State Board of Education

Work Session Agenda

April 11, 2011

Holiday Inn Convention Center
Sheridan, Wyoming
1:00 p.m. – 5:00 p.m.

1. Preliminary Report on BOE Accreditation Recommendation - Tom Collins	Tab A	1:00 p.m.
2. Implementation of Standards - Tom Collins	Tab B	1:30 p.m.
3. Update on Charter Schools - Samantha Mills	Tab C	2:00 p.m.
4. Prepare for Accreditation Meeting - Dianne Frazer	Tab D	2:30 p.m.
5. P-16 Council/Advisory Committee - Joe Reichardt	Tab E	3:00 p.m.
BREAK		3:30 p.m.
6. Update on Dropout Media Campaign Trainings - Joe Reichardt	Tab F	3:45 p.m.
7. Wyoming Career Technical Education - Teri Wigert	Tab G	4:15 p.m.
ADJOURNMENT		5:00 p.m.

Tab A

BOE Status Report to SBE
April 11, 2011

Successful Completion of District BOE Plans

- Big Horn School District #4
- Carbon County School District #2 – Notice letter to be sent in May (has been notified via email)
- Converse County School District #1
- Washakie County School District #2

Districts nearing completion

- Carbon County School District #1
- Niobrara County School District #1

BOE Status Report to SBE
April 11, 2011

BOE Progress Report: Converse County School District #1: March 18, 2011

Technical assistance has been provided to Converse County SD #1 through WDE Division Director Dr. Alan Moore and WDE District Coach Paige Fenton-Hughes. Converse County SD #1 has submitted satisfactory evidence of the work being done on the BOE plan in all five of the required criteria as follows:

Consistency – has met the criteria
Alignment – has met the criteria
Fairness – has met the criteria
Standard Setting – has met the criteria
Comparability – has met the criteria

The plan submitted by Converse County SD #1 has been thoroughly reviewed by WDE staff and has been determined to meet all of the required design criteria for the BOE plan.

Niobrara 1 BOE Progress Report: March 18, 2011

In September 2010, Niobrara County School District worked with Dr. Joanne Flannigan to continue the work on their BOE plan. On January 28, 2011, by request from the district, WDE consultant Tammy Schroeder attended a work session with English and CTE teachers at Niobrara County High School. WDE provided technical assistance on both the alignment and fairness portions of the BOE plan. Further technical assistance has been requested to complete the work on Fairness, and to begin the work on the Standard Setting and Comparability portions of the plan.

The current status of the Niobrara County School District #1 Body of Evidence plan is as follows:

Consistency – has met the criteria
Alignment – has met the criteria
Fairness – incomplete
Standard Setting – incomplete
Comparability – incomplete

The principal and teachers of NCHS have been gathering the necessary evidence and data for this year's Standard Setting work, which will take place after the spring technical assistance provided by WDE. There are a few more documents which need to be submitted for the Fairness section, which WDE should receive in the next week. Work is almost completed on this portion of the plan. The principal is currently gathering together the evidence to meet the criteria for Comparability, which will be reviewed during the spring WDE technical assistance visit.

The nature of the Standard Setting process requires adequate amounts of data to be collected and reviewed; NCHS staff have been administering assessments and collecting performance data to be used in establishing cut scores for each of the proficiency levels. It is anticipated that the Standard Setting process will take place late in the spring of SY 2010-2011.

BOE Progress Report: Carbon County School District #1: March 29, 2011

Technical assistance has been provided to Carbon County SD #1 through WDE BOE workshops and WDE District Coach Dr. Joy Mockelmann. Carbon County SD #1 has submitted satisfactory evidence of the work being done on the BOE plan in four of the five of the required criteria as follows:

Consistency – has met the criteria
Alignment – has met the criteria
Fairness – has met the criteria
Standard Setting – Incomplete
Comparability – has met the criteria

The Department of Education is currently awaiting requested documents to verify the completion of the final design criterion, standard setting. We anticipate receiving these documents sometime in May, 2011. At that time, we will review the submitted material and make a determination of the completeness of the BOE plan.

Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction
2020 Grand Avenue, Suite 500
Laramie, WY 82070
Phone 307-721-1900 Fax 307-721-1901 Website www.k12.wy.us

November 3, 2010

Mr. Tony Anson, Principal
Riverside High School
919 West B Street,
Basin, WY 82410

Dear Tony,
After reviewing your 2010 BOE plan submission, the Wyoming Department of Education is pleased to inform you that your standards setting section, and thus the entire Big Horn County SD #4 BOE plan, meets all of the required design criteria.

We understand that your district personnel and your community have invested much hard work in the final version of this plan. We encourage you to continue with the timeline you have outlined; there is much good work to build upon to strengthen your current system.

Please feel free to contact me, Tom Collins, or Tammy Schroeder if you have any further questions.

