative Schedule Request

*Submitted Spring 2013 for the 2014-15 & 2015-16 School Years*

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- More lunch time.

### **Do you have any concerns for us to consider?**

- What about practices - how long will they run? We already have small teacher to student ratio. In school they teach you they have it, this will not Day 1 Day 2 Day 5 be possible. If the children are behind they will still skip school on Friday.
- My kid does not do sports why are you trying to take his vacations away.
- -I am concerned with the bubble kids continuing to ride the bubble on purpose -I am concerned about how we will handle ACT prep
- How would snow days be made up?
- Don't listen to "we've always done it this way."
- Are we teaching our kids bad habits after school life is done with 4 days a week. Going to work is 5 days a week.
- It is a LONG day for the little guys, but willing to let them sleep in on Friday. The Friday time should be primarily (sacred time) for kids in need. Turning in to daycare could be a problem. I am often amazed by the apathy I see in the older kids. No homework done, no focus, no care. Perhaps requiring Friday time will motivate them to improve themselves.
- Sometimes dentist and doctor are not open on Fridays. I realize that sometimes the teacher does all he/she can do but come short of doing our child's work. I guess what I am saying if the child doesn't want to excel they won't. Not the teacher's fault.
- Make sure it is not a babysitting service.
- No, I completely support the 4 day week and wish it happened sooner.
- Sounds great should have been done sooner!
- If all students are invited to Focus Fridays it needs to be something other than being baby sat.
- A lot of Doctors and Dentist, etc. are not open on Fridays.
- Please do not let Fridays become a babysitting service. Let teachers & kids have enough opportunities to focus!
- Some Dr.s offices are closed on Fridays.
- Kids not utilizing time at school very well on Fridays.
- I'm just confused and don't want to do it. It might interrupt my rodeoing.
- Less people attending the school.
- Later athletic practices.
- I think for the Fridays it should be your choice to go or the parents choice.
- Do you have to go Fridays?
- Maybe for teachers to be here all day.
- It's really hard to get dr/dentist/etc appt. only on Fridays since they are usually always no open times.
- Would D/F students actually show up?
- If there was a family emergency and you had missed a lot of school, I believe you should not be forced to go on Friday.
- Friday is kind of a day that people look forward to. Wow - we have only Friday.

## Johnson County School District #1

Alternative Schedule Request

Submitted Spring 2013 for the 2014-15 & 2015-16 School Years

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### Length of Waiver

Kaycee School requests a one year waiver.

### Evidence of Meeting Required Hours

Kaycee School is a K-12 school with 155 students at the time of this proposal. Following is how the school will meet the required hours.

#### Elementary (Grades K-5) – 900 hours

Student full days	148.00	
Minutes per day	405.00	(8 hour day, minus recesses/meals)
Total minutes per year	59940.00	
<b>Total hours per year</b>	<b>999.00</b>	

- School begins at 8:15am, ends at 3:50pm, Monday –Thursday
  - Non-attendance Fridays begins at 8am, end at 11am
- Two 15 minute recess periods each day
- 20 minute lunch with recess

#### Middle School (Grades 6-8) – 1050 hours & High School (Grades 9-12) – 1100 hours

Student full Days	148.00
Minutes per class	49.00
# of classes	8.00
Passing Time	28.00
Homeroom	30.00
Total minutes per day	450.00
Total minutes per year	66600.00
<b>TOTAL days per year</b>	<b>148.00</b>
<b>TOTAL minutes per year</b>	<b>66600.00</b>
<b>TOTAL hours per year</b>	<b>1110.00</b>

- School begins at 8am, ends at 4pm, Monday –Thursday
  - Non-attendance Fridays begins at 8am, end at 11am
- 8 class periods, 1 homeroom period each day
- 4 minute passing times between periods
- 30 minute lunch



# Lincoln County School District #2

P.O. Box 219 Afton, WY 83110 • 307-885-3811 • [www.lcsd2.org](http://www.lcsd2.org)

Jon Abrams - Superintendent

January 21, 2014

Brian Aragon  
Wyoming Department of Education  
Hathaway Bldg., 2<sup>nd</sup> Floor  
2300 Capitol Avenue  
Cheyenne, WY 82002

Dear Brian:

This letter serves as notification of our intent to continue the modified calendar with Star Valley High School and the Cokeville schools for the 2014-2015 school year.

Per the approval of the State Board of Education on May 13, 2013 we submit this intent.

Sincerely,

Jon Abrams  
Superintendent

Brian,

Niobrara County School District #1 plans to continue the alternative schedule approved by the state board last year for Lance Creek School. We will use the schedule for the 2014-2015 school year and then submit a new proposal for the 2015-2016 school year. If you need anything else, please let me know.

Thank you

Richard S (Rick) Luchsinger  
Superintendent of Schools  
Niobrara County School District #1  
[307-334-3793](tel:307-334-3793)



## Park County School District #16

### Meeteetse Schools

**Jay Curtis**  
Superintendent

**Cory J. Dziowgo**  
Principal/Athletic Director

**Tracy Turnell-Thomas**  
Director of Business Services

2107 Idaho Street  
PO Box 218  
Meeteetse, WY 82433

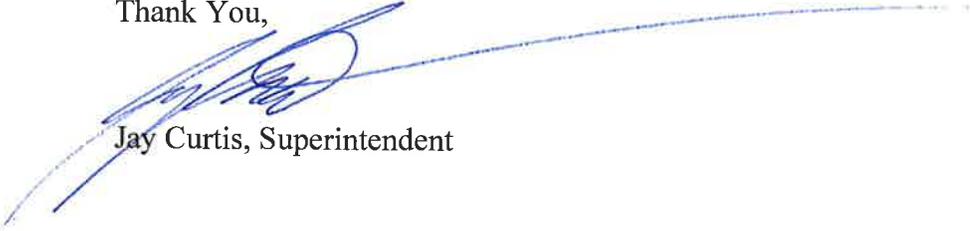
Phone: 307-868-2501  
Fax: 307-868-9264  
[www.park16.org](http://www.park16.org)

Brian Aragon  
Statewide Systems of Support (SSOS)  
Educational Consultant/WDE Wyoming Department of Education  
2300 Capitol Avenue  
Hathaway Building, 2<sup>nd</sup> Floor  
Cheyenne, WY 82002-0050

5/1/14

On behalf of Park County School District #16, I would like to inform the Wyoming Department of Education that we would like to continue with our approved alternative calendar for the 2014-15 school year. The four-day school week serves our district very well, as evidenced by high student achievement, low drop-out rate, and high student participation in extra-curricular activities. If you have questions, please do not hesitate to call.

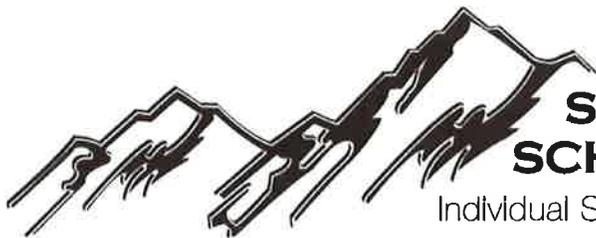
Thank You,



Jay Curtis, Superintendent



THE STATE OF WYOMING PROVIDES HATHAWAY MERIT AND NEED SCHOLARSHIPS TO WYOMING STUDENTS ATTENDING THE UNIVERSITY OF WYOMING AND WYOMING COMMUNITY COLLEGES. EVERY WYOMING STUDENT WHO MEETS THE MERIT REQUIREMENTS CAN EARN A HATHAWAY MERIT SCHOLARSHIP. CONTACT YOUR SCHOOL COUNSELOR FOR MORE INFORMATION.



# SHERIDAN COUNTY SCHOOL DISTRICT #1

Individual Success Through Education

May 1, 2014

Brian Aragon  
WDE – Alternative Schedule  
2300 Capitol Ave. 2<sup>nd</sup> Floor Hathaway  
Cheyenne, WY 82002

Dear Brian,

It is the intent of the Sheridan School District #1 Board of Trustees to continue operating on an alternative schedule for the 2014-2015 school year as previously approved by the WY State Board of Education at their May 8, 2013 meeting.

We will submit an end of the year report to the Department by July 1, 2014.

Please let me know if you should require any further information.

Sincerely,

Marty Kobza  
SCSD #1 Superintendent

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THE STATE OF WYOMING PROVIDES HATHAWAY MERIT AND NEED SCHOLARSHIPS TO WYOMING STUDENTS ATTENDING THE UNIVERSITY OF WYOMING AND WYOMING COMMUNITY COLLEGES. EVERY WYOMING STUDENT WHO MEETS THE MERIT REQUIREMENTS CAN EARN A HATHAWAY MERIT SCHOLARSHIP. CONTACT YOUR SCHOOL COUNSELOR FOR MORE INFORMATION.





# Sheridan County School District #3

P.O. Box 125 / 1601 Meade Avenue  
Clearmont, WY 82835

(307) 758-4411  
www.sheridan3.com

May 1, 2014

Wyoming Department of Education  
Brian Aragon, Consultant  
Standard, Learning and Accountability Division  
2300 Capitol Avenue, 2<sup>nd</sup> Floor Hathaway  
Cheyenne, WY 82002

To Whom It May Concern:

This letter is to reference that Sheridan County School District #3 will continue with the approved "**Alternative Schedule**" with "**NO**" modifications for the 2014 - 2015 School year. Please contact me if you have any further questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles Auzqui', is written over a light blue horizontal line.

Charles Auzqui  
Interim Superintendent  
Sheridan County School District # 3



The State of Wyoming provides *Hathaway Merit and Need Scholarships* to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship.

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: \_\_\_Sublette County School District #9\_\_\_\_\_

DISTRICT CONTACT: \_Kevin Garvey\_\_\_\_\_

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2014. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

ITEM	SUBMITTED
Cover Letter requesting an alternative Schedule	4/29/14
Education objectives (How will students benefit from this alternative schedule?)	4/29/14
Description of the schedule(s) and a copy of the calendar(s)	4/29/14
Method of evaluating how student learning has improved	4/29/14
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	4/29/14
Copy of public comment records	4/29/14
Length of waiver (circle one) <ul style="list-style-type: none"> <li><input checked="" type="radio"/> 1 year</li> <li><input type="radio"/> 2 years</li> </ul>	
Evidence of meeting required hours: <ul style="list-style-type: none"> <li>• Elementary            900 hours</li> <li>• Mid/Jr. High        1050</li> <li>• High School        1100</li> </ul>	4/29/14

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



115 S Nichols Street, PO Box 769 Big Piney, WY 83113 (307) 276 3322

*SUPERINTENDENT*

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April 28, 2014

Wyoming Department of Education  
Attn: Brian Aragon  
Hathaway Building, 2<sup>nd</sup> Floor, 2300 Capitol Ave.  
Cheyenne, WY 82002-0050

Dear Mr. Aragon-

Please accept Sublette County School District No. 9's request for an alternative calendar for a one – year period for the 2014-2015 school year. The District is very supportive of this calendar and is anticipating excellent results from the use of additional time for professional development. All required documentation is included.

The 2014-15 alternative schedule is for 172 student contact days. The District is planning to use the three additional professional development days to increase student achievement through curriculum and assessment work and time for collaborative planning. We are in our third year of implementing Professional Learning Communities and working with The Curriculum Leadership Institute. The additional time will greatly benefit our continued efforts in these areas.

By improving our curriculum and its implementation, we believe a substantial increase in learning opportunities will occur for our students. Please submit this application to the State Board of Education requesting authorization with the knowledge the Sublette County School District No. 9 Board of Trustees, by formal action at the April 17, 2014 board meeting, authorized this request. We look forward to your review and approval of this request. If additional information is needed, please advise as soon as possible.

Sincerely,

Kevin P. Garvey  
Superintendent, Sublette County School District #9

## **Education Objectives**

*How will students benefit from this alternative schedule?*

Students will benefit through improved learning opportunities created through the implementation of carefully and collaboratively designed curriculum and assessments. In the past, we have tried to carve out additional time with early release days. These are not well received by parents and the community, and we question if we truly are getting the full value of this time in lieu of full days. These additional days will provide collaboration time to develop, implement, monitor and adjust curriculum and instruction which will benefit students' learning, help mentor our new teachers, and reinforce best practices with all teachers throughout the school year.

Students will benefit through improved attendance. Many of our parents have work schedules which are not the traditional Monday through Friday with time off for weekends and the nearest larger communities with doctors and shopping are all approximately one hundred miles from our communities. Parents schedule appointments and often leave town for shopping when they have days off and take their children with them causing them to miss school. With these additional days, parents can plan their appointments and shopping in advance and reduce the number of days missed from school.

Students will benefit from well trained teachers. These three additional days will allow opportunities for teachers to grow and collaborate on instructional design and delivery. With the additional training required for concussions, seclusion and restraint, bullying, 1st Aide/CPR, sexual harassment, acceptable use of technology, and school improvement efforts all before the first day with students, it is critical we have time throughout the year for ongoing professional development focused on improving instruction.

### **Description of the schedules and a copy of the calendar**

The LaBarge Elementary School begins at 8:00 a.m. and ends at 3:00 p.m. with sixty-eight minutes excluded for lunch and recess. This equals 5.87 hours of instruction per day resulting in 1,009.64 hours for the school year. Three fewer days would equal 17.61 fewer hours for a total of 992.03 hours of instruction, which exceeds the minimum required 900 hours.

Big Piney Elementary School begins at 8:20 a.m. and ends at 3:10 p.m. with fifty-three minutes excluded for lunch and recess. This equals 5.95 hours of instruction per day resulting in 1023.40 hours for the school year. Three fewer days would equal 17.85 fewer hours for a total of 1,005.55 hours of instruction, which exceeds the minimum required 900 hours.

Big Piney Middle School begins class at 8:15 a.m. and ends at 3:25 p.m. with forty-three minutes for lunch/recess. This equals 6.45 hours of instruction per day resulting in 1,109.40 hours for the school year. Three fewer days would equal 19.35 fewer hours for a total of 1,090.05 hours of instruction, which exceeds the minimum required 1,050 hours.

Big Piney High School begins class at 8:15 a.m. and ends at 3:28 p.m. with thirty-four minutes for lunch. This equals 6.65 hours of instruction per day resulting in 1,143.80 hours for the school year. Three fewer days would equal 19.95 fewer hours for a total of 1,123.85 hours of instruction, which exceeds the minimum required 1,100 hours.

Please see attached calendar for the 2014-2015 school year and each school's schedule.

**Method of evaluating how student learning has improved**

Sublette County School District No. 9 uses student achievement data from the Northwest Evaluation Association's Measures of Academic Progress (NWEA/ MAP) along with the PAWS assessments and our local District summative assessments aligned to the Wyoming state standards to establish and measure academic goals for students. Students' MAP RIT scores and the PAWS' scale scores are used to measure growth for both individuals and cohorts of students. MAP RIT scores are used to measure growth during the school year and also from spring to spring. The PAWS scores are used to measure annual growth for individuals and cohorts. The District summative assessments are used for cohort growth and to evidence individual performance on state standards. All three measures will be monitored and compared with the previous year's results to determine if student learning improved.

**Evidence that at least two advertised public meetings were held prior to submission of the proposal**

The first public meeting was advertised in the March 18, 2014 Sublette Examiner on page 10. It was an agenda item at our regular monthly meeting of the Board of Trustees held on March 20, 2014. There were 39 people present.

The second public meeting was advertised in the April 15, 2014 Sublette Examiner on page 10. It was an agenda item at our regular monthly meeting of the Board of Trustees held on April 17, 2014. There were 34 people present (please see attached advertisement and minutes).

**Copy of public comment records**

This item was presented for information and discussion at the March 20, 2014 Board meeting. The public and members of the Board were asked for discussion, and no comments were presented.

The second public meeting was held during the April 17, 2014 Board meeting. Chairperson Dr. David Burnett asked for comments from the audience and then discussion from the Board. No comments were presented.

**Evidence of meeting required hours**

None of our schools will require adjustment to their school day.

LaBarge Elementary	172 Days at 5.87 hrs = 992.03 hrs (900 hrs required)
Big Piney Elementary	172 Days at 5.95 hrs = 1,005.55 hrs (900 hrs required)
Big Piney Middle School	172 Days at 6.45 hrs = 1,090.05 hrs (1050 hrs required)
Big Piney High School	172 Days at 6.65 hrs = 1,123.85 hrs (1100 hrs required)

# 2014



# 2015

	S	M	T	W	T	F	S
AUGUST						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						

	S	M	T	W	T	F	S
SEPTEMBER		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				

	S	M	T	W	T	F	S
OCTOBER				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	

	S	M	T	W	T	F	S
NOVEMBER							1
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DECEMBER		1	2	3	4	5	6
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	28	29	30	31			

- # Student Vacation NO SCHOOL
- ⌚ Early Dismissal
- ☐ End of Quarter
- ⚡ Teacher In-Service NO SCHOOL
- ⚙ PT Conferences EVENING
- 🌟 PT Conferences NO SCHOOL

## 2014-2015 School Calendar

- August 21-22 LBE/BPE Teacher In-Service
- August 25 ALL DISTRICT FIRST DAY
- August 26 Teacher In-Service NO SCHOOL
- August 27 **FIRST STUDENT CONTACT DAY**
- September 1 **Labor Day NO SCHOOL**
- September 19 Teacher In-Service NO SCHOOL
- October 17 Teacher In-Service NO SCHOOL
- October 31 End Quarter 1 (45 days)
- November 18/20 BPE P/T Conf
- November 20 HS/MS/LBE P/T Conf
- November 21 HS/MS/LBE P/T Conf NO SCHOOL
- November 26 Early Dismissal 1:30 pm
- November 27/28 **Thanksgiving Break NO SCHOOL**
- December 22-31 **Christmas Break NO SCHOOL**
- January 1 **New Year's Day Holiday NO SCHOOL**
- January 2 **Christmas Break NO SCHOOL**
- January 5 School Resumes
- January 16 Teacher In-Services NO SCHOOL
- January 19 **Martin Luther King Day NO SCHOOL**
- January 23 End Quarter 2/End Semester 1 (44 days)
- February 16 **Presidents' Day NO SCHOOL**
- February 20 Teacher In-Service NO SCHOOL
- February 27 Teacher In-Service NO SCHOOL
- March 10/12 BPE P/T Conf
- March 12 HS/MS/LBE P/T Conf
- March 13 HS/MS/LBE P/T Conf NO SCHOOL
- March 30-Apr 3 Spring Break NO SCHOOL
- April 3 **Good Friday NO SCHOOL**
- April 10 End Quarter 3 (45 days)
- April 17 Teacher In-Service NO SCHOOL
- May 15 Teacher In-Service NO SCHOOL
- May 25 **Memorial Day Holiday NO SCHOOL**
- May 29 Graduation
- June 4 **Last Student Contact Day -EarlyDismiss**
- June 5 Teacher In-Service NO SCHOOL

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

	S	M	T	W	T	F	S
JUNE		1	2	3	⚙	6	
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	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31			

## La Barge Elementary 2013-2014 Daily School Calendar

Morning buses arrive: 7:20 a.m.

Breakfast: 7:25 a.m. – 7:55 a.m. (students who eat school breakfast)

Before school recess: (All grades) 7:20 a.m. – 7:55 a.m.

Classes begin: 8 a.m.

First recess: 9:30 a.m. – 9:50 a.m.

First lunch: (grades k – 2) 11:10 a.m. – to 11:35 a.m.

Second lunch: (grades 3-5) 11:35 a.m. – 12 Noon

First lunch recess: (grades k – 2) 11:35 – 11:55 a.m.

Second lunch recess: (grades 3 – 5) 12 Noon – 12:20 p.m.

K-2 classes resume 11:58 a.m.

3-5 classes resume 12:23p.m.

School releases: 3 p.m.

After school Program: 3 p.m. – 4 p.m.

Buses arrive to take students home: 4 p.m.

## Big Piney Elementary 2013-2014 Daily School Calendar

Morning buses arrive: 7:50 a.m.

Breakfast: 7:50 a.m. – 8:15 a.m. (students who eat school breakfast)

Classes begin: 8:20 a.m.

First lunch: (grades k – 2) 11:00 a.m. – to 11:25 a.m.

Second lunch: (grades 3-5) 11:25 a.m. – 11:50 a.m.

First lunch recess: (grades 3 - 5) 11:00 a.m. – 11:25 a.m.

Second lunch recess: (grades k - 2) 11:25a.m. – 11:50 a.m.

Classes resume 11:53

School releases: 3:10 p.m.

Buses arrive to take students home: 3:15 p.m.

## BPMS Schedule

### MONDAY

ASSEMBLY 8:15 - 8:29

1ST PERIOD	8:32 - 9:16
2ND PERIOD	9:19 - 10:03
3RD PERIOD	10:06 - 10:51
4TH PERIOD	10:54 - 11:39
LUNCH	11:39 - 12:19
5TH PERIOD	12:22 - 1:06
6TH PERIOD	1:09 - 1:53
7TH PERIOD	1:56 - 2:39
8TH PERIOD	2:42 - 3:25

### TUESDAY & FRIDAY

1ST PERIOD	8:15 - 8:57
2ND PERIOD	9:00 - 9:42
3RD PERIOD	9:45 - 10:27
4TH PERIOD	10:30 - 11:12
FOCUS	11:15 - 11:45
LUNCH	11:45 - 12:25
5TH PERIOD	12:28 - 1:10
6TH PERIOD	1:13 - 1:55
7TH PERIOD	1:58 - 2:40
8TH PERIOD	2:43 - 3:25

### WEDNESDAY

1ST PERIOD	8:15 - 9:42
2ND PERIOD	9:45 - 11:12
FOCUS	11:15 - 11:45
LUNCH	11:45 - 12:25
5TH PERIOD	12:28 - 1:55
6TH PERIOD	1:58 - 3:25

### THURSDAY

3RD PERIOD
4TH PERIOD
FOCUS
LUNCH
7TH PERIOD
8TH PERIOD

### BPHS Bell Schedule

Big Piney High School is operating on a flex schedule for the 2013-2014 school year. Monday, Tuesday and Friday are a traditional seven period day schedule. Wednesday and Thursday are a four period block schedule. The following are the daily schedules:

#### **Monday, Tuesday & Friday: (50 min periods / Guided Reading = 25 min)**

1st period.....8:15 - 9:05  
2nd period.....9:09 - 9:59  
Guided Reading.....10:03 - 10:28  
3rd period.....10:32 - 11:22  
4th period.....11:26 - 12:16  
Lunch.....12:16 - 12:46  
5th period.....12:50 - 1:40  
6th period.....1:44 - 2:34  
7th period.....2:38 - 3:28

#### **Wednesday: (98 min periods / Advisory-Guided Reading = 37 min)**

1st period.....8:15 - 9:53  
Adv/GR.....9:57 - 10:34  
2 period.....10:38 - 12:16  
Lunch.....12:16 - 12:46  
5th period.....12:50 - 2:28  
7th period.....2:32 - 3:28

#### **Thursday: (98 min periods / Advisory-Guided Reading = 37 min)**

3rd period.....8:15 - 9:53  
Adv/GR.....9:57 - 10:34  
4th period.....10:38 - 12:16  
Lunch.....12:16 - 12:46  
6th period.....12:50 - 2:28  
7th period.....2:32 - 3:28

School hours are 8:00 – 3:30.

**Students are expected to leave the building by 3:40 unless they are involved in a school activity.**

**Land** Continued from page 1

"that fits with the character of Jackson."

"One of the main issues and catalyst for the conveyance of the 10 acres is the need to reconstruct the almost 50-year-old supervisor's office to meet current building stan-

dards and codes, modern sustainability and energy efficiency standards and reduce overall facilities costs," BTNF Forest Supervisor Clint Kyhl said in a press release. "The employees in Jackson will temporarily

work out of other office space while the construction is underway."

The buyer, who was not identified, is currently working "on zoning and due diligence with the Town of Jackson," Kyhl

added. The anticipated closing date for the parcel is this fall, and the hope is to begin constructing the new administrative building in the spring of 2015.

**Projects** Continued from page 1

cleaner and suck up all the sand and rubber," McAdams said. "The rubber then gets treated and washed," before being spread again on the field.

In the process, any seams that have appeared will be replaced.

"We've never done this before," Harnack said, before adding the field is heavily used by PHS sports teams and Pinedale Aquatic Center (PAC) activities.

This summer, district staff will also construct a 10-foot section of heated sidewalk leading from a fire safety exit in the district's bus barn, at a budgeted allotment of \$15,000.

The area receives a significant amount of snow accumulation, currently preventing the emergency exit from being usable in winter months.

"It gets so much snow to the point where you can't open that door," McAdams said. "The fire marshal pointed it out, and it's a definite issue we need to deal with for safety."

After looking at different options, McAdams said a heated sidewalk is the best

solution.

The district already has some of the required equipment to control the heated sidewalk — they just need to purchase the wiring and install the concrete, McAdams added.

The final item to be approved is the installation of an isolation valve that will allow the district to shut off hot water to PHS and the administration building. Currently, a single system provides hot water to those buildings and the PAC. Hot water at individual buildings cannot be turned off without shutting down the entire system. Because the PAC requires hot water throughout the year, all of the buildings are heated during the summer.

"The biggest reason to do this, honestly, is for efficiency," McAdams said.

However, McAdams warned the budgeted \$70,000 could be increased if, when installing the isolation valve, contractors discover the system's pipefittings are leaking.

The metal pipes, installed when the building was first constructed in 1986, expand when hot and contract when cold. Once the

isolation valve is installed and hot water shut off, it is possible the change in temperature will cause leaks that will have to be addressed.

Also at the meeting:

In their consent agenda, the board approved the resignations of five staff and faculty. Kevin Haffey, PHS special education teacher; Missy Davis, Pinedale Elementary School (PES) kindergarten teacher; Alyssa Kolb, PES fourth grade teacher; Ward Wise, PHS business education teacher; and Gabe Griffin, Pinedale Middle School special education teacher, will resign their positions effective June 9.

Harnack told the *Examiner* the district typically loses staff and faculty every year.

"There are certain realities that come with living and working in Sublette County," he said. "Spouse transfers, access to shopping and medical services and the high cost of living continue to be major factors that affect our workforce."

The board unanimously approved a contract to provide transportation for the Cycle Greater Yellowstone event that will visit Pinedale on August 20. The contract stipulates SCSD No. 1 will provide nine busses that will make two trips each from Farnon to Pinedale to transport event participants in ex-

change for an amount not to exceed \$4,927.77.

The board heard two commendations of district staff and faculty. In a letter, Harnack praised PHS teacher Mike Gregory.

"Over the past several years, [Gregory] has taken on key teacher leader responsibilities," Harnack wrote. "He has served as a member of the high school leadership team, the District Steering Committee and has trained in the Balanced Leadership Framework."

Board member Robin Schamber also thanked the PHS counseling department for its efforts providing career and college preparation for students.

"[Molly] Mulcahy, [Alex] Edwards and [Jennifer] Proud have done an incredible job offering numerous after-hours workshops and Q&A sessions for our students and parents covering everything from ACT prep and resume writing to college and scholarship applications," Schamber wrote in a letter. "Additionally, they have been available to answer any question, any time for a student or parent needing clarification."

The next SCSD No. 1 board of trustees meeting will take place on April 10 at 7:30 p.m. in the boardroom at the administration building.



**SUBLETTE COUNTY SCHOOL DISTRICT #9**  
*Developing Capacities for Success*

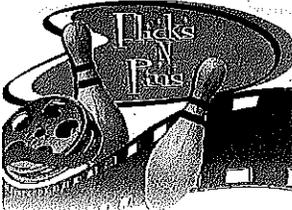
**Board of Trustees**  
**SUBLETTE COUNTY SCHOOL DISTRICT NO. 9**  
**Thursday, March 20, 2014 7:00 p.m.**

**MEETING AGENDA:**

- 1. Meeting Call to Order: Thursday, March 20, 2014**
  - 1.1 Pledge of Allegiance
  - 1.2 Approve Minutes for the February 26, 2014 Board of Trustees Meeting
  - 1.3 Additions and/or Acceptance of the Agenda
- 2. Approve Claims and Monthly Payroll**
  - 2.1 Claims and Monthly Payroll for March 2014
- 3. Reports/Delegations:**
- 4. Unfinished Business:**
  - 4.1 Second Reading: Policy Food Procurement Policy
- 5. Community Comments:**
- 6. New Business:**
  - 6.1 Change in Mill Request method for Region V BOCES
  - 6.2 Personal and Sick Leave Immediately Preceding or Following a School Vacation
  - 6.3 Out of State Professional Development Travel Request
  - 6.4 Track and Stadium Bid
  - 6.5 Information Item: Amend Policy GBL Personnel Records and Files
  - 6.6 Information Item: Amend Policy JO Student Records
  - 6.7 Information Item: Policy JLG Homeless Children
  - 6.8 Informational Item - Alternative Calendar
  - 6.9 Policies for Board Revision
  - 6.10 Executive Session to Discuss Personnel
  - 6.11 Staffing Recommendations for the 2014-15 School Year
  - 6.12 Internship Request
  - 6.13 Staff Election
  - 6.14 FMLA Leave Eligibility Exemption
- 7. Set Date, Time and Location of Next Meeting Date:**
  - 7.1 Set Date Time and Location of Special Session Meeting
  - 7.2 Next Tentative Board of Trustees Meeting Date: Thursday, April 17, 2014 at 7:00 p.m.
- 8. Adjournment:**
  - 8.1 Meeting Adjourned:



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**Handbook** Continued from page 1

Council members Tim Lingle, Nylla Kunard and Matt Murdock thought the current schedule was too generous, and other towns had a vacation schedule similar to the proposed changes. Smith disagreed.

"Is it generous? Yes," Smith said. "But I want to keep it that way."

The council voted to grandfather current employees on the old vacation schedule and hire all new employees under the new earning schedule.

The council also tackled sick leave. Currently, the sick leave policy is to allow employees up to 10 sick days a year to take care of themselves or an immediate family member. Days that went unused could accrue up to 60 days.

Some town council members wanted to put a cap on accrued sick leave at 45 days.

"Sick days are like an insurance policy for yourself," Smith said. "So God forbid, something bad happens to you, you can still take care of your family and pay your rent while you're sick or injured or dying."

Smith wanted to leave the current sick leave policy in place, but the council voted to cap accrued days at 45.

Before revisions to the handbook, there was no maternity leave policy in place, however workers were given paid leave. The council decided to include a written policy in the handbook. A woman could take up to four weeks of paid maternity leave, but council members voted to not allow paid leave for new fathers.

The council adjusted the town's current communication policy so even driving with a hands-free device would not be allowed while operating town vehicles or equipment.

Drug testing was also discussed. The council decided pre-employment screenings, reasonable belief screenings, post-accident screenings and random drug testing would take place for all employees.

The next PTC meeting will be on March 24 at 5:30 p.m. in the Pinedale Town Hall.

**Faler Creek** Continued from page 1

design I would be willing to take it back to my funding leaders," Eddins said.

The commissioners then discussed a proposal they received from Jackson-based Biota on how to mitigate flooding in Daniel. In the proposal, the fluvial morphologists said they would first need to meet with landowners and compile information like historical photography and topographical layouts to define a project area where flooding is most likely to take place.

Once that area is established, Biota would assess it and develop a design for treatment, which could include redirecting channels or putting structures in place that would prevent excessive amounts of the Green River from flowing into Faler Creek.

The commissioners were hesitant about committing to such a project, and all three weren't entirely sure Sublette

County should be the entity taking the lead on the issue.

"Protecting a public roadway is sensible for government, and I could see us helping out with that," Commissioner Jim Latta said before adding the project could be beneficial in Daniel but could have unforeseen consequences further downstream.

Bousman and Vice Chairman Andy Nelson agreed, and the commissioners decided to table the issue until more information could be presented. Sublette County Clerk Mary Lankford was directed to invite WYDOT, the Wyoming Department of Environmental Quality, the Wyoming Game and Fish Department, the U.S. Fish and Wildlife Service, the Wyoming Water Development Commission and state engineers to a future meeting to see who would want to participate in flood prevention.

Also at the meeting:

- Latta reported he had heard some concerns from residents regarding the Skyline Drive improvement project, specifically the addition of a bike path from the cattle guard up to White Pine Ski Resort.

Latta said people were worried adding a bike path would create too much surface disturbance. He wanted to confirm with his fellow commissioners a bike path was included in the original project description, and both Bousman and Nelson said it was. The caveat, though, was that if the project bid came back too high, the first thing to be removed was the bike path.

- After receiving unanticipated revenue in the form of refunds, insurance claims and unexpected payments, the commissioners approved a transfer of \$1,764,859.17 into the budget. But

since the fiscal year is only two months from ending, the money will be put into the reserves.

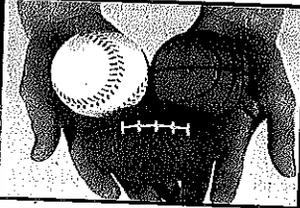
- The commissioners discussed what the new name for the independent living wing of the new Sublette Center should, and all three agreed the words "Sublette County" should be somewhere in the title so people know it is a county-owned facility.

- Nelson said he was going to go on a fact-finding mission to understand why gas prices in Sublette County are so much higher than the state and national averages. Specifically, Nelson said he wants to know what the reason is for the higher fuel costs in the area and whether or not the commissioners could help lower the costs.

- The next meeting is Tuesday, April 22 at 9 a.m. in the Commissioners' Room in Pinedale.

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**SUBLETTE COUNTY SCHOOL DISTRICT #9**  
Developing Capacities for Success

**Board of Trustees**  
**SUBLETTE COUNTY**  
**SCHOOL DISTRICT NO. 9**

Thursday, April 17, 2014 7:00 p.m.

**MEETING AGENDA:**

**1. Meeting Call for Order: Thursday, April 17, 2014**

- 1.1 Pledge of Allegiance
- 1.2 Approve Minutes for the March 20, 2014 Board of Trustees Meeting
- 1.3 Additions and/or Acceptance of the Agenda

**2. Approve Claims and Monthly Payroll**

**3. Reports/Delegations**

**4. Unfinished Business:**

- 4.1 First Reading Note to amend Policy 08E Personal Records and Fines
- 4.2 First Reading Note to amend Policy 20 Student Records
- 4.3 First Reading Note to amend Policy 10J Homework/Classroom
- 4.4 First Reading Note to approve Alternative Calendar

**5. Community Comments:**

**6. New Business:**

- 6.1 Personal and Sick Leave Immediately Proceeding or Following a School Vacation
- 6.2 Unpaid Warrants
- 6.3 Approve Amendment to I/M Contract for construction activities
- 6.4 Information Item: Policy EBBA Prevention of Unexcused Absences/Transmission
- 6.5 Review policy EFA
- 6.6 Consent Agenda, School Board Governance and Operations Policy Manual Revisions

- BBAA Board Member Authority and Responsibility
- BCA School Board Member Code of Ethics
- BBA Board Organizational Meeting
- BBB Board Officers
- BBB Board-Superintendent Relationship
- BBCC Formalized Hearings
- BBC Board Committees
- BBE Meeting Procedures
- BBEE Agenda Format Preparation and Distribution
- BBEE-E Agenda Format
- BBF Policy Adoption
- BBG Policy Revision Review
- BBH Board Review of Administrative Regulations
- BBG Administration in the Absence of Policy
- BBI Board Staff Communication
- BBJ New Board Member Orientation Handbook
- BBK Board Member Compensation, Expenses and Reimburse
- BBL Board Member Compensation and Operations Policy Revisions
- BBM School Board Officers and Membership
- BBN Board Vacancy
- BBO Board Member Conflict of Interest
- BBP Quorum
- BBQ Voting Method
- BBR Participation at Board Meetings
- BBR School Board Policy Development

- 6.8 Consent Agenda, School Board Governance and Operations Policies for Adoption
- 6.9 Local School Board Legal Status
- 6.8AA Board Member Qualification
- 6.8AB Board Member Oath of Office
- 6.8AC Board Member Resignation
- 6.8AD Open Meetings
- 6.8AE Minutes
- 6.8AF School Board Communication by Electronic Mail
- 6.9 Executive Session to Discuss Personnel
- 6.10 Staff Reorganization
- 6.11 Approve Increasing Stacy Roberts' Initial Teaching Contract from half time to full time for the 2014-2015 School Year

**7. Set Date, Time and Location of Next Meeting Dates:**

- 7.1 Next Meeting of Board of Trustees Meeting Date: Thursday, May 15, 2014 at 7:00 p.m.

**8. Adjournment:**

Following the SCSD #9 Board of Trustees meeting is a Sublette #9 Recreation Board Meeting.

**Board** Continued from page 1

elementary, middle and high schools were renewed for the 2014-15 academic year.

- A request by Harnack to move spring break back by a week next year was unanimously approved. In 2015, spring break for the district will take place from March 30 to April 3. The change will allow students more time to complete the required state assessments.

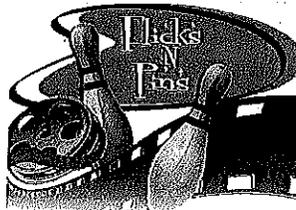
"The window for [Proficiency Assessment for Wyoming Students] creeps later and later, and it's pushing up against our spring break," Harnack said. "Given the accountability model, I know our teachers want every day they can get."

- The board unanimously approved the

purchase of two new Suburbans to transport students. The two current vehicles have nearly 190,000 miles each. Since both Suburbans will be primarily used for student transportation, they will qualify for reimbursement from the state.

- Mark Pape, the board chairmen, informed the board that four members will be up for reelection in November. The terms of Robin Schamber, Sandy Sikorski, Jamison Ziegler and Chris Nelson are all up this year.