Sincerely,

Alan R. Moore

Dr. Alan Moore, Director
Standards and Assessment Division

Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction
2020 Grand Avenue, Suite 500
Laramie, WY 82070
Phone 307-721-1900 Fax 307-721-1901 Website www.k12.wy.us

Copy

November 29, 2010

Supt. Bob Gates
Carbon County School District #2
P.O. Box 1530
Saratoga, WY 82331-1530

Dear Supt. Gates,

The Wyoming Department of Education would like to congratulate your district on the completion and acceptance of the Carbon County School District #2 Body of Evidence plan. We have carefully reviewed the latest documents submitted from your district, and we find that the changes made to your plan meet the required criteria. We will be submitting this information to the State Board of Education during their annual accreditation review at the June 2011 meeting.

Please be sure that a copy of the latest version of your plan is available in your district office. Again, we appreciate the work your district personnel have done on this plan. If there is any way we can be of further assistance on the BOE work your district is doing, please don't hesitate to ask.

Sincerely,

Alan Moore, Director
Standards and Assessment Division
Wyoming Department of Education

Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction
2020 Grand Avenue, Suite 500
Laramie, WY 82070
Phone 307-721-1900 Fax 307-721-1901 Website www.k12.wy.us

November 29, 2010

Copy

Supt. Jerry Erdahl
Washakie County School District #2
P.O. Box 105
Ten Sleep, WY 82442-0105

Dear Supt. Erdahl,

The Wyoming Department of Education would like to congratulate your district on the completion and acceptance of the Washakie County School District #2 Body of Evidence plan. We have carefully reviewed the latest documents submitted from your district, and we find that the changes made to your plan meet the required criteria. We will be submitting this information to the State Board of Education during their annual accreditation review at the June 2011 meeting.

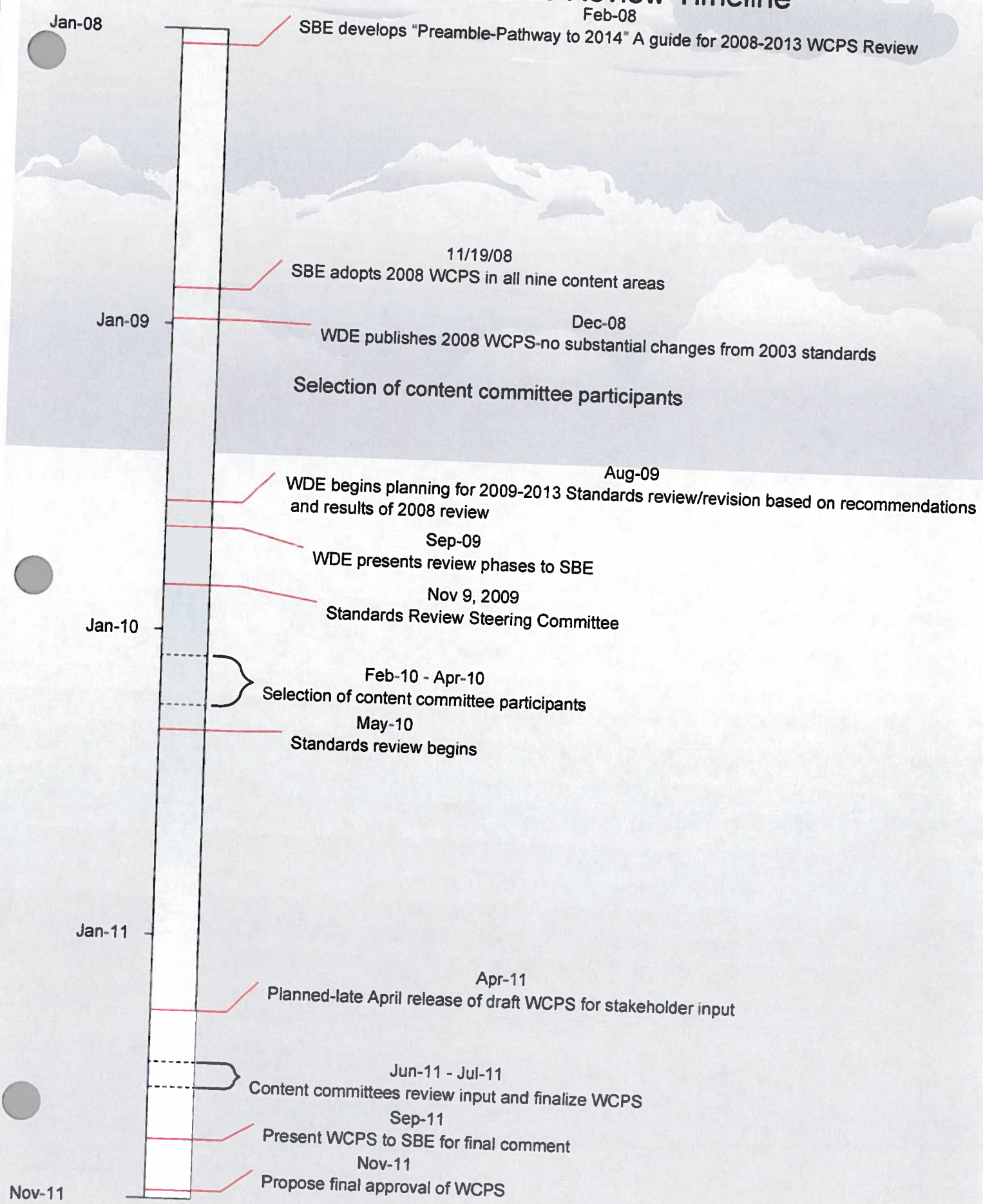
Please be sure that a copy of the latest version of your plan is available in your district office. Again, we appreciate the work your district personnel have done on this plan. If there is any way we can be of further assistance on the BOE work your district is doing, please don't hesitate to ask.

Sincerely,

Alan Moore, Director
Standards and Assessment Division
Wyoming Department of Education

Tab B

2008-2013 Standards Review Timeline



Implementation of Revised Wyoming Content and Performance Standards
Current Working Proposal
4/11/2011

4 stages of implementation

1. Awareness
   Communication about the proposed revised Standards, public comment
2. Transition
   District and schools make curriculum changes based on the revised Standards, including the Common Core State Standards (CCSS) in Language Arts and Mathematics. WDE provides districts support with mapping curriculum to Wyoming ELA and MA standards that incorporate CCSS. Districts and WDE will need additional resources to support curriculum mapping and professional development.

3. Implementation
   District and schools adjust instructional practices, curriculum, and assessments to align to the revised Standards, including the CCSS, in order to be ready for state assessment in 2014. Districts will need additional resources to support implementation.

4. Implementation completed
   State and districts have modified curriculum and assessments so they are aligned with the revised Standards.

Proposed revised Standards to be presented for adoption by the State Board of Education

Group 1 - Fall, 2011
- Fine & Performing Arts
- Foreign Language
- Health Education
- Language Arts
- Mathematics

Group 2 - Fall, 2013
- Career/Vocational Education
- Physical Education
- Science
- Social Studies

Proposed Implementation Schedule

Group 1

Fall 2010-Fall 2011	Awareness, public comment
2012-2013	Transition, Implementation
2014	Implementation completed, state and local assessments aligned to revised Standards

Group 2

Fall 2012-Fall 2013	Awareness, public comment
2014-2015	Transition, Implementation
2016	Implementation completed, assessments aligned to revised Standards

Potential Support by WDE

- February 8-9, 2011 - Symposium on Implementation of the Common Core Standards, Northwest Regional Comprehensive Center, Portland, OR. WDE members will attend along with several school district personnel
- WDE conducts needs assessments and surveys related to Standards implementation
- Regional workshops in 2011, 2012, 2013, 2014, 2015
- WDE Clearinghouse of CCSS/BOE work districts have begun (common core state standards and WYCPS can be found on the WDE website, http://edu.wyoming.gov/Programs/standards.aspx
- WDE Clearinghouse of resources from other states
- WDE Clearinghouse of resources from regional and national organizations
- WDE facilitation of a Standards Implementation Advisory Group, including members of WCDA, WASA, WAEMSP, WASSP, etc.
- WDE publishes a quarterly Standards implementation newsletter

Regional and National Resources

- The National Governors Association (NGA) and Council of Chief State School Officers (CCSSO)

  "The NGA Center and CCSSO are committed to assisting state policymakers in the following ways:
  - Developing a *State Policymaker Guide to Implementation of the Common Core State Standards*, which will provide state policymakers with the key areas that require attention and work as states transition to the standards;
  - Convening organizations to facilitate conversations about the standards' implementation and providing opportunities for groups with similar activities to collaborate so that states, districts and teachers have the tools they need;
  - Planning and implementing the future governance structure of the Common Core State Standards Initiative; and
  - Convening the publishing community to ensure that high quality materials aligned with the standards are created."

    (From Common Core Standards Initiative Messaging Toolkit (Fall, 2010)

- CCSSO State Collaborative on Assessment and Student Standards (SCASS) dedicated to implementation of the CCSS.

- Northwest Regional Comprehensive Center focus area is helping states in the Northwest (WA, OR, ID, MT, WY) to implement the CCSS.

Tab C

Charter Schools Status

Wyoming Department of Education

Reporting: W.S. § 21-3-312

- District boards that grant charters are required to report annually to the State Board of Education.
  - Reports should assure that the students attending the charter school are receiving an education that is consistent with the educational opportunities available to all students within the district.
- Reports come in on two separate forms. The SBE 911 and the SBE 910.
- This presentation primarily deals with SBE 910.
  - Covering school information and performance data.
  - Copy of SBE 911 is included for convenience.
- The information is given to the WDE by each district board and certified to be true and correct by the district superintendent.