- The next SCSD No. 1 board of trustees meeting will take place on May 8 at 7:30 p.m. in the boardroom at the administration building.



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**Standards** Continued from page 1

actually, for the board of education, for teachers and parents to look at the science standards as they were proposed and say, how do we make sure this is what we want in Wyoming, that gives us the rigorous standards but also isn't just off the shelf and sort of a canned matter," the governor said.

Proponents of the NGSS claim partisan politics are hampering the state's adoption of evidence-based scientific facts.

"The board was put in a tough spot by political powers that pressured them to not support 21st century standards for one reason — they contain climate science education," a release from the Citizen Engagement Laboratory charges.

Last week's decision delayed an ultimate decision on the future of the NGSS in Wyoming.

Two motions — one that would have allowed individual districts to adopt the NGSS and another that would have stopped completely any consideration of the standards — both failed.

Instead, the board approved a motion to send the standards back to a committee.

According to the *Casper Star-Tribune*, board chairman Ron Micheli said, "Never at any time have I opposed the discussion of climate change. I think we can have a rational discussion. ... But it has to be fair, balanced, and it has to be based on the economy of this state."

A letter from the National Science Teachers Association — a group that supports the NGSS — was sent to the state board last week.

"It is our responsibility as teachers to educate, inspire and guide students to become scientifically literate citizens," David Evans, the association's executive director, wrote. "To help achieve this, we must focus on presenting concepts, including climate change, that are supported by empirically based evidence collected from the natural world."

A timeline for a final decision was not set.

**Chairperson Dr. David Burnett called the regular meeting of the Board of Trustees, Sublette County School District No. 9 to order at 7:00 p.m., Thursday, March 20, 2014, in Fine Arts Building.**

*Roll Call: Board members present: Dr. David Burnett, Glade Jones, John Fear, Mack Rawhouser and Bill Tanner: Also present were Kevin Garvey, Amy Anschutz, Tanya Greenwell, Jeff Makelky, Chris Meiring, Anna Todd, George Bohm, Amy Bell, Greg Bell, William Farrington, Kellee Sims, Meador Family, Bateman Family, Megan Neher, Albert Sommers, Doris Woodbury. Reed Family, Terry Cain, Theresa Bermingham, Ann Willford, Chris and Mary Hardin, Jones Family, Ron Davison, Jon Cunningham, Cindy Jackelen, Jenna Banks, Dwaine and Russell Kenney, Aaron Makelky.*

**1 MEETING CALL TO ORDER:**

**1.1 Pledge of Allegiance:** Chairperson Dr. Burnett led the audience and the Board of Trustee members in reciting the "Pledge of Allegiance".

**1.2 Approve Minutes for the February 26, 2014, Board of Trustees Meeting:** A motion was made by Mack Rawhouser and seconded by John Fear to approve the minutes for the February 26, 2014 Board of Trustees meeting. The motion carried.

**1.3 Additions and/or Acceptance of the Agenda:** A motion was made by Bill Tanner and seconded by Glade Jones to accept the March 20, 2014 agenda. The motion carried.

**2 CLAIMS AND MONTHLY PAYROLL:**

**2.1 Approve Claims and Monthly Payroll for March 2014:** A motion was made by John Fear and seconded by Glade Jones to approve the February 2014 claims and monthly payroll. The motion carried.

**3 REPORTS/DELEGATIONS:**

**Students of the Month:** The Board asks teachers from each building to recognize a student each month who exemplifies the District's values of Respect, Excellence, Integrity, Responsibility, Empathy and Courage. Britney Jones was the January Student of the Month and unable to attend last month's meeting. She was nominated by Mrs. Willford. Mrs. Sims nominated Abby Reed for the LaBarge February Student of the Month. Jackie Meador is nominated by Mrs. Cain to represent the Big Piney Elementary February Student of the Month. Mr. Cunningham nominated Big Piney Middle School student Cassidy Bateman and Nolan Jones is the Big Piney High School February Student of the month nominated by Mr. Farrington. Chairperson Burnett congratulated the students and their families for this accomplishment.

**Middle School Student Council Report:** Cassidy Bateman reported that tomorrow night is the Rustler Olympics to celebrate the end of the winter sports season. Student council also started teacher/staff member of the month program and Mr. Bell is it for this month. Mr. Dodds also came to a meeting to ask about the SOAR eligibility. There are also 47 ties left for sale and student council bought apple cutters so the kids with braces could eat apples too. **High School Student Council Report:** Cheyenne Marino reported outdoor track has their first home meet next weekend. High school basketball returned a few weeks ago from State competition with the consolation prize. Academic challenge travels to Casper for the Stars challenge. Only the top 15 can compete and Dwaine Kenney will be representing us. Robotics went to regionals at Salt Lake placing 8<sup>th</sup> out of 48 teams. They will travel to Las Vegas for National Competition. So if you see any of the kids who participate in high school activities congratulate them. **High School Principal Report:** Mr. Makelky reported to recognize the Math students who competed last week in Rock Springs State Math. Dwaine and Russell Kenney and Linn Shinn. Overall Russell was 2<sup>nd</sup>, Dwaine 3<sup>rd</sup> and Linn 5<sup>th</sup> and we were the Top 1A school. Career fair is March 25. Mrs. Clements and Ms. Edwards have put a lot of work into this great opportunity for the entire student body to hear from citizens in different career fields. ACT goals are still working toward April 23 for junior test. That day all students will be testing in the Plan, Explore, ACT and Compass. He highlighted staff member Suzy Greenwood for assistance and encouragement she gives students to recover credit. **Middle School Principal Report:** No report as Mr. Dodds was asked to present an award at Green River High

School which was named in his honor. **LaBarge Elementary Report:** Ms. Todd reported the procurement process is underway and it closes on Apr 16. 4<sup>th</sup> grade finished PAWS. SAWS will begin after spring break. Character education assembly is planned for tomorrow and next Friday is awards assembly. **Big Piney Elementary Report:** Mrs. Meiring reported almost finished with PAWS as well. DARE graduation held yesterday and was a very engaging celebration. Tomorrow is Celebration of Success for students while teachers meet with Math committee for CLI. Carnival is 5pm-7pm. **Superintendent's Report:** Mr. Garvey reported that Crisis Management plan is in final stages. The doors are locked and the District is working on funding to get a new security system in place. Policies are being updated. The District is in the big push to prepare for the accreditation visit in the fall.

#### 4 UNFINISHED BUSINESS:

4.1 **Second Reading/Vote: Policy EFAB Food Procurement Policy:** Federal regulations require school districts to have a food procurement policy for food purchases. The policy must contain both a debarment clause and a standard of conduct clause. A copy of the policy is available on the District website or by contacting the superintendent's office. This is the second reading. Any public comment is welcome now. A motion was made by Bill Tanner and seconded by Mack Rawhouser to approve the policy as presented. The motion carried.

5 **COMMUNITY COMMENTS:** Representative Sommers reviewed the legislative session. It was a budget session. There were 32 bills relating to education.

#### 6 NEW BUSINESS:

6.1 **Change in Mill Request Method for Region V BOCES:** The recommendation is for the board to approve the new formula. A motion was made by Mack Rawhouser and seconded by Glade Jones to approve the new formula. The motion carried.

6.2 **Personal and Sick Leave Immediately Preceding or Following a School Vacation:**  
The recommendation is for the Board to approve personal days for the following: Matt Guenthner on February 18th, Cindy Jackelen on March 28th, Bobbi Guenthner for April 7th, Zach and Lindsay Stephenson on April 7th, Christine and Brian Willford on April 21st and Cole and Angie Clifford half personal day April 16 and full personal day April 17. The Cliffords are also asking for approval of personal days November 24-26, 2014. A motion was made by Glade Jones and seconded by Mack Rawhouser to approve the request. The motion carried.

6.3 **Out of State Professional Development Travel Request:** The recommendation is for the Board to approve the travel request for Cindy Jackelen to attend the International Reading Association Conference in New Orleans May 9-12. A motion was made by Bill Tanner and seconded by Mack Rawhouser to approve the request. The motion carried.

6.4 **Information Item-Amend Policy GBL Personnel Records and Files:**

6.5 **Information Item- Amend Policy JO Student Records:**

6.6 **Information Item- Policy JLG Homeless Children:**

6.7 **Information Item- Alternative School Calendar:**

6.8 **Policies for Board Revision:** The recommendation is to approve the minor revisions of the following policies: GCC Professional Staff Leaves and Absences- to remove the requirement for Board approval of out of state travel; Policy JICG\_JICH Alcohol, Tobacco, Drug and Substance Abuse by Students- to include use of electronic cigarettes; Policy JLCD Administering Medicine to Students- to allow the school nurse to administer in case of emergency situations. A motion was made by Bill Tanner and seconded by Mack Rawhouser to approve the revisions. The motion carried.

- 6.9 Executive Session to Discuss Personnel:** A motion was made by and seconded by to go into Executive Session to discuss personnel. The motion carried. **Time: 8:27 p.m.** A motion was made by and seconded by to adjourn Executive Session. **Time: 9:15 p.m.**
- 6.10 Staff Resignation:** The recommendation is for the Board to accept Emily DiBlasi's resignation. A motion was made by Glade Jones and seconded by Mack Rawhouser. The motion carried.
- 6.11 Staff Election:** The recommendation is for the board to ratify the Interim-Superintendent's decision to offer the contract for Big Piney Elementary School Principal to Amy Bell. A motion was made by Mack Rawhouser and seconded by Glade Jones. The motion carried.
- 6.12 Staffing Recommendations for the 2014-15 School Year:** The recommendation is for the Board to approve offering contracts for the 2014-2015 school year as presented with salary and benefits set at a later date. A motion was made by John Fear and seconded by Mack Rawhouser to approve contracts for continuing teachers. Mack Rawhouser John Fear. Tenure Bill Tanner Glade Jones. JF MR Angie. Gamble GJ JF. Hoffman BT JF. The motion carried.
- 6.13 Internship Request:** The recommendation is for the Board to approve Aaron Makelky's internship. A motion was made by Mack Rawhouser and seconded by John Fear. The motion carried.
- 6.14 FMLA Leave Eligibility Exemption:** The recommendation is for the Board to approve the eligibility exemption. A motion was made by Glade Jones and seconded by John Fear to approve. The motion carried.
- 6.15 Track and Stadium Bid:** The recommendation is for the Board to waive any and all of the "claimed" bid irregularities and accept the low base bid from Hogan Construction in the amount of \$4,197,000 and select Field Turf as the subcontractor for installation of synthetic turf and track. A motion was made by John Fear and seconded by Bill Tanner to approve. The motion carried.

**7 SET DATE, TIME AND LOCATION OF NEXT MEETING DATE:**

**7.1 Board of Trustees Special Meeting Date:** Wednesday, March 26, 2014 at 5:00 p.m. at the Board Meeting room in the Fine Arts Auditorium. A motion was made by Glade Jones and seconded by John Fear. The motion carried.

**7.1 Next Tentative Board of Trustees Meeting Date:** Thursday, April 17, 2014 at 7:00 p.m. at the Board Meeting room in the Fine Arts Auditorium. A motion was made by John Fear and seconded by Mack Rawhouser. The motion carried.

**8 ADJOURNMENT:** A motion was made by John Fear and seconded by Glade Jones to adjourn the regular meeting of the Board of Trustees. The motion carried. **Time: 9:32 p.m.**

\_\_\_\_\_:ATTEST\_\_\_\_\_ : ATTEST

Dr. David Burnett, Chairperson

John Fear, Clerk

**Chairperson Dr. David Burnett called the regular meeting of the Board of Trustees, Sublette County School District No. 9 to order at 7:00 p.m., Thursday, April 17, 2014, in Fine Arts Building.**

*Roll Call: Board members present: Dr. David Burnett, Glade Jones, John Fear, Mack Rawhouser and Bill Tanner: Also present were Kevin Garvey, Amy Anschutz, Tanya Greenwell, Sherri Redden, Amy Bell, Greg Bell, Justi Crofutt, Anna Todd, Chris Meiring, Jeff Makelky, Stan Dodds, Jeanne Davis, Theresa Bermingham, Commerer Family, Ryen Walton, Jenna Banks, Chris Hardin, Mary Hardin, Ed Pluid, Bryan Pluid, Allmon Family, Runyan Family, Brewer Family.*

**1 MEETING CALL TO ORDER:**

**1.1 Pledge of Allegiance:** Chairperson Dr. Burnett led the audience and the Board of Trustee members in reciting the "Pledge of Allegiance".

**1.2 Approve Minutes for the March 20, 2014, Board of Trustees Meeting and the March 26, 2014 Special Meeting:** A motion was made by Mack Rawhouser and seconded by John Fear to approve the minutes for the February 26, 2014 Board of Trustees meeting. The motion carried.

**1.3 Additions and/or Acceptance of the Agenda:** Chairperson Burnett asked to entertain a motion to combine agenda items 6.6 and 6.7 and move each item thereafter up one. A motion was made by Glade Jones and seconded by Mack Rawhouser to accept the April 17, 2014 agenda. The motion carried.

**2 CLAIMS AND MONTHLY PAYROLL:**

**2.1 Approve Claims and Monthly Payroll for April 2014:** A motion was made by John Fear and seconded by Glade Jones to approve the March 2014 claims and monthly payroll. The motion carried.

**3 REPORTS/DELEGATIONS:**

**Students of the Month:** The Board asks teachers from each building to recognize a student each month who exemplifies the District's values of Respect, Excellence, Integrity, Responsibility, Empathy and Courage. Ms. Bermingham nominated Maggie Allmon for the LaBarge March Student of the month. Heidi Brewer was nominated by Mrs. Davis for Big Piney Elementary. Liberty Runyan was nominated for the middle school by Mr. Bell and Ms. Crofutt nominated Tanner Commerer for the high school. Chairperson Burnett congratulated the students and their families for this accomplishment. **Middle School Student Council Report:** Bryan Pluid reported that water bottle filler / drinking fountain to be installed by the gym has been ordered. Mr. Hibbert is making a sign so that the teacher/staff member of the month can have a parking spot. Ms. Meginness is the teacher of the month. There will be a lock in in May. **High School Student Council Report:** Ryen Walton reported tracksters traveled to Wind River today. So far this year, Jace Marx has beaten the school record for the 200 m dash. The Wyoming Academic Challenge team consisting of Dwaine Kenney, Russell Kenney, Sarah Shafer and William Shafer returned from Casper with a second place trophy for the small schools division. Both Dwaine and Russell received recognition at this event and Dwaine was selected to compete in the Montana/Wyoming competition in June. Next week BPHS hosts the Southwest District Music Festival followed by their spring concert on April 29<sup>th</sup> and the choir will perform on May 6<sup>th</sup>. Fifteen students participated in the Skills USA competition in Casper this past weekend. Josie Barney finished second in Photography; Dakota Schell finished third in Commercial Baking and Megan Sims also brought home a third place finish in Cosmetology. If you see any of these kids around, please congratulate them. **High School Principal Report:** Mr. Makelky commended Ryen on her great report. Unfortunately do to weather, the freshman college visit had to be cancelled. It may have to be rescheduled for them as sophomores next year. Wyoming Academic Challenge coach Cindy Jackelen has done an excellent job with our great students traveling all over the state competing this year. Skills USA were able to make it to Casper and did very well there. He commended Mr. Hibbert for the supervision of such a facility with safety issues not being an issue. The Pinedale Superintendent came to visit our daycare. Mrs. Hardin has done a great job too with combination of child development classes and the daycare. He was also

really impressed with our industrial arts facility. Next week is the Parent Advisory Meeting encouraging junior parents to attend to choose the graduation day for next year. Mrs. Banks will be administering the TrigStar test on Monday sponsored by Surveyor Scherbel. Wednesday April 23 is testing day. All students will be testing either in ACT, Plan, Explore and Compass. In the afternoon our high school begins the competition so that they can help with the festival on Thursday and Friday. Dr. Burnett wanted to say how much he appreciated the handwritten thank you note from the student for the career day. Mr. Tanner wanted to thank Mr. Makelky for the personal tour of the sound system and Mr. Makelky said kudos to Mr. Hardin and Amy for making it happen. **Middle School Principal Report:** Mr. Dodds reported that 7<sup>th</sup> grade is in the midst of the SAWS testing as well. Mrs. Clements came over to meet with 8<sup>th</sup> graders for their high school class schedule for next year. Monday is the third quarter awards assembly at 2 pm. Attendance rates for third quarter is still above our goal of 95%. This past quarter the 7<sup>th</sup> grade lead the way in best attendance. The parent advisory committee meeting met to review the accreditation self- assessment tool. It was an eye opener for our parents to see what all we do. We need to do a better job communicating to our community some of the fine details of what we do. **LaBarge Elementary Report:** Ms. Todd reported SAWS testing is underway with 4<sup>th</sup> and 5<sup>th</sup> graders. Kindergarten Roundup is Wednesday and we will be doing Kinder Camp as well. The Bridges grant has been submitted and the food service review has been submitted so we should be good to go for next year. **Big Piney Elementary Report:** Mrs. Meiring reported that Kindergarten Roundup is Monday and Tuesday April 21 and 22. There is speech pathology, vision hearing screening and different learning stations and social skills inventory. There is also Kinder Camp in the summer through the Bridges grant which gives the kids a transition to kindergarten. A good number of kids are signed up. **Superintendent's Report:** Mr. Garvey reported that as was already mentioned we are hosting the Southwest District Music Festival next week. We will be a very busy place with several schools in attendance. There is also teacher in service on Thursday and Friday for PLC work. When we had to cancel the freshman trip, we realized how valuable an all system would be. Mr. Phelps has put that system in place and will be training administrative assistants on how to use it next week. The final community forum will take place next Monday. It has been a good process. The staff member he would like to highlight is Melissa Mitchell who implemented a big brother/sister program in the elementary. Three high school students come over to work with a few elementary students who need some extra attention after school and it is working very well. Mr. Tanner asked how the all call works. Mr. Garvey explained how the system will pull contact numbers from powerschool and can be programmed to contact kids in certain activities or all students based on our needs. It will be timely and efficient.

#### 4 UNFINISHED BUSINESS:

- 4.1 **First Reading/Vote-Amend Policy GBL Personnel Records and Files:** Policy GBL has significant revisions so it is recommended that it be treated like a new proposed policy and go through two readings before being adopted. A copy of the policy is available on the District website or by contacting the superintendent's office. A motion was made by Mack Rawhouser and seconded by Glade Jones to approve on the first reading. The motion carried.
- 4.2 **First Reading/Vote- Amend Policy JO Student Records:** This policy has significant revisions so it is being treated as a new proposed policy which requires two readings before adoption. A copy of the policy is available on the District website or by contacting the superintendent's office. A motion was made by Glade Jones and seconded by John Fear to approve on the first reading. The motion carried.
- 4.3 **First Reading/Vote- Policy JLG Homeless Children:** To receive federal funding, we need to have a policy regarding homeless children. The definition of a homeless child includes situations we don't normally consider 'homeless'. It requires two readings before being adopted. A copy of the policy is available on the District website or by contacting the superintendent's office. A motion was made by Mack Rawhouser and seconded by John Fear to approve on the first reading. The motion carried.
- 4.4 **First Reading/Vote- Alternative School Calendar:** The State Board of Education allows for alternative calendars as long as schools meet the required number of hours for instruction. Two

public meetings are required prior to submission of a proposed alternative calendar and the deadline for submission to the State Board is May 1st. A motion was made by Bill Tanner and seconded by Glade Jones to approve the 2014-15 school calendar. The motion carried.

**5 COMMUNITY COMMENTS:** Sherri Redden wanted to thank the district for listening to the comments and putting information on the marquee. If someone isn't able to make the community forum can the person watch the streaming and still fill out a comment sheet. Mr. Garvey said to just have someone contact the office and he will collect it from them as well. Dr. Burnett also said community can submit a question as well if they can't attend. Mr. Rawhouser said the feedback from the staff and community has been very valuable to the board. Dr. Burnett said the process has been effective.

**6 NEW BUSINESS:**

- 6.1 Personal and Sick Leave Immediately Preceding or Following a School Vacation:** The recommendation is for the board to approve the personal/sick days for the following: Tammy Evans March 27, John Hart April 17, Tracy Hughes May 22 & 23, Debbie Moline May 27, Emily DiBlasi April 7-8 and April 21-22, Jeff Makelky April 21, Jon Cunningham April 17, Aaron Makelky April 7-11. A motion was made by John Fear and seconded by Glade Jones to approve the request. The motion carried.
- 6.2 Unpaid Warrants:** Information Item: In accordance with WS 21-13-103 Cancellation of Unpaid Warrants, the school district each year in April cancels all unpaid warrants which have been issued for a period exceeding twelve (12) months. This year the district has no unpaid warrants.
- 6.3 Amendment to AVI Contract for Construction Administration for HS Track Stadium Project:** The recommendation is to approve the proposed amendment from AVI to proceed with the Phase III Construction Administration phase for the track and stadium project in the amount of \$249,755.00. A motion was made by Mack Rawhouser and seconded by Bill Tanner to approve the revisions. The motion carried.
- 6.4 Information Item- Policy EBBA Prevention of Disease Infection Transmission:** It requires two readings before being adopted. A copy of the policy is available on the District website or by contacting the superintendent's office.
- 6.5 Revise policy EFA Health and Wellness:** The recommendation is for the board to approve the revisions to policy EFA Health and Wellness as presented. A motion was made by Glade Jones and seconded by John Fear to approve the revisions. The motion carried.
- 6.6 Consent Agenda School Board Governance and Operations Policy Minor Revisions:** The recommendation is for the board to approve the minor revisions in board policies as presented. Mr. Jones has asked that policies BH, BDB and BGD be removed from the consent agenda for further discussion. BBAA\_Board Member Authority and Responsibility, BCA\_School Board Member Code of Ethics, BDA\_Board Organizational Meeting, BDB\_Board Officers, BDD\_Board-Superintendent Relationship, BDDG\_Formalized Hearings, BDE\_Board Committees, BED\_Meeting Procedures, BEDB\_Agenda Format Preparation and Dissemination, BEDB-E\_Agenda Format, BGB\_Policy Adoption, BGC\_Policy Revision-Review, BGD\_Board Review of Administrative Regulations, BGG\_Administration in the Absence of Policy, BH\_Board-Staff Communication, BIA\_New Board Member Orientation-Handbook, BID\_Board Member Compensation, Expenses and Insurance, . BBB\_School Board Elections and Membership, BBE\_Board Vacancy, BCB\_Board Member Conflict of Interest, BEDC\_Quorum, BEDF\_Voting Method, BEDH Participation at Board Meetings, BGA\_School Board Policy Development. A motion was made by Mack Rawhouser and seconded by John Fear to approve the revisions of all policies excluding policies BH, BDB and BGD. The motion carried.
- 6.7 Consent Agenda School Board Governance and Operations Policies for Adoption:** These policies require two readings before being adopted. Copies of the policies are available on the District

website or by contacting the superintendent's office. BB\_Local School Board Legal Status, BBBA\_Board Member Qualifications, BBBB\_Board Member Oath of Office, BBBC\_Board Member Resignation, BEA\_Open Meetings, BEDG\_Minutes, BHE\_School Board Communication by Electronic Mail.

**6.8 Executive Session to Discuss Personnel:** A motion was made by Mack Rawhouser and seconded by Glade Jones to go into Executive Session to discuss personnel. The motion carried. **Time: 7:38 p.m.** A motion was made by and seconded by to adjourn Executive Session. **Time: 7:54 p.m.**

**6.10 Staff Resignation:** The recommendation is for the board to accept the resignation of Ana Griffin. A motion was made by John Fear and seconded by Glade Jones to approve the resignation. The motion carried.

**6.11 Approve changing Stacy Bateman's initial teaching contract for 2014-15 school year from part-time to full-time:** The recommendation is for the board to approve changing Stacy Bateman's initial teaching contract for 2014-15 school year to full-time. A motion was made by Mack Rawhouser and seconded by Glade Jones to approve the change in contract. The motion carried.

**7 SET DATE, TIME AND LOCATION OF NEXT MEETING DATE:**

**7.1 Next Tentative Board of Trustees Meeting Date:** Thursday, May 15, 2014 at 7:00 p.m. at the Board Meeting room in the Fine Arts Auditorium. A motion was made by John Fear and seconded by Glade Jones. The motion carried.

**8 ADJOURNMENT:** A motion was made by John Fear and seconded by Mack Rawhouser to adjourn the regular meeting of the Board of Trustees. The motion carried. **Time: 7:57p.m.**

\_\_\_\_\_:ATTEST\_\_\_\_\_ : ATTEST

Dr. David Burnett, Chairperson

John Fear, Clerk

*Sweetwater County School District Number One  
Curriculum, Instruction & Assessment Office  
P. O. Box 1089  
Rock Springs, WY 82902-1089*

307-352-3400



*Mathew Neal  
Superintendent of Schools*

*Wanda Maloney  
Chief Academic Officer*

TO: Brian Aragon  
FROM: Wanda Maloney *WM*  
Chief Academic Officer  
DATE: April 25, 2014  
SUBJECT: Alternative School Schedule

It is our intention to continue with the already approved Alternative Schedule for 2014-2015 school year for Sweetwater County School District Number One.

WM:ga

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 1, 2014

**ISSUE:** Approval of Ft. Mackenzie's, located in Sheridan County School District #2, Title I restructuring plan.

**BACKGROUND:** The Federal No Child Left Behind Act (NCLB) mandates that schools missing AYP for a period of five consecutive years must draft a restructuring plan to be implemented the following year if AYP is not met. Requirements under NCLB state when a school is in restructuring status, the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of that school.

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the following agreement:

I move to approve Ft. Mackenzie's Title I Restructuring Plan.

**SUPPORTING INFORMATION ATTACHED:**

Ft. Mackenzie's Title I restructuring plan

**PREPARED BY:** *Jennifer Peterson*  
**Jennifer Peterson, Title I, Part A Consultant**

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

***Section 3 – Restructuring Plan***

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

MEMBERS OF RESTRUCTURING PLANNING COMMITTEE AND TITLES/POSITIONS		
Member Name	Position	Content Area/Grade Level If applicable
Sean Wells	Principal	
Tom Sachse	Assistant Superintendent for Curriculum & Instruction	
Terry Burgess	Assistant Superintendent	
Mick Wiest	Teacher	English
Sue Belish	Sheridan College Interim Vice President of Academic Affairs	
Joel Dvorak	WDE State System of Support	
FMHS Parents and Students		

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

<b>PROPOSED RESTRUCTURING OPTION(S)</b>	
<input type="checkbox"/>	<b>OPTION 1</b> Reopen as Charter School Process
<input type="checkbox"/>	<b>OPTION 2</b> Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
<input type="checkbox"/>	<b>OPTION 3</b> LEA contracts with private management to govern the school
<input checked="" type="checkbox"/>	<b>OPTION 4</b> Any other major restructuring of the school's governance

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

**DESCRIPTION OF THE SCHOOL'S PLAN FOR RESTRUCTURING  
(USE ADDITIONAL SHEETS IF NECESSARY AND/OR ATTACH SUPPORTING DOCUMENTATION)**

Beginning the fourth year of AYP a new principal was hired for the 2013-14 school year. During the 2014-15 school year, Fort Mackenzie High School will pilot an internship program, add personnel to oversee the internship program, and add a project based learning program. These programs will focus on student interest and skills as measured through academic and skill assessments. Professional development in project-based learning will start the year off for the staff. Along with these new programs the school will work on building student leaders and encouraging students to take advantage of courses at Sheridan College.

With the help of Sheridan College, Fort Mackenzie High School will encourage students to enroll in courses that will further their goals, interests and skills with the school goal of improving graduation rates and preparing students to be successful in the workforce and college. Historically, Fort Mackenzie High School has been a traditional alternative school with students taking the bulk of their classes on the school campus. In the future, our plan is to foster a closer relationship with Sheridan College and Fort Mackenzie High School. These plans would include relocating the school on or near the campus of Sheridan College to maximize the potential for students to participate in courses offered by the college.

Effectively, once our building is on the college campus, the plan is to phase in a greater association with the community college where students will begin to take college courses in the junior year and have up to one full year of community college credit by the time they graduate from high school. In the beginning years, that community college credit would be earned in concurrent enrollment classes and once the high school is relocated to the community college campus such credits would be earned in dual enrollment classes.

**DESCRIPTION OF HOW STAKEHOLDER'S WERE INVOLVED IN RESTRUCTURING PLAN  
(IF AVAILABLE, ATTACH DOCUMENTATION TO SUPPORT THESE EFFORTS)**

The preliminary planning for these new programs began with the School Improvement Grant (SIG) application that requested funding to send a number of school officials and staff to alternative schools with excellent results--both academically and in terms of graduation status. Visits by the new principal, a veteran teacher, and a central office representative to the San Diego Big Picture School located at Mesa Community College and the Durango Big Picture School (Durango Colorado) formed the basis of subsequent discussions among faculty, parents, and district administration. Those discussions have focused on the programmatic and architectural dimensions of a collaborative alternative school-community college relationship. Among those discussions are details related to academic concurrent and dual enrollment classes as well as vocational coursework; calendar modifications; transportation alternatives; common building interests; graduation improvement targets; and, credit recovery program alternatives. Agendas and sign-up sheets documenting this planning process are attached.

**EVIDENCE TO SUPPORT OPTION SELECTED - WHAT DATA HAS BEEN USED TO SUPPORT SELECTED OPTION?  
(IF APPLICABLE, ATTACH SUPPORTING DOCUMENTATION)**

Sheridan County School District Number Two has initiated a K-12 effort to improve the graduation rate among all students in a project called Sheridan Graduation Counts. This communitywide agenda to improve high school graduation among all students includes student mentors and parent advocates in elementary and junior high schools; a reinvented and more rigorous credit recovery program; a public relations campaign involving local businesses and governmental agencies; and, a closer working relationship between Sheridan College and the school district. Evidence for these additional programs is taken from Missoula Public Schools and Bozeman Public Schools in Montana. The graduation rates for these districts are both above 90%. In fact, the Montana Department of Public Instruction has expanded these initiatives statewide in Montana.

In addition, the curriculum changes proposed herein are adapted from the Big Picture schools in San Diego and Durango. Evidence for their success is contained in their graduation rates of 100% and 78%, respectively.

### **PROFESSIONAL DEVELOPMENT ACTIVITIES**

Our professional development priority for Fort Mackenzie High School is to visit Big Picture Schools that have some of the programmatic offerings we would like to develop and also exhibit a continuously high and improving graduation rate. In addition to recent site visits to Big Picture schools in San Diego County and Durango Colorado, staff from Fort Mackenzie have attended workshops addressing language arts and mathematics topics that now form the basis of the state standards in Wyoming. We plan to continue our professional development activities by focusing on schools that balance high academic rigor with community-based internship programs and project-based learning. Professional development can help this school maintain its academic rigor, increase its presence in the community through internships, and improve its graduation rate.

### **HOW IS THE DISTRICT SUPPORTING THE RESTRUCTURING PLAN? WHAT SYSTEMATIC OR DISTRICT-WIDE IMPROVEMENT EFFORTS ARE BEING IMPLEMENTED TO SUPPORT RESTRUCTURING INITIATIVES?**

The School District made application, and requested funding through the School Improvement Grant to support professional development, travel, and other expenses, to observe and learn about programs that are successfully keeping At-Risk students in school. In support of Fort Mackenzie High School in its efforts to increase graduation rates, the Assistant Superintendent Instruction/HR visits weekly to discuss student academic performance, staff performance and program performance as related to student progress and graduation. Many of the district's administration and school board members stop by the school to show their support and lend their expertise in support of the school's mission. Even though alternative schools historically cost more per pupil to run than traditional schools, the district is dedicated to Fort Mackenzie High School's mission of meeting the educational needs of the community's at-risk students.

In line with this goal, the district has given permission for the school to pilot an internship program; a project based learning program, and an initiative to encourage academically ready students to enroll in college courses. The district has also employed an internship coordinator for the school as a .3 position. This director has run internship programs before and is well connected in the area's business community.

The Fort Mackenzie High School principal and a veteran English teacher met with both assistant superintendents and the Student Information Systems Coordinator to discuss giving credits for project based learning, internships, and dual and concurrent enrollment. It was agreed that giving credits for these course was possible; this shows the continued support of Fort Mackenzie High School by the school district.

**HOW WILL THIS PLAN SUPPORT CURRENT SCHOOL IMPROVEMENT EFFORTS WITHIN THE SCHOOL?**

Fort Mackenzie High School already has the highest ACT composite score in Wyoming for the 2013 school year. This is an alternative school with rigorous expectations for all students. Sadly, while locally we see Fort Mackenzie High School as "saving" the graduation aspirations of two thirds of its students, the fact that approximately one third of the students fails to graduate on time means the school has continually failed to meet its adequate yearly progress target for graduation. The entire school district, K-12, is devoted to helping improve the graduation rate communitywide. The efforts to emulate the tactics from Missoula and Bozeman Montana should have a tonic effect on graduation rate improvement throughout the district. The efforts to build a "pro-graduation" mentality from kindergarten to grade 8 and to expand that expectation communitywide--especially among business leaders--will help ensure both Sheridan High School and Fort Mackenzie High School improve their graduation rates. It is important to note that Sheridan College has its own strategic plan to improve its graduation rate. Since they are partners in this pro-graduation effort, they too have an interest in improving the high school graduation rate, the Sheridan College matriculation rate, and ultimately, the Sheridan College completion rate.

**WHAT DATA WILL BE USED TO MEASURE THE SUCCESS AND MONITOR RESTRUCTURING EFFORTS?  
(IF AVAILABLE, ATTACH DOCUMENTATION TO SUPPORT THESE EFFORTS)**

Our primary data sources will include the results from the ACT Suite (which changes again for the 2015 spring testing); the graduation rate (using the NCLB four-year restriction rule); and the Wyoming Accountability in Education Act (WAEA) that has a longer timeframe encompassing up to a six-year graduation rate. We plan to monitor the ACT results to ensure that improving graduation does not diminish the academic rigor at Fort Mackenzie High School. And, we will use both graduation rates as determinants of improvement efforts. Ultimately, if Fort Mckenzie students stay with us and graduate in five or six years, they can still go on to productive employment via college or in the world of work.

**WHAT RESOURCES WILL BE USED TO SUPPORT THIS PLAN?**

The school district devotes considerable general fund resources to Fort Mackenzie High School. Its annual budget is roughly \$880,000. In addition, this school receives approximately \$50,000 in supplemental Title I resources primarily used for staffing and language arts remediation. This school has been fortunate to receive a School Improvement Grant to enable them to build professional development opportunities for the principal and key staff members. They are using these funds to visit Big Picture schools and to work on this restructuring plan.

**WHAT ARE THE MAJOR MILESTONES OR TIMELINES FOR PLAN?  
IDENTIFY SOME "QUICK WINS" TO BE ACCOMPLISHED TO ACHIEVE YOUR GOALS**

Following the Wyoming State Board of Education's approval, moving into the 2014-2015 school year the milestones will be:

- At least ten students will finish the school year with a minimum of one semester-long internship program and a capstone project.
- A dozen students will complete a project, which is standards-based and leads to course credit in a project-based learning class.
- The students in the internship program through using interest inventories, aptitude assessments, and internship experiences will gain employability skills, resume writing skills, and interest-based work experience. This program will help keep students in school.
- Encourage five students to take a course or multiple courses at Sheridan College.
- Help students to learn that they can be successful in college.
- Have students meet with college registrars/personnel to help them understand how that they can attend college.

By the end of the 2014/2015 school year we hope to have established project based learning classes, an internship program, and fostered a closer working relationship with Sheridan College.

<b>OTHER SUPPORTING DOCUMENTATION</b> <b>(PLEASE LIST DOCUMENTS ATTACHED TO SUPPORT YOUR PLAN HERE. INCLUDE ATTACHMENTS IN SUBMITTAL)</b>
<i>Attached are the agendas and sign-in sheets for the meetings where this restructuring plan was discussed.</i>

Required Signature Page

**Section 4 to the School Improvement Plan**

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

**Section 4 – Restructuring Plan Required Signatures Page**

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

<b>LEA SIGNATURES</b>	
<i>Dean Wells</i> School Principal (Name)	6/15/14 Date
<i>Gregory</i> LEA Superintendent (Name)	6/15/14 Date
<b>LEA School Board Approval – YES (X) NO ( )</b>	
<i>Michael</i> LEA Board Chairperson (Name)	6/16/14 Date

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



Wyoming Superintendent of Public Instruction

6-18-14

Date

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

\_\_\_\_\_  
WSBE Chairperson

\_\_\_\_\_  
Date

**FMHS/TWP Staff Meeting Agenda**  
**05-23-14**

1. Welcome!
2. Restructuring
3. Leadership class
4. Internships
5. Curriculum
6. Next Meeting on 5-30-14.



**FMHS/TWP Staff Meeting Agenda**  
**05-28-14**

1. Welcome!
2. Restructuring
3. Curriculum
4. Internships
5. Next Meeting on 5-30-14.



**FMHS/TWP Staff Meeting Agenda**  
**05-30-14**

1. Welcome!
2. Darin and Sandy!
3. Restructuring
4. Committees
5. Curriculum
- A. Internships, project based learning, and college courses
- B. June 4, 5, & 6?
6. Check out lists
7. See you Monday!