Albany County #1
Snowy Range Academy (SRA)

- Reported on SBE 910
- Quick Facts:
  - As of October 1st of this year, there are 181 students attending the school.
  - SRA has been in operation for 9 years.
  - Accredited by NCA.
  - Operates under the Core Knowledge Sequence by E.D. Hirsch.

Snowy Range Academy in General

- The Academy's goals and objectives are to challenge students to high levels of academic performance through core curriculum, innovative learning models, while supporting diverse learning styles, interests and needs.
- Based on the Core Knowledge curriculum, children build on what they have already learned.
- SRA believes that E.D. Hirsch's Core Knowledge is more effective in closing the achievement gap than any other method.
- SRA also follows the Spalding Method Language Arts and Accelerated Saxon Math.
- For 9th grade curriculum SRA offers a modified version of the International Baccalaureate's Middle Years Programme. This does align with Wyoming standards and benchmarks.
  - 9th grade students are eligible for the Hathaway Scholarship.

School Improvement:

- In January 2009, the North Central Association (NCA) set a team of educators to audit Albany County School District No.1.
  - SRA did receive full accreditation status.
- Based on the NCA school improvement process, SRA has four academic goals.
  - Students in grades 3-9 who have been enrolled for three years or more will improve on PAWS by 5%
  - Students in grades 3-9 who have been enrolled fro three years or more will demonstrate 5% improvement on the PAWS writing assessment.
  - 85% of new students grades 3-9 will score proficient or advanced on the PAWS math assessment within 2 years of enrollment at SRA.
  - Given a Science challenge in grades 5-9, students will apply the Scientific Process 70% of the time as measured by the teacher/observer.

Philosophy

- **Mission Statement**:
  - Academic Excellence, Character Education, and Fairness for All.
- **The foundation of SRA's educational vision is built upon the following elements**:
  - Structured and disciplined, academic-focused classroom and school environment
  - High time on task
  - Teacher-directed classroom
  - High standards and expectations for all students
  - Strong emphasis on literacy, critical thinking, and shared cultural knowledge through Spalding Language Arts and Core Knowledge Curricula
  - Character education
  - School-wide dress code

Academic Progress

- By setting individual goals for students that complement SRA's goals, student interest, and learning achievement levels are expected to increase, thereby improving attendance and graduation rates.

- Core Knowledge Foundation's Curriculum Sequence is the framework of its curriculum.
  - Distinguished by planned progression of specific knowledge in history, geography math, science, language arts and fine arts.

Continued...

- Spalding Method Language Arts
- Accelerated Saxon Math
- Special programs "Spanish, Art and Music"
- Direct Instruction
  - A rigorously developed, highly scripted method for teaching that is fast-paced and provides constant interaction between students and teacher.
- 9th Grade Curriculum
  - SRA will offer a modified version of the "IB Middle Years Programme (MYP)."
  - Aligned to WY standards and benchmarks to be eligible for Hathaway credits and graduation requirements.

- **Enrollment**
  - August 2002, 98 students grade K-5.
  - Added one grade a year when feasible.
  - In 2008-2009 there were 170 students K-8.
  - 2009-2010 school year grade 9 was added.
  - Have seen a 73% increase since date opening.
  - Current enrollment is 181 students.

- **Student Mobility**
  - Of 173 students enrolled in 2008, 127 returned in fall 2009.

- **Student Body Composition**
  - 25% of students come from homeschooling or private schools.
  - Students come from diverse economic backgrounds measured by free/reduced lunch.
  - Free and Reduced lunch population was at 25% in the 09-10 school year.

  - 79% Anglo-American, 7% Hispanic, 5% African American, 9% Native, Asian American and 2% bi-lingual.
  - 19% of students required special education services.
  - 2009-2010 school year, 48% of students were male, 52% were female.

- **Student Attendance**
  - SRA complies with Wyoming's compulsory attendance laws.
  - Attendance rates for 2009-10 school year was 94.1%

- **Governance**
  - SRA is governed differently from a neighborhood school.
  - ACSD#1 School Board provides oversight.
  - Policies, programs, daily operation is shared between Principal and Board of Directors.

- **Facilities**
  - In 2002 leased 20,000 sq. feet.
  - In 2007, approval to offer 9th grade from ACSD#1 and $328,000 loan from American National Bank allowed an expansion of 7,000 square feet.
  - Results allow for 9th grade.
  - In 2009, the floors in all bathrooms were replaced, parking lot was improved for bus lane, and the library was expanded.
  - Facilities Committee is taking bids currently for playground improvements and classroom light upgrade.