Professional Development:  
 School: \_\_\_\_\_  
 Date: 5/30/14

Title (Teacher, Para, etc.)	Name
Librarian - Para	Nancy Walter
Title I Teacher	Romy Lind
Music Teacher	Shirley Gushiki
Para	Anne King
Para	James Powell
Para	Bill Smith
Para	Alicia
Mark	Guy Melin
Teacher w/p	Mark P. Miller
Counselor	Young Smith
Teach Extra	Ben Smith
Principal	Sandy Klepper
Teacher	Mike Wood
Teacher	Darin Obergerson

**FMHS/TWP Staff Meeting Agenda**  
06-02-14

1. Welcome

2. Committees

A. Money in Grant to pay you for some meeting time

B. After check out tomorrow work in committees

3. Restructuring

4. Curriculum

A. Internships, project based learning, and college courses

B. June 4, 5, & 6(?)



8-3:00

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** July 1, 2014

**ISSUE:** Approval of Rawlins Middle School's, located in Carbon County School District #1, Title I restructuring plan.

**BACKGROUND:** The Federal No Child Left Behind Act (NCLB) mandates that schools missing AYP for a period of five consecutive years must draft a restructuring plan to be implemented the following year if AYP is not met. Requirements under NCLB state when a school is in restructuring status, the LEA must take intensive and far-reaching interventions to revamp completely the operation and governance of that school.

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the following agreement:

I move to approve Rawlins Middle School's Title I Restructuring Plan.

**SUPPORTING INFORMATION ATTACHED:**

Rawlins Middle School's Title I restructuring plan

**PREPARED BY:** *Jennifer Peterson*  
**Jennifer Peterson, Title I, Part A Consultant**

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**



**Rawlins Middle School  
Plan for Restructuring**

**Developed 2013-2014**

**Implementation 2014-2015**

**Section 3 – Restructuring Plan**

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

<b>MEMBERS OF RESTRUCTURING PLANNING COMMITTEE AND TITLES/POSITIONS</b>		
<b>Member Name</b>	<b>Position</b>	<b>Content Area/Grade Level If applicable</b>
Traci Blaize/Jerrold Dastrup	Outgoing/Incoming Principal	
Brenda Jaure	Math teacher	6 <sup>th</sup> grade
Clairinda Weatherwax	Social Studies Teacher	7 <sup>th</sup> Grade
Diana Espy	Science Teacher	8 <sup>th</sup> Grade
Helen McCrea	Art Teacher	6 <sup>th</sup> -8 <sup>th</sup> Grade
Brooke Dotterer	School Counselor	6 <sup>th</sup> -8 <sup>th</sup> Grade
Lindsey Lampert	School Psychologist	K-8 district
Marilyn Addington	Instructional Facilitator	Building-wide
Nancy Torstenbo	Curriculum Director	District
Scott Thayer	Parent	

Jamie Chapman	Parent Coordinator
Andra Jones	Parent
Becky Brillhart	Parent

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

<b>PROPOSED RESTRUCTURING OPTION(S)</b>	
<input type="checkbox"/> <b>OPTION 1</b>	Reopen as Charter School Process
<input type="checkbox"/> <b>OPTION 2</b>	Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress
<input type="checkbox"/> <b>OPTION 3</b>	LEA contracts with private management to govern the school
<input checked="" type="checkbox"/> <b>OPTION 4</b>	Any other major restructuring of the school's governance

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

**DESCRIPTION OF THE SCHOOL'S PLAN FOR RESTRUCTURING  
(USE ADDITIONAL SHEETS IF NECESSARY AND/OR ATTACH SUPPORTING DOCUMENTATION)**

*Give a detailed description of the plan. The description should be written so that persons outside your LEA will understand your plan and reasoning without having existing knowledge of your LEA and school. If applicable, please reference research and data used to make the determination as to what option will be selected. Attach any supporting documentation you have.*

The primary component of the restructuring plan for Rawlins Middle School is the addition of Alternate Core classes in Reading/Language Arts and Math. The alternate core classes utilize materials designed to create "catch up" growth for students that are multiple grade levels behind. (Language! and Connecting Math Concepts) The alternate core classes are provided during two periods of the day for each subject; by providing the class twice a day the students will move faster through the material and move closer to grade level achievement. These classes may be multi-grade level classes depending on where students fall in the placement tests. Other ELA and Math classes are offered based upon grade level rather than ability level.

In order to provide two periods of mathematics instruction and ELA instruction to students in the 25<sup>th</sup> percentile and below on the MAP testing, the Alternative Room at Rawlins Middle School was completely restructured. In the past the Alternative room was used for at risk students as a self-contained classroom with two teachers. Approximately 18 students spent their entire day with these two teachers. These teachers, one a highly qualified math teacher and the other a highly qualified reading teacher, are now teaching three sections of alternate core classes. They will service approximately 55 students each day in this capacity. Adding these sections to the schedule has also reduced the class sizes of our ELA and Math classes in the grade level teams.

Another factor in providing this opportunity involved the timing of our school schedule. Prior to 2007 and continuing during the 2013-2014 school year Rawlins Middle School operated on a staggered bell schedule in order to have only one grade level in the hallway at a time. In order to provide alternate core classes based upon ability rather than grade level the bell schedule has been standardized. This will mean that all students will be moving through the halls at the same time. A pilot of this was used with first hour during the 2013-2014 school year; no disciplinary issues between students of differing grade levels were noted. This change will allow students to be placed in the alternate core that their ability indicates rather than what their grade level dictates.

A secondary component to the restructuring plan is our strategic interventions for students falling into the 26<sup>th</sup>-39<sup>th</sup> percentiles in MAP testing. These students are provided an extra class period of instruction in their area of weakness. This class has been provided during the first period enrichment class. In order to maintain appropriate class sizes some teachers will be teaching their grade level class during 1<sup>st</sup> hour and these strategic interventions will be provided during another period of the day during the 2014-2015 school year.

Rawlins Middle School is also expanding their day in order to provide more opportunities for children. The school day will begin at 8:10 AM rather than 8:15 AM and will officially end at 3:50 PM. Grade Recovery time is from 3:20 PM to 3:50 PM; students failing a class or having a D in a class will be required to attend grade recovery. Students that are passing all classes will be dismissed at 3:20 PM. This change was made for several reasons. Parents and students did not see grade recovery as part of the school day in the past, even though it was mandatory when a child was failing. We also felt that by dismissing those students who are meeting the expectations early it was more representative of our Positive Behavior Intervention and Supports program.

We are also changing our grading scale and credit expectations. The RMS grading scale was different than the rest of the district buildings in that RMS did not give D's our scale was A-C and F. For the 2014-2015 the grading scale will now include a grade of D. However, in order to preserve the standard that RMS had before the D's will be treated as an F for the purpose of grade recovery each day. Prior to 2013-2014 students could fail 5 classes throughout the year and still move to the next grade. In 2013-2014 RMS moved that threshold to 3 classes. We are continuing to raise our expectations by allowing students only 1 failing grade beginning in 2014-2015.

A final component to our restructuring plan revolves around the parents of our students. Utilizing our School Improvement Grant we will provide parents with tailored workshops on how they can assist their students. The first workshop was held on May 12<sup>th</sup> and was a presentation on the My Math series adopted by the district. The presentation showed parents the features that can be accessed in the home and they had a chance to utilize those features. The second class will be offered June 11<sup>th</sup> and will work with parents on how Rawlins Middle School teacher use Google Docs in the classroom specifically in ELA classes. A three evening series on Close Reading will be offered August 6-8. The Building School Improvement Team recognizes the need for a partnership with parents in the educational process, which is why these workshops are being presented.

**DESCRIPTION OF HOW STAKEHOLDER'S WERE INVOLVED IN RESTRUCTURING PLAN  
(IF AVAILABLE, ATTACH DOCUMENTATION TO SUPPORT THESE EFFORTS)**

*Give a detailed explanation as to how additional stakeholders and required constituents were involved in the Restructuring Planning Process. Please have signature sheets and documentation of involvement on hand and available if needed for compliance monitoring.*

The Rawlins Middle School Building School Improvement Team was the primary developer of the Restructuring Plan. The plan was presented during the May 7<sup>th</sup> Parent Advisory Meeting. The plan was mailed home to all current 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> grade families on March 1<sup>st</sup>. Feedback from the letter included an e-mail from a 5<sup>th</sup> grade parent who indicated that he was pleased to see that the

higher level students were addressed in the plan not just the under achieving students. Feedback during the Parent Advisory Meeting was also positive.

A letter and the plan for restructuring were submitted to the Board in the month of May. The plan was discussed at the Board meeting held at the Little Snake River Valley School.

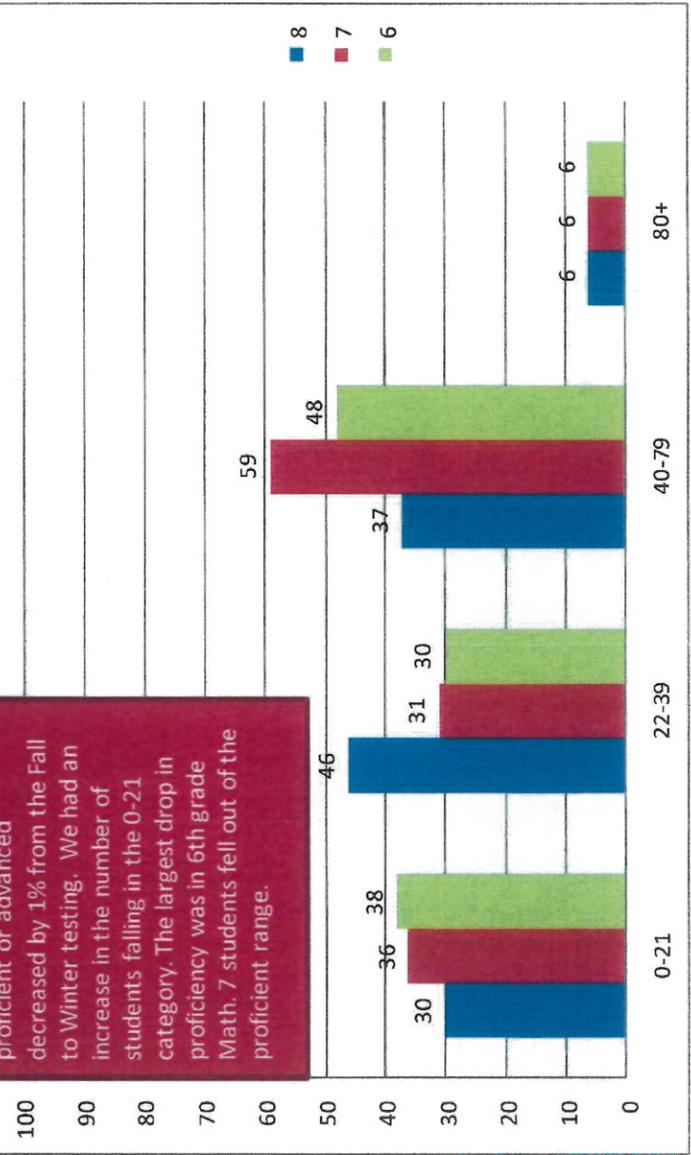
**EVIDENCE TO SUPPORT OPTION SELECTED - WHAT DATA HAS BEEN USED TO SUPPORT SELECTED OPTION?  
(IF APPLICABLE, ATTACH SUPPORTING DOCUMENTATION)**

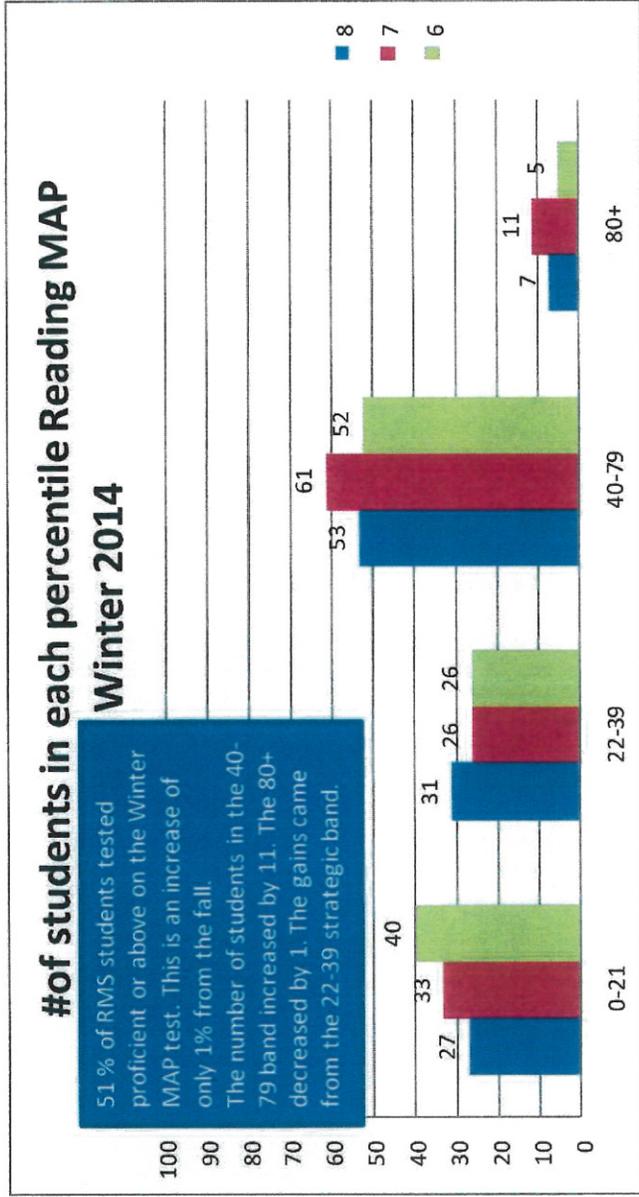
*Provide a detailed explanation of why you chose this option and the supporting evidence behind why this option would work. If applicable, please reference research and data used to make the determination as to what option will be selected. Attach any supporting documentation you have.*

MAP scores are the primary data that Rawlins Middle School bases its decisions upon. We use the MAP for the following reasons: success on MAP correlates well with success on PAWS, we give the MAP three times a year, and the test covers a broad range of subjects and is aligned to the Common Core.

## #of students Proficient or Above Math MAP Winter 2014

The percentage of students proficient or advanced decreased by 1% from the Fall to Winter testing. We had an increase in the number of students falling in the 0-21 category. The largest drop in proficiency was in 6th grade Math. 7 students fell out of the proficient range.





Although the MAP is our primary data source we do track our PAWS results closely. Since 2007 students coming through RMS have shown an increase in the percentage of students proficient or advanced in all subject areas comparing 5<sup>th</sup> or 6<sup>th</sup> to 8<sup>th</sup> grade results. The 8<sup>th</sup> grade class of 2013 is the exception to this rule; that class decreased in rate of proficiency in both reading and mathematics. The following chart demonstrates the tracking of the cohort groups as they came through.

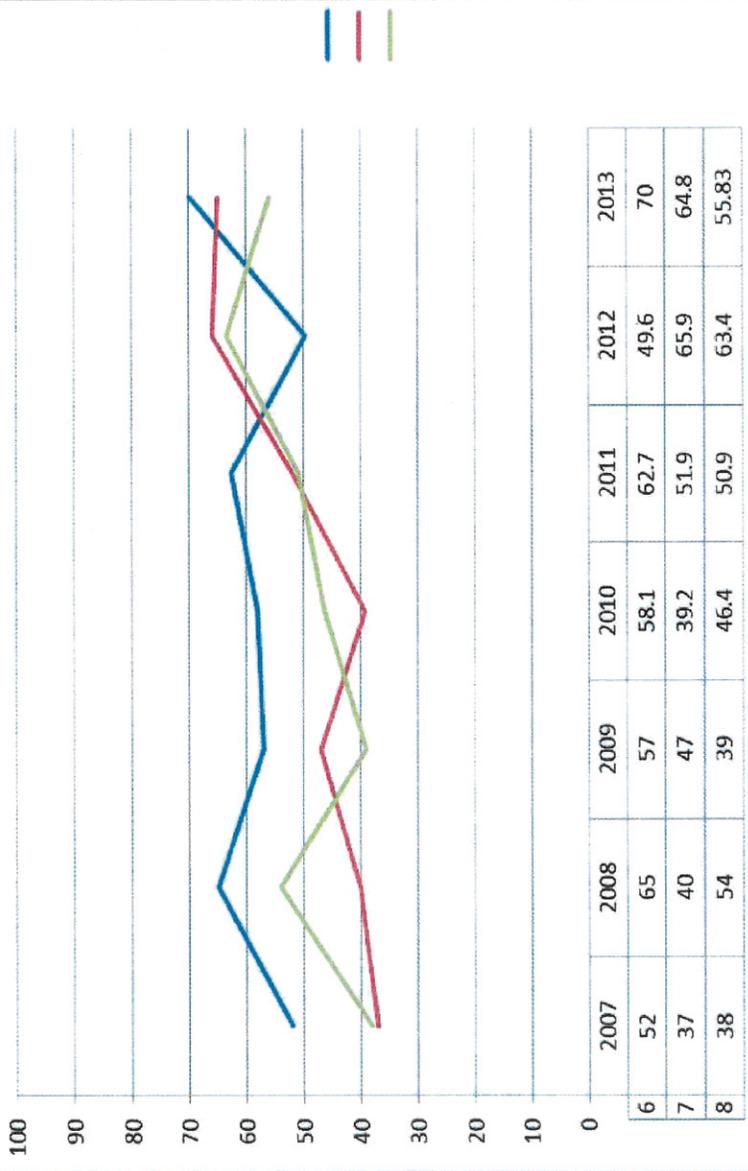
2012 8th	% Proficient or Above	As 5th	As 6th	As 7th	As 8th
Math	50	58.1	51.9	63.4	
Reading	45.7	42.2	59	72.3	
Writing	32.3	49.6	73		
2013 8th	% Proficient or Above	As 5th	As 6th	As 7th	As 8th
Math	62.7	65.9	55.83		
Reading	75	76.2	71.19		
Writing	75				
2014 8th	% Proficient or Above	As 5th	As 6th	As 7th	As 8th
Math	49.96	64.8			
Reading	63.5	66.13			
Writing					
2015 8th	% Proficient or Above	5th	6th	7th	8th
Math			70		
Reading	73.5	66.43			
Writing	68.6				
2016 8th	% Proficient or Above	5th	6th	7th	8th
Math	59.81				
Reading	56.6				
Writing					

We also track our PAWS scores by subject area. The following graphs depict the building reading and math proficiency levels since 2007. In both reading and math Rawlins Middle School has increased proficiency percentages.

### PAWS Reading 2007-2013



### PAWS Math 2007-2013



Ongoing professional development in the district with Wayne Callendar has shown us that our Response to Intervention system must meet the needs of all students. Prior to the 2012-2013 school year all students received universal instruction in all subjects. A small percentage of students received additional instruction utilizing READ 180 or ASCEND. Looking at the data from both programs we determined that we were not getting the results that we needed. With Mr. Callendar's help we set up a system to analyze our data in order to provide needed interventions to students at varying levels. This resulted in a change to our schedule in order to provide the services needed.

**PROFESSIONAL DEVELOPMENT ACTIVITIES**

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

Carbon County School District One provides ongoing training for all staff on using data to guide instructional decision making. This training focuses on how to utilize MAP scores and enhanced reports through NWEA to guide instruction. This training is provided during professional development days and is scheduled to occur during the 2014-2015 school year. At Rawlins Middle School the instructional facilitator also assists teachers in using the data to focus instruction for their classes.

Carbon County School District One has adopted a new Math series, My Math by McGraw Hill, for the 2014-2015 school year. Training is provided on three different days during the school year. One training was provided during the 2013-2014 school year so that teachers could start with their planning and alignment for the next year.

Rawlins Middle School utilizes Connecting Math Concepts as an alternative core math program. Training for this program was initiated during the 2013-2014 school year. Training will be provided at the beginning of the 2014-2015 school year for those teachers using the program. Corrective Math has been used as a strategic intervention. Training was provided during the 2012-2013 and 2013-2014 school years.

Rawlins Middle School utilizes Language! as an alternative core for Reading and Language Arts. Initial training was provided during the 2013-2014 school year. Training is scheduled to be provided on two different dates during the 2014-2015 school year. Rawlins Middle School uses Corrective Reading as a strategic level intervention. Training for that program was provided during the 2012-2013, 2013-2014 school years and a refresher will be given during the 2014-2015 school year.

**HOW IS THE DISTRICT SUPPORTING THE RESTRUCTURING PLAN?  
WHAT SYSTEMATIC OR DISTRICT-WIDE IMPROVEMENT EFFORTS ARE BEING IMPLEMENTED TO SUPPORT RESTRUCTURING INITIATIVES?**

*Give a detailed answer to the questions posed.*

The district is supporting this effort for restructuring through the coordination of professional development and support to the administration. The Curriculum Director will do frequent walk-throughs in alternate core classes, as will the principal, to ensure that the programs are being used with fidelity. Materials and professional development have been provided beyond the individual building's budget in order to make the alternate core classes and strategic interventions possible.

Several district-wide initiatives will assist this restructuring effort. After the 2013-2014 AdvancEd visit the district has worked to be even more data driven, specifically in the use of data to evaluate programming. These efforts will help Rawlins Middle School determine if their programming and restructuring is effective. Another area the district is striving to improve in is technology. As improvement occurs to the infrastructure of the district and specifically Rawlins Middle School, engaging students with technology can become a reality. These fixes will also allow the use of technology for intervention with students. Carbon County School District One is also hard to improve instruction in all areas through the use of Charlotte Danielson walk throughs, implementing daily learning targets and alignment to the common core standards.

**HOW WILL THIS PLAN SUPPORT CURRENT SCHOOL IMPROVEMENT EFFORTS WITHIN THE SCHOOL?**

*Review the current school improvement activities you have in your school and determine if they are efficient and effective. If they are, how will they be integrated into this plan.*

The restructuring plan for Rawlins Middle School takes many interventions that are currently being used to the next level. The changes in scheduling will allow more interventions at higher levels. While we implemented alternate core programming during the 2013-2014 school year it was not implemented with the fidelity that was needed. Restructuring the schedule will allow RMS to schedule students based on ability rather than grade; it is also providing more flexibility in when interventions can be offered.

Other improvement efforts have been focused on behavior. That programing, such as PBIS and Discovery will continue without any interference in regard to restructuring.

**WHAT DATA WILL BE USED TO MEASURE THE SUCCESS AND MONITOR RESTRUCTURING EFFORTS?  
(IF AVAILABLE, ATTACH DOCUMENTATION TO SUPPORT THESE EFFORTS)**

*How will the LEA and school determine the effectiveness of this option? What data will be used? How will the LEA monitor the restructuring efforts?*

The restructuring efforts will be monitored through fidelity checks by the Curriculum Director and the Principal. Data collected through unit assessments in the programs utilized, MAP testing and 2015 PAWS data will be used to determine whether students are making appropriate growth. Below is an abbreviated example of how MAP testing provided information on the effectiveness of interventions during the 2013-2014 school year.

Grade	Teacher	Alternate Core Math	F MAP	W MAP	Spr MAP	6th	7th	8th totals
6	Jaure	Connecting Math Concepts	192-4	200-7	201-6	9		1 1
6	Jaure	Connecting Math Concepts	211-29	206-14	213-22	2	14	9 5 28
6	Jaure	Connecting Math Concepts	199-9	197-5	201-6	3	6	5 8 19
6	Jaure	Connecting Math Concepts	203-14	220-43	212-20	9	11	16 7 34
6	Jaure	Connecting Math Concepts		201-8	211-18	10		
6	Jaure	Connecting Math Concepts	196-6	199-6	204-9	8		
6	Jaure	Connecting Math Concepts	199-9	203-10	210-17	11		
6	Jaure	Connecting Math Concepts	197-7	208-17	211-18	14		
6	Jaure	Connecting Math Concepts	205-17	202-9	213-22	8		
6	Jaure	Connecting Math Concepts	203-14		201-6	-2		
6	Jaure	Connecting Math Concepts	205-17	198-6	205-10	0		
6	Jaure	Connecting Math Concepts	204-16	201-8	212-20	8		
6	Jaure	Connecting Math Concepts	201-11	202-9	213-22	12		

**WHAT RESOURCES WILL BE USED TO SUPPORT THIS PLAN?**

*What LEA and school resources will be used to support this plan and activities? This could be LEA resources or school resources. Resources could be additional staff, funds, equipment, support, etc...*

School Improvement Grant funds will be utilized to pay teachers to teach the Parent University classes. District funds will be used to purchase materials for alternate core classes and strategic interventions. Title 1 funds will be utilized to provide professional development.

**WHAT ARE THE MAJOR MILESTONES OR TIMELINES FOR PLAN?  
IDENTIFY SOME "QUICK WINS" TO BE ACCOMPLISHED TO ACHIEVE YOUR GOALS**

*Provide a detailed timeline for implementation that included major milestones and key accomplishments.*

Schedule and handbook changes are set to be implemented in August 2014.

August 2014 1<sup>st</sup> phase of training in My Math, Connecting Math, Language! completed.

In October 2014 a comparison of the failure rates for 1<sup>st</sup> quarter 2013 to 1<sup>st</sup> quarter 2014 can be done to see if the student failure rate has decreased. (change in grading scale and number of failing grades)

In October 2014 Parents will be surveyed regarding Parent University classes; both the success of the provided programming and the desire for further programs. (Parent University classes)

In January 2015 Winter MAP scores will be used to analyze gains and losses in student achievement and to begin the evaluation of the new math series and the alternative core classes. (Alternative Core, schedule changes)

In May 2015 Spring MAP scores will be used to assess yearly gains for students. (Alternative core, schedule changes, overall achievement)

In May 2015 Final student grades will be utilized to determine how many students will need to attend summer school or need to be retained. Comparison of failure rates from 2013-2014 and 2014-2015. (Grading scale, credit expectations, overall student achievement)

June 2015 Evaluation of PAWS results and correlation to MAP scores.

June 2015 Presentation to board regarding successes and failures of restructuring plan.

**OTHER SUPPORTING DOCUMENTATION  
(PLEASE LIST DOCUMENTS ATTACHED TO SUPPORT YOUR PLAN HERE. INCLUDE ATTACHMENTS IN SUBMITTAL)**

*Please list all supporting documentation that will be attached to your plan.*

Fall 2013 Data Presentation to the CCSD #1 Board of School Trustees

PAWS Data 2007-2013  
MAP Data  
RMS Student Handbook with changes marked for 2014-2015

# Required Signature Page

## Section 4 to the School Improvement Plan

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

### Section 4 – Restructuring Plan Required Signatures Page

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

#### LEA SIGNATURES

<i>Tracey Blaine</i> School Principal (Name)	<i>6-16-14</i> Date
<i>[Signature]</i> LEA Superintendent (Name)	<i>6-16-14</i> Date
<b>LEA School Board Approval – YES (X) NO ( )</b>	
<i>[Signature]</i> LEA Board Chairperson (Name)	<i>6-12-14</i> Date

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

Shirley Hill  
Wyoming Superintendent of Public Instruction

6-16-14  
Date

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

\_\_\_\_\_  
WSBE Chairperson

\_\_\_\_\_  
Date



# TITLE I SCHOOL RESTRUCTURING

## GUIDANCE AND POLICY

2014

### Wyoming Department of Education

Hathaway Building, 2nd Floor  
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(307) 777-6260



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## INTRODUCTION

### Background

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

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

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

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

When a school is in restructuring status under NCLB, the school must implement a restructuring plan using one of the following options:

1. Reopen the school as a charter school;
2. Replace all or most school staff relevant to failure;
3. Contract with a private management to govern the school;
4. Allow the SEA to take over governance of the school (this option will not be considered by the WDE as it is not viewed as a viable option); or
5. Implement any other major restructuring of the school's governance.

This last option gives an LEA the flexibility to best meet the needs of the school. Some examples of the "other" option from USED Non-Regulatory Guidance are:

- Significant change in governance structure such as diminishing the school-based management or increasing control and monitoring by the LEA;
- Reopen the school as a focus or theme school with new staff such as a Math/Science, Dual Language, or Communication Arts school;
- Reconstitute into smaller autonomous learning communities such as a School-Within-A-School or Learning Academies approach;

- Dissolve the school and assign students to other schools within the LEA;
- Pair the school with a higher performing school; and
- Expand or narrow the grades served by, for example, changing the school from K-8 to K-5.

## Common Terms and Definitions

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- Adequate Yearly Progress (AYP) – AYP is a federal measure used to determine if schools across the country are successfully educating their students under No Child Left Behind (NCLB).
- Local Education Agency (LEA) – A public school district.
- No Child Left Behind (NCLB) – NCLB is a federal act that is the reauthorization of the Elementary and Secondary Education Act (ESEA) which includes the Title I program for aid to disadvantaged students.
- School Improvement Plan (SIP) - The purpose of the school improvement plan is to improve the quality of teaching and learning in the school so that greater numbers of students achieve proficiency in the core academic subjects of reading and mathematics.
- School Improvement Team – The School Improvement Team is responsible for the development of the school restructuring plan. The team is comprised of the LEA’s Senior Leadership Team (SLT), school principal and leadership, parents, community members, school staff and teachers, school staff from feeder schools (for secondary schools), and a representative from the local LEA’s school board.
- Senior Leadership Team (SLT) – The Senior Leadership Team is responsible for the creation and implementation of the school restructuring plan. The team is comprised of the school district Superintendent and district core administrators.
- State Educational Agency (SEA) – The Wyoming Department of Education.
- Restructuring Intervention – When a school is in restructuring status under NCLB, the LEA must take intensive and far-reaching restructuring interventions to revamp completely the operation and governance of that school.
- WDE Assigned Representative – A member of the WDE that will assist in the restructuring effort. The WDE Assigned Representative will be the primary contact between the WDE and the LEA.

- Wyoming State Board of Education (WSBE) – The WSBE establishes policies for public education in Wyoming, implements and enforces the uniform standards for educational programs, and prescribes uniform student content and performance standards.

### **USED Non-Regulatory Guidance**

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The U.S. Department of Education’s “LEA and School Improvement Non-Regulatory Guidance” (Revised July 21, 2006) is available online at:

<http://www2.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>

## **SCHOOL IMPROVEMENT YEAR 4 – RESTRUCTURING (PLANNING)**

### **Continue Corrective Action**

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While in School Improvement Year 3, Title I Schools will be contacted by the Wyoming Department of Education in preparation for the possibility of entering the Restructuring Planning status. The WDE will work collaboratively with the LEA's Senior Leadership Team (SLT) and school principal to provide an overview of the restructuring process. Input will be taken from the LEA to meet individual LEA's needs should the school move into planning for restructuring the following year.

If the school does not meet AYP after School Improvement Year 3, the LEA will review and revise the existing corrective action plan as necessary. The school will continue with implementation of the corrective plan while in School Improvement Year 4.

While in School Improvement Year 4, Title I Schools will be required to sustain their corrective action plan implemented in year three of improvement. Evidence of this will be requested in the school monitoring protocol.

### **Ongoing Notifications**

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Once a school enters School Improvement Year 4, the LEA must:

- Notify parents and teachers that their school has failed to meet Adequate Yearly Progress (AYP) and that the school has been identified for restructuring;
  - Explain what the identification means and how the school compares to other elementary and secondary schools served by the district in terms of the academic achievement;
  - Provide the reason(s) for the school being identified for improvement;
  - Provide Public School Choice options (to transfer to another school in the LEA that has not been identified for improvement) available to all students at least 14 days before the beginning of the school year;
  - Provide Supplemental Educational Services (SES) to eligible low-income, low-achieving students.
- Allow parents and teachers the opportunity to comment on the restructuring prior to taking any action; and
- Involve parents and teachers to participate in the development of the school's restructuring plan;

For more information, the WDE has additional guidance and details on their website regarding Choice, SES, and notification requirements.

## **Additional Requirements during Restructuring Planning**

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Set-aside 20% of the total Title IA allocation for Choice transportation and Supplemental Educational Services (at least 5% must be set-aside for transportation and 5% to SES, with the remainder 10% placed where needed.) If Choice is not optional, all 20% of the allocation should go to SES. This set-aside can be taken from funds other than Title I, if the district wishes, but must equate to 20% of total Title IA allocation.

The 10% set-aside of each building allocation for professional development related to school identification is still optional, but it is recommended by USED. This must be taken from Title IA funding and the whole set-aside must be spent on PD if set-aside.

For both Choice and SES, the LEA will post on their website the number of eligible students (all students in the building for Choice and low-income/low-achieving for SES), number of students who participated, and a list of available transfer schools. A list of SEA approved SES providers will also need to be made available to the public.

## **Preparing for the Restructuring Plan Development**

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The WDE will conduct informational sessions during August for LEAs to discuss:

- The background, purpose, requirements, and timelines for restructuring plan development;
- The approval process of the restructuring plans; and
- The WDE's role and support to be provided.

A WDE assigned representative will provide additional support and technical assistance to each LEA. The WDE assigned representative will work with the LEA's SLT to schedule an initial meeting to set timelines and action steps to complete the restructuring plan in a timely manner. When appropriate, the WDE assigned representative for the LEA will assemble additional WDE staff to share and provide expertise to each LEA with a school in School Improvement Year 4. The core members of this WDE team will consist of: State Title I Director, WDE assigned representative, relevant program specialists, and any other WDE staff that are needed to meet the individual needs of the LEA. Additional resources required need to be coordinated with the WDE assigned representative.

The makeup of the current School Improvement Team will be reviewed and adjusted accordingly to meet the needs of the restructuring planning process. Key stakeholders from the LEA and the school should include parents, school staff and teachers, school principal and leadership, a representative from the LEA SLT, LEA School Board Member, and a WDE representative should be included in the planning process. Middle or secondary schools in restructuring will be encouraged to include schools within the district that feed/send students

to that school for the improvement planning process (in order to better determine issues that are evident prior to entering the middle or secondary school).

The School Improvement Team, LEA's SLT, and WDE will work collaboratively on the development of the Restructuring Plan. The School Improvement Team is required to review data, research options for restructuring, choose an option, develop the plan, and obtain the final approval of the plan from the WDE and WSBE. The LEA should provide leadership in the development of the plan and meeting requirements.

## **Data Review**

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The LEA must review student achievement data (and any other pertinent data) to identify the reason(s) why the school has not successfully met AYP. Prior to selecting a Restructuring Option, the LEA must provide a clear description of the data and reasoning supporting the choice.

## **Selecting a Restructuring Option and Supporting Interventions**

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In Wyoming, the restructuring plan that an LEA prepares must include one of the following "alternative governance" arrangements for the school:

- Reopen the school as a public charter school;
- Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make AYP;
- Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the school as a public school; or
- Implement any other major restructuring of the school's governance arrangement that is consistent with the NCLB principles of restructuring.

The LEA will provide information that supports the Restructuring Option chosen within the Restructuring Plan to include:

- A detailed explanation of why the option was selected and the supporting evidence behind why this option would work;
- What data will be used to measure the success of the restructuring efforts; and
- How the LEA and school will determine the effectiveness of this option.

A list of restructuring interventions to support the LEA's restructuring selection is available on the WDE's website.

## WDE Support and Technical Assistance

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### State Title I Director

The State Title I Director will provide expertise, guidance, and resources related to Title I rules, regulations, and improvement planning. The State Title I Director will be involved in the entire planning process to answer questions and provide guidance. Coordination of LEA presentations to the WSBE will also be the responsibility of the State Title I Director.

### Accreditation and Support Team

A member of the Accreditation and Support Team will assist in coordinating all and providing customer service to LEAs along with the WDE assigned representative. Each team member will work with districts and schools in various school improvement status levels, ensuring that the district and school are meeting state and federal requirements as well as ensuring the district and schools needs are being met.

### Assigned Representative

Each school in School Improvement Year 4 – Planning for Restructuring will have a WDE assigned representative to assist in the restructuring effort. The WDE assigned representative will serve as the single point of contact for the district, provide support and assistance, and build a collaborative relationship for all involved. The WDE assigned representative will facilitate the collaboration between the WDE staff and the LEA. Essential duties of the WDE assigned representative include:

- Help the LEA determine the most appropriate approach to action planning;
- Act as the conduit to the WDE Accreditation and Support Team;
- Provide an external perspective to the LEA to review and provide input on school improvement efforts;
- Clarify restructuring plan requirements and processes; and
- Monitor planning meetings between the SLT, School Improvement Team, and/or WDE.

## Wyoming State Board of Education Reports

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

September	LEA/School Data Profiles and AYP Results
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November	Timelines/Process for Plan Development
January	Preliminary Restructuring Plan with Research and Data for the Restructuring Option Selected
April	WDE Plan Approval
May/June	WSBE Plan Approval

## Restructuring Plan Submission

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The Restructuring Plan can be documented in several ways but must contain information describing the school improvement team selected, an overview of the restructuring option, and a description of the restructuring process and interventions that implement that option.

The Restructuring Plan can be submitted by:

- Using the provided checklist (see page 16) as the Restructuring Plan’s structure and uploading the document as an attachment to the WDE Assurance #28 section within ASSIST; or
- Providing information directly to the “Additional Information” narrative (under the “Executive Summary”). The plan’s narrative for the School Improvement Team and Restructuring Option sections would still be created using the provided checklist (see page 16). ASSIST’s “Goals Summary” could be used to document the plan’s Restructuring Process and Interventions section: the selected restructuring option would be included as an additional goal, the restructuring data and monitoring would be listed as measurable objectives, the description of the restructuring interventions would be included as strategies, and timelines would be documented as activities.