Wyoming Dept. of Education
2300 Capitol Ave., 2nd Floor
Cheyenne WY 82002-0050
Contact: Jed Cicarelli, (307)777-6808

Charter School Annual Financial Report to the Wyoming State Board of Education
July 1, 2009 - June 30, 2010 (FY10)

SBE911
Due Date: March 15, 2011
Revised: January, 2011
Expires: January, 2012

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

1 This report is comprised of information the district submitted on the following data reporting forms in FY07: WDE600, WDE601, WDE602, WDE608 and WDE684.
2 Enter revenue data in the yellow shaded cell and verify by email that other data in the form is accurate as provided by the district on the listed reports. (Amounts are rounded.)
3 E-mail the completed SBE911 form to: jcicar@educ.state.wy.us

Revenues	General Fund 01
From State (pass through from District)	$1,787,341

Expenditures (WDE601)	Total Expenditures General Fund	100's Salaries	200's Employee Benefits	300's Purchased Services	400's Supplies /Materials	500's Capital Outlay	600's Other Objects
1110 - Elementary	$998,770	$705,057	$224,765	$20,045	$38,293	$10,270	$341
1120 - Junior High or Middle Schools							
1130 - Secondary							
1270 - Limited English Proficient							
1290 - Other Special Programs	$6,407	$6,213			$193		
1410 - Student Activities - Elementary							
1420 - Student Activities - Jr Hi / Middle School							
1430 - Student Activities - High School							
1530 - Vocational Instruction, High School							
Total 1000's - All Instruction	$1,005,177	$711,270	$224,765	$20,045	$38,486	$10,270	$341
2130 - Health Services	$948				$948		
2131 - Supervision of Health Services							
2132 - Medical Services							
2133 - Dental Services							
2134 - Nursing Services	$24,745	$18,818	$5,927				
2139 - Other Health Services							
2210 - Improvement of Instruction Services	$4,397			$4,397			
2213 - Instructional Staff Training Services	$11,165			$11,165			
2220 - Educational Media Services	$9,069				$9,069		
2222 - School Library Services	$38,295	$29,123	$9,173				
2225 - Computer-Assisted Instruction Services							
2240 - Technology Integration							
Total 2000's - Instructional Support	$88,619	$47,941	$15,100	$15,562	$10,017		
3320 - School Administration	$269,670	$140,924	$37,105	$89,227	$383	$1,372	$659
3321 - Office of the Principal Services	$7,281	$0	$7,281	$0	$0	$0	$0
3329 - Other Support Services-School Administration							
3330 - Business Administration	$51,678	$39,300	$12,378	$0	$0	$0	$0
3350 - Board of Education Services	$8,917	$0	$0	$8,917	$0	$0	$0
3410 - Supervision of Oper & Maint Plant							
3420 - Operating Buildings Services	$224,652	$38,159	$11,389	$146,472	$28,633	$0	$0
3430 - Care and Upkeep of Grounds Services							
3460 - Security Services							
3520 - Vehicle Operation-Activities							
3900 - Other Support Services	$119,061	$0	$0	$0	$0	$104,785	$14,276
Total 3000's - Support Services	$681,259	$216,383	$68,153	$246,616	$29,016	$106,157	$14,935
5100 - Site Acquisition Services							
5200 - Site Improvement Services							
5600 - Building Improvements Services							
5900 - Other Facilities Acquisition and Construction Services							
Total 5000's - Facilities Acquisition and Construction							
Ope[illegible] Costs	$1,775,055	$975,594	$308,018	$28[illegible]	$77,519	$116,427	$15,276

Enrollment (WDE684)

Enrollment October, 2009	170

Attendance and Membership (WDE600)

ADA	162.741	ADM	170.041

Graduates/Dropouts (WDE684)

	Total
Graduates Regular Diploma	0
Dropouts	0

Staffing Counts (WDE602)

Staff FTE (Full-time Equivalent)	Total
Teachers (certified)	15.11
Student Instructional Support (certified)	2.83
Staff Instructional Support (certified)	0.80
Administration	1.00
Instruction & Instruct Support (classified)	4.17
Other General Support (classified)	4.16
Total Staff	28.07

Cost Per ADM by Major Function for Fund Group 01

Instruction	$5,911
Instructional Support	$521
Support Services	$4,006
Facilities Acquisition	$0
Operating Cost	$10,439

UPDATE!!

- The Board of Trustees of Albany County School District One, Laramie, Wyoming, has approved a charter school application submitted by Laramie Montessori Community Organization.
- The application was submitted on 1/5/2011, a public hearing was held 2/2/2011 and the contract was executed on March 1, 2011.
- Laramie Montessori School will provide education grades k-6.
- For copies of the approved application or more details, please contact Samantha Mills at the Wyoming Department of Education.