## Restructuring Plan Approval

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The proposed restructuring plan must be approved at three levels:

1. LEA – The LEA School Board and Superintendent must approve the plan and submit to the WDE Title I Director by April 1. If the LEA does not approve the plan, the School Improvement Team must be given their reasoning for not approving the plan and recommendations as to how the plan can be improved. The School Improvement Team must immediately meet, revise the plan, and have it ready to resubmit.
2. WDE – The WDE will convene a team to review the plan and then comment and/or solicit any changes, if needed. If the plan meets approval, the State Title I Director will recommend approval to the State Superintendent of Public Instruction on behalf of the WDE.
3. WSBE – Final approval by the SBE will occur during the May/June WSBE Meeting. The WSBE will review, comment and determine whether or not to approve the plan. If the

WSBE does not vote to approve the plan, the WSBE must give their reasoning for not approving the plan and recommendations as to how the LEA can improve the plan. The LEA must immediately meet, revise the plan, and have it ready to resubmit to the WSBE during their summer retreat in July or August for review.

To be approved at any level, the Restructuring Plan must “take intensive and far-reaching interventions to revamp completely the operation and governance of that school.” A Restructuring Plan that does not create a major reorganization of a school’s governance structure will not be considered.

## **SCHOOL IMPROVEMENT YEAR 5 – RESTRUCTURING (IMPLEMENTATION)**

### **Plan Implementation**

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Once the WSBE approves the plan, implementation will begin before the first day of school the following school year when the school moves into School Improvement Year 5. The State Title I Director will require documentation that the plan is being implemented, will conduct monitoring visits, and help with modifications or revisions that might be needed. The WSBE may also request updates or presentations on plan implementation.

### **Holding Status**

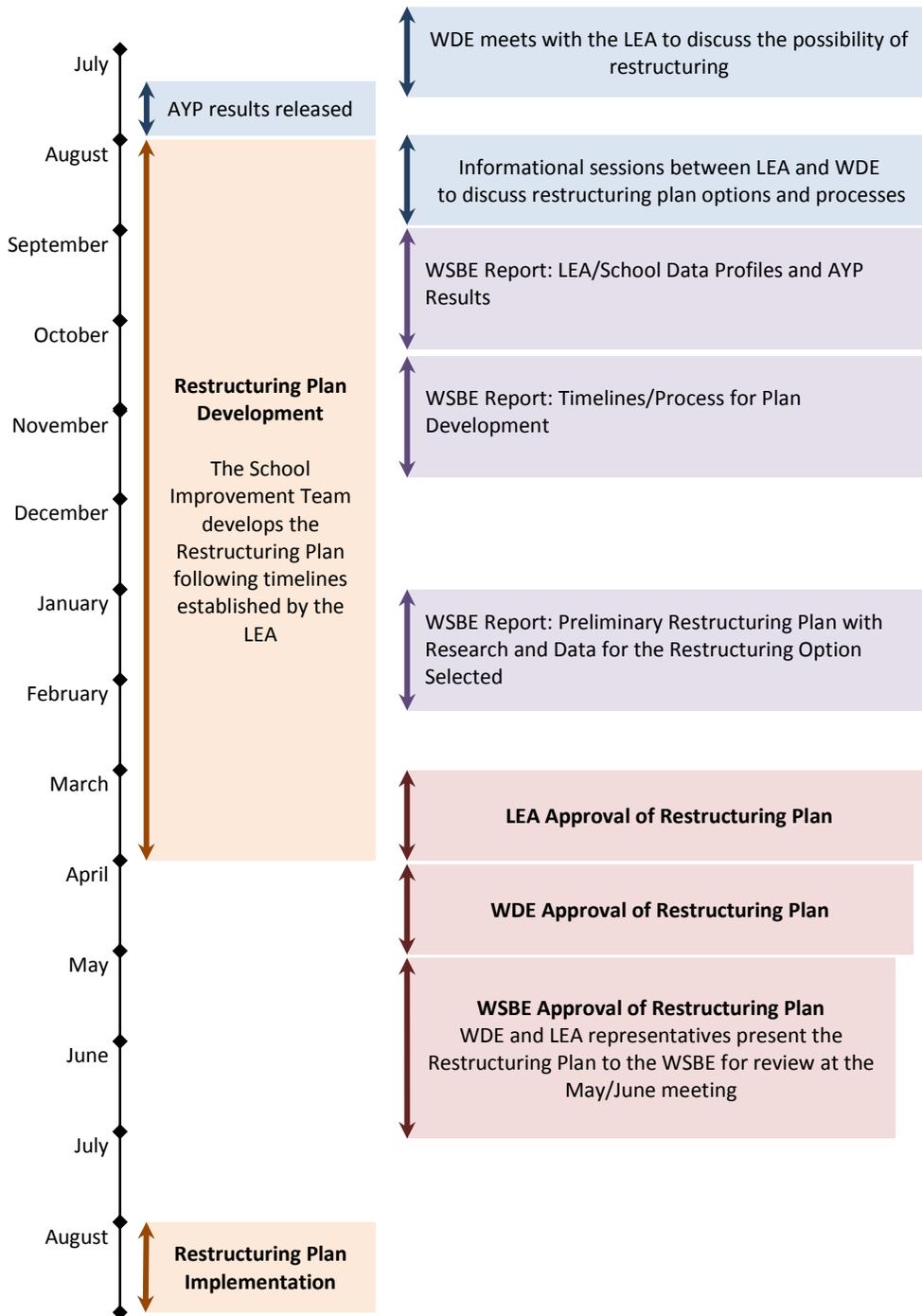
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If the school meets AYP requirements at the end of School Improvement Year 4, it moves into “Holding Status” and plan implementation is not required. The plan will be reviewed and, if modified, the approval process must be again followed. The WSBE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

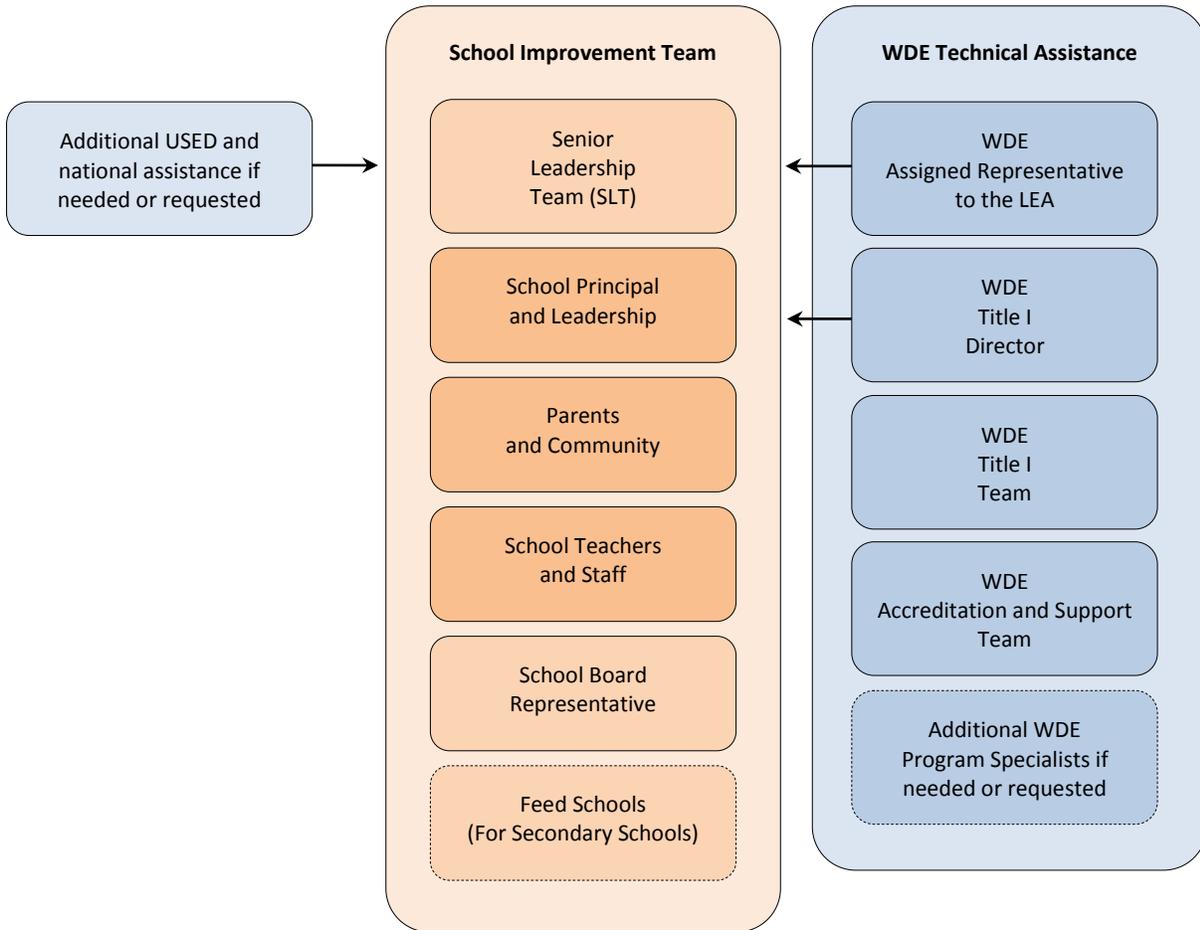
The LEA may decide to implement the plan while the school is in Holding Status. If this is done, the School Improvement Team may need to meet to modify or revise the plan during implementation, but no further plan development is needed, even if the school moves into School Improvement Year 5 Status –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



## RESTRUCTURING PLANNING AND IMPLEMENTATION TIMELINE



## SCHOOL IMPROVEMENT TEAM AND TECHNICAL ASSISTANCE



## RESTRUCTURING PLAN CHECKLIST

### School Improvement Team

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#### School Improvement Team Members

- Does the plan identify the existing School Improvement team and additional members by name, position, and (if applicable) content area and/or grade level?
- Is one representative from the following groups included: Parents, School Staff and Teachers, School Principal and Leadership, LEA SLT Representative, School Board Member, and a WDE Representative?

#### Description of How Stakeholders were Involved in Restructuring Plan

- Does the plan provide a detailed explanation as to how additional stakeholders and required constituents will be involved in the Restructuring Planning process?
- How will the documentation (e.g. attendance/signature sheets, agendas, notifications) of stakeholder involvement be collected?

### Restructuring Option

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#### Proposed Restructuring Option(s) and Supporting Evidence

- Does the plan clearly identify which restructuring option will be selected:
  - OPTION 1 – Reopen as Charter School;
  - OPTION 2 – Replace the school or LEA staff members who are relevant to the failure to make Adequate Yearly Progress;
  - OPTION 3 – LEA contracts with private management to govern the school; or
  - OPTION 4 – Any other major restructuring of the school’s governance. For this option, be sure to add a description as to what the “other major restructuring” will be.
- Is a detailed rationale of this selection provided to ensure that fundamental reforms will occur to improve student academic achievement in the school and enable the school to make AYP?
- Does the explanation justify why this option would be the best solution for the school?
- Has supporting evidence (e.g. research, data, documentation) been provided to explain why this option is valid?

#### District Support of the Restructuring Plan

- How is the district supporting the restructuring plan?

- How is the LEA continuing the technical assistance provided to the school regarding the data analysis, identification and implementation of instructional strategies, and budget analysis?
- What systematic or district-wide improvement efforts are being implemented to support restructuring initiatives?

#### Support of School Improvement

- How will this plan support current School Improvement efforts within the school?
- How have the current school improvement activities been reviewed to determine if they are efficient and effective? If they are, how will they be integrated into this plan? If not, how has the school improvement process been revised and/or integrated into this plan?

### **Restructuring Process and Interventions**

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#### Restructuring Data and Monitoring

- What data will be used to monitor and measure the success of the restructuring efforts?
- What processes will be in place for the LEA to monitor the restructuring efforts?
- How will the LEA and school determine the effectiveness of the restructuring option and interventions? Reference any supporting research, documentation, or information.

#### Description of the Interventions for Restructuring

- Has a detailed description of the restructuring interventions been provided in the plan? The description should be written so that persons outside your LEA will understand your plan and reasoning without having existing knowledge of your LEA and school.
- Is it clear how these interventions support the implement the selected restructuring option? Reference any supporting research, documentation, or information.
- Which professional development activities have been selected? Give a detailed description as to what professional development activities will be needed to implement the Restructuring Plan. These activities need to provide staff with the knowledge and tools necessary to sustain the changes being made. One day or short-term workshops or conferences are expressly disallowed unless they are clearly part of a comprehensive professional development plan.

#### Timeline

- What are the major milestones or timelines for plan? Provide a detailed timeline for implementation that includes: each major milestone and key accomplishment; required school or LEA resource(s); anticipated completion date; and the primary contact.

**Timeline for Science Standards Revision – Requested by the SBE on 04/11/14**  
 Submitted by WDE Standards Supervisor – Laurie Hernandez – revised on 06/11/14

<b>Date</b>	<b>Action</b>	<b>Additional Information / Notes</b>	<b>Req. from Whom</b>	<b>Req. of Whom</b>
<b>4/11/14</b>	SBE Motion around WY Science Standards	Scotty Ratliff moved to send the Science Standards back to the WDE to make revisions and bring forward [the best possible science] standards to the SBE for review in the most timely fashion.	SBE	WDE & Science Standards Comm.
<b>4/15/14</b>	Set up Contracts for Science Standards Review Committee Members + additional parents/ community members	<b>30 possible members X \$300/ meeting day (contracts not to exceed \$3000 each for a total of \$90,000)</b> <b>More will be added from the Call for Participants (Max 45 members)</b>	Laurie Hernandez	Jim Verley & Devin Robinson
<b>4/25/14</b>	Get confirmation from Committee Members to continue work on standards	e-mail going out on 4-16-14 advising committee of charge, process, payment / contract, & possible dates	Laurie Hernandez	Jim Verley
<b>5/2/14</b>	Send documents and links of other states' standards to Committee Members - HW to preview & make notes on for summer meeting	Members will be asked to find exemplary standards and possible revisions to standards around climate change. Possibly add Wyoming Geology as well.	Laurie Hernandez	Jim Verley & Science Standards Review Committee
<b>5/5 – 5/30</b>	Prepare meeting documents and survey; Prepare information for new members	A link to the survey will be posted with the revised standards document after committee	Laurie Hernandez	Jim Verley & Laurie Hernandez
<b>5/27</b>	Call for Participants	Press Release went out with survey link	Sam & John	Laurie & Jim
<b>5/27 – 6/14</b>	Call for Participants to serve on the Science Standards Review Committee	Survey Link open and collecting information from interested participants	Sam Shumway & John Masters	Laurie Hernandez
<b>6/11</b>	Send Info to SBE	Submit Docs to Chelsie Oaks	Laurie	Laurie & Jim
<b>6/16 – 17</b>	Select additional members and send out invite	From survey pool - Request response by June 30th	Sam Shumway / John Masters	Laurie & Jim
<b>June – July 2014</b>	Prepare for 1 <sup>st</sup> Science Review Committee Mtg.	PPT; documents on process, consensus, and various roles such as leader, scribe, & recorder; current WyCPS & other states' standards docs	Laurie Hernandez	Jim Verley & Laurie Hernandez
<b>6/18 – 7/1</b>	Prepare additional contracts	<b>\$300/ meeting day (contracts not to exceed \$3000) (Max 45 members)</b>	Laurie Hernandez	Devin Robinson
<b>6/30 – 7/1</b>	SBE Meeting – Update & Share Timeline for Science Work	Update on the Committee work	SBE & WDE Leaders	Laurie Hernandez & Jim Verley
<b>7/2 – 3</b>	Prepare & Send Doodle Poll to All Committee Members	To find best dates for Summer Meetings	Laurie Hernandez	Laurie Hernandez & Jim Verley
<b>July 2014</b>	Meeting Venue	Set Up & Finalize	Laurie Hernandez	Jim Verley & Devin Robinson
<b>July/Aug. 2014</b>	Committee Meeting #1 in Casper or other central location (2 days)	First 2 hours will be new standards orientation. Whole- & Sub- Committee will discuss possible revisions from their notes, revise standards and benchmarks, and meet group consensus.	Laurie Hernandez & Jim Verley	Science Standards Review Committee
<b>August 2014</b>	Committee Meeting #2 (1-2 days)	Committee will continue the work on Science Standards and Benchmarks	Laurie & Jim	Science Standards Review Committee

<b>2 Week period following</b>	Prepare & Post Proposed Science Standards Document and Survey on WDE Website; Communication around too	Get initial feedback from the public on the work of the committee [provided the committee was able to finalize at this stage]	Laurie Hernandez	Jim Verley & Laurie Hernandez
<b>Fall Mtg</b>	SBE Meeting – Update	Update on the Committee work	SBE & WDE Leaders	Laurie Hernandez & Jim Verley
<b>SY 14-15</b>	Cont. Committee Work (as needed)	Dependent on the direction and needs of the committee. Contracts good through April 30, 2015	SBE & WDE Leaders	Laurie Hernandez & Jim Verley
<b>Following Final Committee Meeting</b>	Prepare Proposed Science Standards docs for public comment & communication around; Prepare a webinar recording explaining the Committee’s process and docs.	Post docs on WDE website with link to survey and to recording showing “What’s New with WY Science”; send out Press Release & Supts. Memo to get feedback from public & all teachers; possibly coordinate live webinar as well	Laurie Hernandez	Jim Verley & Laurie Hernandez
	Present Draft Standards to Community Members, Parents, Business Leaders, & Teachers for Review & Comment	SAA - Post docs on WDE website with link to survey & recording; send out Press Release & Supts. Memo; possibly coordinate a webinar or live chat for public comment	Sheryl Lain & Sam Shumway	Laurie Hernandez, Jim Verley, Sam Shumway, & Sheryl Lain
<b>In Prep for SBE Mtg.</b>	Prepare Proposed Science Standards documents & Ch. 10 Rules for the SBE	This includes Science Standards doc, Crosswalk, New Feedback from the public, Ch. 10 Rules Packet	SBE & Laurie Hernandez	Jim Verley & Laurie Hernandez
<b>TBD</b>	Send WY Science Standards documents and Ch. 10 Rules packet to the SBE	Send to Chelsie Oaks	SBE	Laurie Hernandez
<b>Next Available</b>	SBE Meeting	Present Proposed Science Standards and changes to Ch. 10 Rules	SBE	Laurie Hernandez & Jim Verley
<b>Once SBE approved</b>	Start Governor’s 10-day Review	If standards are approved by the SBE, send Gov. Memo	SBE	Governor’s Office
<b>10 work days after above</b>	End of Gov. 10-day Review	If no action or if signed with approval to proceed, WDE may proceed with the promulgation process which begins with 45-day public comment period	Governor’s Office	WDE

WDE Standards Supervisor – Laurie Hernandez (307) 777-3469

➤ Science Consultant – Dr. Jim Verley

\*Laurie & Jim will be co-facilitating the standards review process

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** June 30, 2014

**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 eight Wyoming districts were evaluated using the NCA district model. The areas reviewed in accreditation include Purpose and Direction, Governance and leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for 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 districts must complete a two-year progress report following the on-site visits on each overall recommendation within their accreditation reports, regardless of the score received. It is a process which reflects true continuous improvement as we work with each district throughout the school year. As part of this continuous improvement process, NCA has provided progress monitoring for each district that was awarded accreditation with follow-up during their 2012-2013 on-site visits.