Fremont County School District No.38

Wyoming Department of Education

Fremont County School District No. 38
Arapaho Charter High School (ACHS)

- Reported on SBE 910
- Quick Facts:
  - As of October 1st of this year, there are 42 students attending the school.
  - Been in operation for 7 years.
  - Accredited by NCA.
  - Offers general education, utilizing technology as a base for work preparedness skills and job experiences.

Performance Data

- FCSD#38 is one of only two school districts in the state that is designated as a K-8 district.
- ACHS is the only high school within the district.
- Charter was developed in 2005 and the school adheres to the policies and bylaws of FCSD#38.
- Offer a curriculum consistent with the requirements of the Wyoming Hathaway Scholarship.
- Offers a curriculum and classes in Language Arts, Math, Science, Social Studies, Fine Arts, PE, Health, Foreign Language and Vocational Education.

Continued...

- Arapaho Charter High School is located on 80 acres of school-owned land.
- A school Improvement plan is in place
- The maximum student capacity is 50, and the school operates at or near the maximum each year.
  - The 2010-2011 school year has averaged just under 40 students.
- 100% of student population is considered minority.
  - Absenteeism, low graduation rates, and drop outs are a major problem with this student population.
  - The Student population consistently falls at or near the bottom of all districts in the state in student achievement, performance data, attendance and drop out rates.
  - The School is working to improve PAWS scores in reading, writing and math. It is also working to improve attendance and drop out rates.
  - The vast majority of students are considered at-risk.

School Description

- ACHS is an alternative high school with an average enrollment of 40 students.
- Student population is considered highly at-risk in a number of areas.
  - All students receive free meals.
  - Most have tried traditional high school, but have failed to be successful in those environments.
  - A majority of students live in poverty, have problems with attendance, law enforcement and issues with drugs and/or alcohol.
- Highly qualified staff certified by NCLB.
  - The school recognizes that students come to the school with varying intelligences, abilities, and talents. They know it is their responsibility to provide a dynamic education program that meets the needs of individual students.

Continued.

- The graduation rate for the 2010 school year was nearly 18%.
- 11 students did graduate, but only 2 of them could be counted toward graduation due to formulas established by the US DOE and NCLB.
- Many students are 5th-6th year seniors who have attained diplomas, but are not reflected in success rates.
- Therefore, 9 of the 11 graduates were considered "diploma carrying dropouts."

Other Challenges

- State average results for the Youth Risk Behavior Survey were much lower than ACHS.
- In the schools independent research, data indicated that
  - Over 25% of students are parents of at least one child.
  - Over 80% have used drugs and/or alcohol.
  - Only 16% live with both biological parents.
  - Over 30% of the students identify with a gang.

ACHS has implemented strategies and programs to deal and intervene with such behaviors, such as a Matrix Program that is an intensive out patient drug and alcohol abuse program that meets 5 days a week during lunch time.

Performance data

- **Curriculum and schedule**:
  - Curriculum and schedule allow students to enroll in a variety of classes in the nine curriculum areas required by the Hathaway Scholarship.
  - 20 Credits are required for graduation.
  - Below is a chart of the percent of 11th grade students proficient based on PAWS for years 2007, 2008, and 2009.
  - At the 11th grade level, students are still below AYP levels, but there has been a steady increase in proficiency.

Year	Math	Reading	Writing
2007	0	0	0
2008	0	9.1	9.1
2009	12.5	37.5	33.33

Governance and Transportation

- **Governance**
  - When first established in 2006, a separate board of directors was elected.
  - Due to various concerns including significant turnover in administration and controversies between the school and district boards, Fremont County School District #38 now governs the charter school and has since 2007.
- Transportation
  - FCSD#38 has a transportation department of 11 bus drivers and 1 transportation director.
  - 14 busses drive 10routes daily and 4 activity routes.

Guiding Philosophy

- Provide a quality education to students who in other educational settings generally proved to be unsuccessful.

- Guidance of four key terms: Achieve, Believe, Dream, Succeed.
  - All staff work toward allowing students to succeed by providing an opportunity to achieve in both their personal and academic life.
    - Done through low teacher to student ratio and assistance in achievement by working during school and after school.
    - Staff allows students to dream, something that is generally lacking upon enrollment. The dream is to acquire an appropriate education and the benefits of a job or further education beyond a diploma.
    - Every student who enters ACHS is encouraged to reach the goal of a diploma, but also encouraged to think beyond that goal.

Programs

- Goal is to prepare students for college, vocational-technical education, careers, or the military.
- Utilize Wyoming State Performance Standards under W.S. §16-3-103.
  - All nine curriculum areas required by the Hathaway Scholarship for content standards and benchmarks for students will be used for grades 9-12.
- Implemented through challenging academics, locally relevant projects, partnerships and collaborative efforts between school, families and community.

- **Continued…**
  - ACHS has a school improvement plan in place.
    - Teacher – Student contact hours for grades 9-12 = 1100 hours.
    - Monitored absences utilizing power school attendance reports and parental contact, if needed.
    - Utilizing computer technology. Each student has a computer to use at the high school level.