**Findings:** The following school districts have accomplished the tasks required of them for the 2013-2014 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	Johnson CSD #1	Platte CSD #2	Uinta CSD #4
Big Horn CSD #1	Fremont CSD #1	Laramie CSD #1	Sheridan CSD #1	Uinta CSD #6
Big Horn CSD #2	Fremont CSD #2	Laramie CSD #2	Sheridan CSD #2	Washakie CSD #1
Big Horn CSD #3	Fremont CSD #6	Lincoln CSD #1	Sheridan CSD #3	Washakie CSD #2
Big Horn CSD #4	Fremont CSD #14	Lincoln CSD #2	Sublette CSD #1	Weston CSD #1
Campbell CSD #1	Fremont CSD #21	Natrona CSD #1	Sublette CSD #9	
Carbon CSD #1	Fremont CSD #24	Niobrara CSD #1	Sweetwater CSD #1	
Carbon CSD #2	Fremont CSD #25	Park CSD #1	Sweetwater CSD #2	
Converse CSD #1	Goshen CSD #1	Park CSD #6	Teton CSD #1	
Converse CSD #2	Hot Springs CSD #1	Park CSD #16	Uinta CSD #1	

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

Fremont CSD #38  
Platte CSD #1  
Weston CSD #7

**SUPPORTING INFORMATION ATTACHED:**

- a. Accreditation Recommendation Process
- b. WDE 2013 - 2014 Accreditation Recommendations
- c. NCA Accreditation Visitation Schedule

**PREPARED BY:** Dianne Frazer  
Education Program Consultant, Standards and Accountability Division

**APPROVED BY:** \_\_\_\_\_

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** June 30, 2014

**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 Purpose and Direction, Governance and leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for 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 2013-2014 school year. Each school received an accreditation recommendation for NCA accreditation from the visiting team. Teams can recommend that the school be accredited or that the school be accredited under review. Under review is recommended when the school has significant work to do for improvement tasks. This status allows time for the school to complete the work and to receive assistance as needed. All schools must complete a progress report following the on-site visits on each assigned required action, regardless of the scores received. Each school has 2 years to complete this report. 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 2013-2014 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 Behavioral Institute  
Wyoming Girls' School  
Youth Emergency Services, Inc.

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

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

**SUPPORTING INFORMATION ATTACHED:**

a. Institutional Schools Accreditation Summary

**PREPARED BY:** Dianne Frazer  
Educational Program Consultant, Standards and Accountability  
Division

**APPROVED BY:** \_\_\_\_\_

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE: July 1, 2014**

**ISSUE:** Assessment contracts

**BACKGROUND:** Both federal and state statutes require a statewide assessment program in ELA/reading, math and science. Statutes also require alternate assessments for students with significant cognitive disabilities.

**SUGGESTED MOTION/RECOMMENDATION:**

1. I move to approve the proposed contract amendment with Educational Testing Service (ETS), extending services for administration, scoring, and reporting of PAWS (grades 3 – 8) and SAWS (grades 3, 5 and 7), to include test administration in the Spring of 2015 and 2016 and test development and forms build for a potential administration in the Spring of 2017. The total additional cost of this amendment is not to exceed \$18,593,100.
  
2. I move to approve the contract with American Institutes for Research (AIR) to provide services necessary for test development, administration, scoring, and reporting for the Wyoming Alternate Assessment in the Spring of 2015 and 2016, with an option to extend for an additional year. The total cost of year one is not to exceed \$775,000 and the total annual cost of years 2 and 3 is not to exceed \$650,000 each year.

**SUPPORTING INFORMATION ATTACHED:**

- Proposed contract with ETS
- Proposed contract with AIR
- Assessment Update powerpoint

**PREPARED BY:**

Deb Lindsey, Assessment Division Administrator, WDE

**ACTION TAKEN BY STATE BOARD:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**COMMENTS:**

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE: July 1, 2014**

**ISSUE:**

Chapter 10 Rules – Revised Standards for Social Studies, Physical Education, and Career/Vocational Education; Revised Mathematics and Language Arts Performance Level Descriptors, and Revised Mathematics and Language Arts Standards Extensions for students with significant cognitive disabilities.

**BACKGROUND:**

Per W.S. 21-9-101, the State Board of Education is responsible for setting educational standards in the nine content areas. The content and performance standards are reviewed every five years. Chapter 10 reflects the revisions to the aforementioned content areas.

**SUGGESTED MOTION(S)/RECOMMENDATION(S):**

I move to adopt the revised 2014 Wyoming Mathematics and Language Arts Performance Level Descriptors and the 2014 Wyoming Mathematics and Language Arts Standards Extensions for students with significant cognitive disabilities.

[The Board moved to adopt the revised standards for Social Studies, Physical Education, and Career/Vocational Education on April 11, 2014. The WDE asked to hold on promulgating Ch. 10 Rules until the above could be included.]

**SUPPORTING INFORMATION ATTACHED:**

- MEMO to SBE – hold on promulgation of Ch. 10 Rules until summer meeting
- 2014 Wyoming Mathematics and Language Arts Performance Level Descriptors (in Google Drive)
- 2014 Wyoming Mathematics and Language Arts Standards Extensions for students with significant cognitive disabilities (in Google Drive)
- Ch. 10 Rules Packet Included:
  - Governor’s Memo
  - Statement of Reasons
  - Notice of Intent
  - Proposed Ch. 10 Rules – Strike & Underline version
  - Proposed Ch. 10 Rules – Clean version

**PREPARED BY:**

Laurie Hernandez, Supervisor of Standards, WDE  
Deb Lindsey, Assessment Division Administrator, WDE

**ACTION TAKEN BY STATE BOARD: \_\_\_\_\_ DATE: \_\_\_\_\_**

**COMMENTS:**



## Standards & Accountability Division

# Memo

To: State Board of Education

From: Laurie Hernandez, Standards Supervisor

cc: Chelsie Oaks, Paige Fenton-Hughes, Mackenzie Williams

Date: April 1, 2014

Re: WyCPS for Social Studies, Physical Education, and Career & Vocational Education

---

On April 11, 2014, the Standards Team from the Wyoming Department of Education (WDE) will present, for the SBE's approval, the proposed Wyoming Content and Performance Standards (WyCPS) for the following content areas:

- Social Studies
- Physical Education
- Career & Vocational Education

Upon a vote to proceed with the process for adoption, the WDE will also request the SBE hold on promulgating Ch. 10 Rules until they accept the following:

- Extended Standards for Math & English/Language Arts (ELA) for ALT Students
- Performance Level Descriptors (PLDs) for Math and ELA Standards

The Assessment and Special Programs Divisions plan to present these to the SBE at their May meeting. The adoption of the extended standards and PLDs will result in promulgation of Ch. 10 Rules, therefore, we would like to delay this process until all areas are ready to be promulgated together.

Thank you for your consideration.



# WYOMING

## State Board of Education

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

RON MICHELI  
Chair, Fort Bridger

SCOTTY RATLIFF  
Vice Chair, Riverton

PETE GOSAR  
Treasurer, Laramie

SUE BELISH  
Ranchester

KATHY COON  
Lusk

HUGH HAGEMAN  
Fort Laramie

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KEN RATHBUN  
Sundance

GERALD REICHARDT  
Wheatland

KATHRYN SESSIONS  
Cheyenne

WALT WILCOX  
Casper

BELENDIA WILLSON  
Thermopolis

CHELSIE BAILEY  
Executive Assistant

**To:** Honorable Matt Mead, Governor

**From:** Ron Micheli, Chair  
Wyoming State Board of Education

**Subject:** Amended Rules for Chapter 10

**Priority:** **HIGH** – Deadline for response is **July 18, 2014**

**Summary:** The State Board of Education is proposing to amend rules for Chapter 10. The revised rules include the following changes:

- 2014 Wyoming Social Studies Content and Performance Standards;
- 2014 Wyoming Physical Education Content and Performance Standards;
- 2014 Wyoming Career & Vocational Education Content and Performance Standards;
- 2014 Wyoming Mathematics Standards Extensions;
- 2014 Wyoming Language Arts Standards Extensions;
- 2014 Wyoming Mathematics Performance Level Descriptors; and
- 2014 Wyoming Language Arts Performance Level Descriptors

Specific information on the changes can be found in the Statement of Reasons.

**Agency Contact Name:** Laurie Hernandez

**Agency Contact Phone:** 307-777-3469

**Agency Contact Email:** [laurie.hernandez@wyo.gov](mailto:laurie.hernandez@wyo.gov)

**Governor's Response Options (to be completed by Governor's Office):**

\_\_\_\_\_ Agency may proceed.

\_\_\_\_\_ Delay Public Comment and Set Up Meeting with

\_\_\_\_\_

\_\_\_\_\_ Signature: Governor's Counsel

*If no response has been received by the 10th working day, the Agency will proceed with these rules.*

## **CHAPTER 10 WYOMING CONTENT AND PERFORMANCE STANDARDS STATEMENT OF REASONS**

Pursuant to Wyo. Stat. § 21-2-304(a)(iii), the Wyoming State Board of Education must prescribe uniform student content and performance standards for the common core of knowledge specified by Wyo. Stat. § 21-9-101(b)(i). The common core of knowledge includes reading/language arts, social studies, mathematics, science, fine and performing arts, physical education, health and safety, humanities, career/vocational education, foreign cultures and languages, applied technology, and government and civics.

After careful consideration, and with support from members of the following review committees: Social Studies, Physical Education, Career/Vocational Education, Performance Level Descriptors for Mathematics and Language Arts, and Standards Extensions for Mathematics and Language Arts, the Wyoming State Board of Education approved the adoption of the 2014 Revised Wyoming Content and Performance Standards and supporting documents for the above named content areas.

The Board is promulgating revised rules for the Wyoming Content and Performance Standards for Social Studies, Physical Education, and Career/Vocational Education, for the Mathematics and Language Arts Performance Level Descriptors, and for the Mathematics and Language Arts Standards Extensions. These standards define the knowledge and skills students should know and be able to do throughout their K-12 education so they can graduate from high school able to succeed in college and career.

These rules meet the minimum substantive state statutory requirements and are within the Board and Department's statutory authority. No part of this action should be interpreted as any attempt to dictate curriculum at the national or state level.



## Notice of Intent to Adopt Rules

### 1. General Information

a. Agency/Board Name <i>See attached list for references</i>		
b. Agency/Board Address	c. Agency/Board City	d. Agency/Board Zip Code
e. Name of Contact Person	f. Contact Telephone Number	
g. Contact Email Address		
h. Date of Public Notice:		i. Comment Period Ends:
j. Program(s) <i>See attached list for references</i>		

### 2. Rule Type and Information

a. Choose all that apply:     New Rules\*     Amended Rules     Repealed Rules  
*\* "New" rules means the first set of regular rules to be promulgated by the Agency after the Legislature adopted a new statutory provision or significantly amended an existing statute.*

If "New," provide the Enrolled Act number and year enacted:

b. Provide the Chapter Number, and Short Title of Each Chapter being Created/Amended/Repealed *(if more than 5 chapters are being created/amended/repealed, please use the Additional Rule Information form and attach it to this certification)*

Chapter Number:	Short Title:

c.  The Statement of Reasons is attached to this certification.

d.  N/A     In consultation with the Attorney General's Office, the Agency's Attorney General representative concurs that strike and underscore is not required as the proposed amendments are pervasive (Section 5 of the Rules on Rules).

e. A copy of the proposed rules\* may be obtained:

By contacting the Agency at the physical and/or email address listed in Section 1 above.

At the following URL: \_\_\_\_\_

\* If Item "d" above is not checked, the proposed rules shall be in strike and underscore format.

**3. Public Comments and Hearing Information**

a. A public hearing on the proposed rules has been scheduled.  Yes  No

	If "Yes:"	Date:	Time:	City:	Location:

b. What is the manner in which interested person may present their views on the rulemaking action?  
 By submitting written comments to the Agency at the physical and/or email address listed in Section 1 above.  
 At the following URL: \_\_\_\_\_

A public hearing will be held if requested by 25 persons, a government subdivision, or by an association having not less than 25 members.  
Requests for a public hearing may be submitted:  
 To the Agency at the physical and/or email address listed in Section 1 above.  
 At the following URL: \_\_\_\_\_

c. Any person may urge the Agency not to adopt the rules and request the Agency to state its reasons for overruling the consideration urged against adoption. Requests for an agency response must be made prior to, or within thirty (30) days, after adoption of the rule, addressed to the Agency and Contact Person listed in Section 1 above.

**4. Federal Law Requirements**

a. These rules are created/amended/repealed to comply with federal law or regulatory requirements.  Yes  No

	If "Yes:"	Applicable Federal Law or Regulation Citation:

Indicate one (1):  
 The proposed rules meet, but do not exceed, minimum federal requirements.  
 The proposed rules exceed minimum federal requirements.

Any person wishing to object to the accuracy of any information provided by the Agency under this item should submit their objections prior to final adoption to:  
 To the Agency at the physical and/or email address listed in Section 1 above.  
 At the following URL: \_\_\_\_\_

**5. State Statutory Requirements**

a. Indicate one (1):  
 The proposed rule change *MEETS* minimum substantive statutory requirements.  
 The proposed rule change *EXCEEDS* minimum substantive statutory requirements. Please provide a statement explaining the reason the rules exceeds the requirements:

**6. Authorization**

a. I certify that the foregoing information is correct.

<i>Printed Name of Authorized Individual</i>	
<i>Title of Authorized Individual</i>	
<i>Date of Authorization</i>	

Distribution List:

- Attorney General and LSO: Hard copy of Notice of Intent; Statement of Reasons; Clean copy of the rules; and Strike-through and underline version of rules (if applicable).
- Secretary of State: Electronic version of Notice of Intent sent to [rules@state.wy.us](mailto:rules@state.wy.us)

# Wyoming Department of Education

## Chapter 10

### Wyoming Content and Performance Standards

#### Section 1. **Authority.**

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

#### Section 2. **Applicability.**

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

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

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

#### Section 4. **Definitions.**

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

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

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

- (i) ELA – grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12
- (ii) Math – grades K, 1, 2, 3, 4, 5, 6, 7, 8, HS
- (iii) Science – grades 4, 8, 11
- (iv) Social Studies – grades 2, 5, 8, 12
- (v) Health – grades 2, 4, 6, 8, 12

- (vi) Physical Education – grades 2, 5, 8, 12
- (vii) Foreign Language – no grade levels; benchmarked among 6 performance level
- (viii) Career & Vocational Ed. – grades 5, 8, 11
- (ix) Fine & Performing Arts – grades 4, 8, 11

(d) Wyoming Standards Extensions. Standards for students with the most significant cognitive disabilities that show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills.

#### **Section 5. Wyoming Statutes.**

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

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

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

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

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

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

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

(B) The 2014 Language Arts Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Language Arts Performance Standards.

(C) The 2014 Wyoming Language Arts Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

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

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

(B) The 2014 Mathematics Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Mathematics Performance Standards.

(C) The 2014 Wyoming Mathematics Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

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

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 ~~and~~ amended on November 19, 2008; and amended on April 11, 2014;

(A) Wyoming Social Studies Content and Performance Standards amended on April 11, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

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

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

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, ~~and~~ amended on November 19, 2008; and amended on April 11, 2014;

(A) Wyoming Physical Education Content and Performance Standards amended on April 11, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

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

(A) Wyoming Foreign Language Content and Performance Standards

amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, ~~and~~ amended on November 19, 2008~~;~~, and amended on April 11, 2014;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on April 11, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

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

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

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

(c) The above-referenced content and performance standards dated November 19, 2008, September 23, 2011, ~~and~~ May 8, 2013, and April 11, 2014 are the most current editions.

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

# Wyoming Department of Education

## Chapter 10

### Wyoming Content and Performance Standards

#### Section 1. **Authority.**

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

#### Section 2. **Applicability.**

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

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

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

#### Section 4. **Definitions.**

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

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

(c) Content and Performance Standards. Standards which include the K-12 content standards, benchmark standards, and the performance standards level descriptors established for the Common Core of Knowledge and Common Core of Skills. [W.S. 21-2-304 (a)(iii)] The grade levels for benchmark standards for each content area are listed below:

- (i) ELA – grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9-10, 11-12
- (ii) Math – grades K, 1, 2, 3, 4, 5, 6, 7, 8, HS
- (iii) Science – grades 4, 8, 11
- (iv) Social Studies – grades 2, 5, 8, 12
- (v) Health – grades 2, 4, 6, 8, 12
- (vi) Physical Education – grades 2, 5, 8, 12
- (vii) Foreign Language – no grade levels; benchmarked among 6 performance level
- (viii) Career & Vocational Ed. – grades 5, 8, 11

(ix) Fine & Performing Arts – grades 4, 8, 11

(d) Wyoming Standards Extensions. Standards for students with the most significant cognitive disabilities that show a clear link to the content standards for the grade in which the student is enrolled, although the grade-level content may be reduced in complexity or modified to reflect pre-requisite skills.

**Section 5. Wyoming Statutes.**

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

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

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

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

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

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

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

(B) The 2014 Language Arts Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Language Arts Performance Standards.

(C) The 2014 Wyoming Language Arts Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

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

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

(B) The 2014 Mathematics Performance Level Descriptors, as incorporated by reference, shall be the Wyoming Mathematics Performance Standards.

(C) The 2014 Wyoming Mathematics Standards Extensions for students with significant cognitive disabilities, as incorporated by reference, shall be fully implemented on or before the first day of the 2017-18 school year.

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

(iv) Wyoming Social Studies Content and Performance Standards as approved by the Wyoming State Board of Education on June 9, 1999, amended on July 7, 2003 amended on November 19, 2008, and amended on April 11, 2014;

(A) Wyoming Social Studies Content and Performance Standards amended on April 11, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

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

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

(vi) Wyoming Physical Education Content and Performance Standards as approved by the Wyoming State Board of Education on June 6, 2000, amended on July 7, 2003, amended on November 19, 2008, and amended on April 11, 2014;

(A) Wyoming Physical Education Content and Performance Standards amended on April 11, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

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

(A) Wyoming Foreign Language Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

(viii) Wyoming Career/Vocational Education Content and Performance

Standards as approved by the Wyoming State Board of Education on June 6, 2001, amended on July 7, 2003, amended on November 19, 2008, and amended on April 11, 2014;

(A) Wyoming Career/Vocational Education Content and Performance Standards amended on April 11, 2014 shall be fully implemented on or before the first day of the 2017-2018 school year.

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

(A) Wyoming Fine and Performing Arts Content and Performance Standards amended on May 8, 2013 shall be fully implemented on or before the first day of the 2016-2017 school year.

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

(c) The above-referenced content and performance standards dated November 19, 2008, September 23, 2011, May 8, 2013, and April 11, 2014 are the most current editions.

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