Wyoming Dept. of Education
2300 Capitol Ave., 2nd Floor
Cheyenne WY 82002-0050
Contact: Jed Cicarelli, (307)777-5808

Charter School Annual Financial Report to the Wyoming State Board of Education
July 1, 2009 - June 30, 2010 (FY10)

SBE911
Due Date: March 15, 2011
Revised: January, 2011
Expires: January, 2012

District ID	0738000
District Name	Fremont #38
School ID	0738055
School Name	Arapaho Charter High School
Grades Served	9-12

1. This report is comprised of information the district submitted on the following data reporting forms in FY07: WDE600, WDE601, WDE602, WDE608, and WDE684.
2. Enter revenue data in the yellow shaded cell and verify by email that other data in the form is accurate as provided by the district on the listed reports. (Amounts are rounded.)
3. E-mail the completed SBE911 form to: jcicar@educ.state.wy.us

Revenues	General Fund 01
From State (pass through from District)	$986,346

Expenditures (WDE601)	Total Expenditures General Fund	100's Salaries	200's Employee Benefits	300's Purchased Services	400's Supplies /Materials	500's Capital Outlay	600's Other Objects
1110 - Elementary							
1120 - Junior High or Middle Schools							
1130 - Secondary	$435,155	$268,754	$123,202	$9,905	$32,732	$563	
1270 - Limited English Proficient							
1290 - Other Special Programs	$136,953	$99,610	$37,343				
1410 - Student Activities - Elementary							
1420 - Student Activities - Jr Hi / Middle School							
1430 - Student Activities - High School	$1,840			$280	$70		$1,490
1530 - Vocational Instruction, High School	$2,476		$225		$2,251		
Total 1000's - All Instruction	$576,424	$368,364	$160,770	$10,185	$35,053	$563	$1,490
2110 - Guidance Services	$43,351	$35,133	$8,218				
2130 - Health Services	$10,625	$6,655	$3,334		$636		
2131 - Supervision of Health Services							
2132 - Medical Services							
2133 - Dental Services							
2134 - Nursing Services							
2139 - Other Health Services							
2213 - Instructional Staff Training Services							
2210 - Improvement of Instruction Services							
2220 - Educational Media Services							
2222 - School Library Services							
2225 - Computer-Assisted Instruction Services							
2240 - Technology Integration	$13,472				$12,736	$736	
Total 2000's - Instructional Support	$67,448	$41,788	$11,552		$13,372	$736	
3320 - School Administration	$203,155	$128,977	$57,006	$12,493	$1,310	$3,189	$180
3321 - Office of the Principal Services							
3329 - Other Support Services-School Administration							
3330 - Business Administration							
3350 - Board of Education Services							
3410 - Supervision of Oper & Maint Plant							
3420 - Operating Buildings Services	$90,925	$26,485	$12,995	$16,898	$32,153	$2,084	$310
3430 - Care and Upkeep of Grounds Services	$45,048	$22,907	$10,650	$9,218	$1,474	$799	
3460 - Security Services							
3520 - Vehicle Operation-Activities							
3830 - Staff Services	$3,346			$3,346			
Total 3000's - Support Services	$342,474	$178,369	$80,651	$41,955	$34,937	$6,072	$490
5100 - Site Acquisition Services							
5200 - Site Improvement Services							
5600 - Building Improvements Services							
5900 - Other Facilities Acquisition and Construction Services							
Total 5000's - Facilities Acquisition and Construction							
Ope[illegible] Costs	$986,346	$588,521	$252,973	$[illegible]	$83,362	$7,371	$1,980

Enrollment (WDE684)

Enrollment October, 2009	50

Attendance and Membership (WDE600)

ADA	30.971	ADM	44.03

Graduates/Dropouts (WDE684)

	Total
Graduates Regular Diploma	5
Dropouts	19

Staffing Counts (WDE602)

Staff FTE (Full-time Equivalent)	Total
Teachers (certified)	8.40
Student Instructional Support (certified)	1.00
Staff Instructional Support (certified)	1.00
Administration	1.00
Instruction & Instruct Support (classified)	0.00
Other General Support (classified)	1.00
Total Staff	12.40

Cost Per ADM by Major Function for Fund Group 01

Instruction	$13,092
Instructional Support	$1,532
Support Services	$7,778
Facilities Acquisition	$0
Operating Cost	$22,402

Fremont County School District No. 21

Wyoming Department of Education

Fremont County School District No. 21 Fort Washakie Charter High (FWCH) and "WeAVE"

- Reported on SBE 910
- Quick Facts:
  - As of October 1st of this year there are 43 students attending the school.
  - Been in operation for 7 years.
  - Accredited by NCA.
  - Waiver granted to offer high school in a k-8 district (W.S. §21-3-102)

Portrait of the School

- FWCHS serves a little over 150 students via WeAVE, and averages around 50 primarily at-risk Fremont County students each year.

- A significant percentage of FWCHS students transfer to FWCHS from out of state, federal boarding schools and other various high schools.

Continued

- FWCHS also runs Wyoming "e" Academy of Virtual Education (WeAVE).
- WeAVE was the first and is the longest running WDE approved virtual high school in Wyoming.
- Students attend school on campus every day and experience a combination of virtual WeAVE and traditional face to face courses.
- Students receive instruction primarily from staff of five FTE certified teachers.

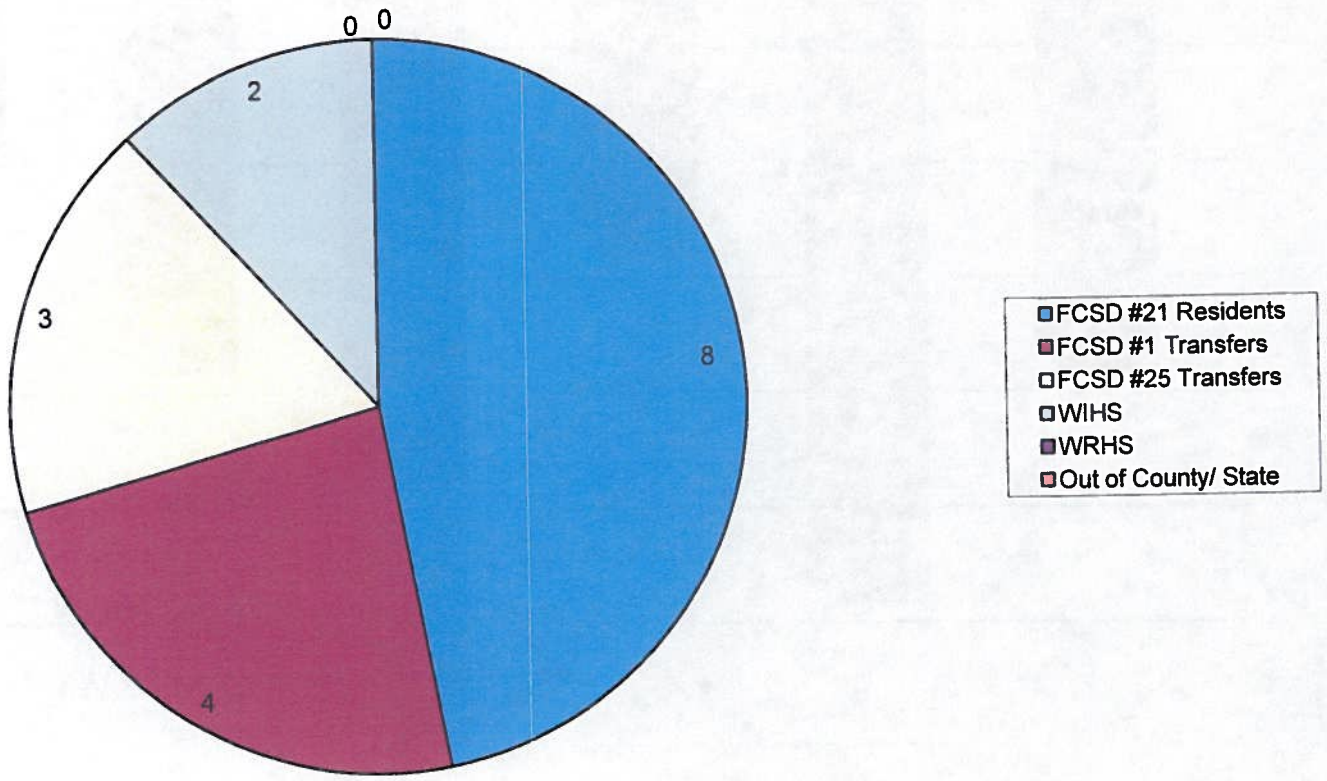
Strategic Plan

- Strategic Plan Goals
  - Increase Course Completions
    - In 2007-2010 completion rates climbed.
    - Target Completion rate to 70% from March 2011 to February 2012 and 80% for March 2012 to February 2013 period.
  - Student attendance and enrollment long term goal is to 94% attendance.
    - If students are not attending, they are being dropped due to 10 day drop policies.
    - The school will work to maintain a steady enrollment of 60 students for the 2011-12 academic year with an attendance rate of at least 70 percent.
    - The School will increase the attendance rate by 10 percent each year until it reaches 94% or above.
  - Increase Graduation Rates
    - The 2011 graduation rate will see an increase in student graduating from high school at the 5th and 6th year rates of 75 percent.
    - The school will narrow dropout rate and can expect an increase in cohort graduation rates of 45 percent by March 2013.

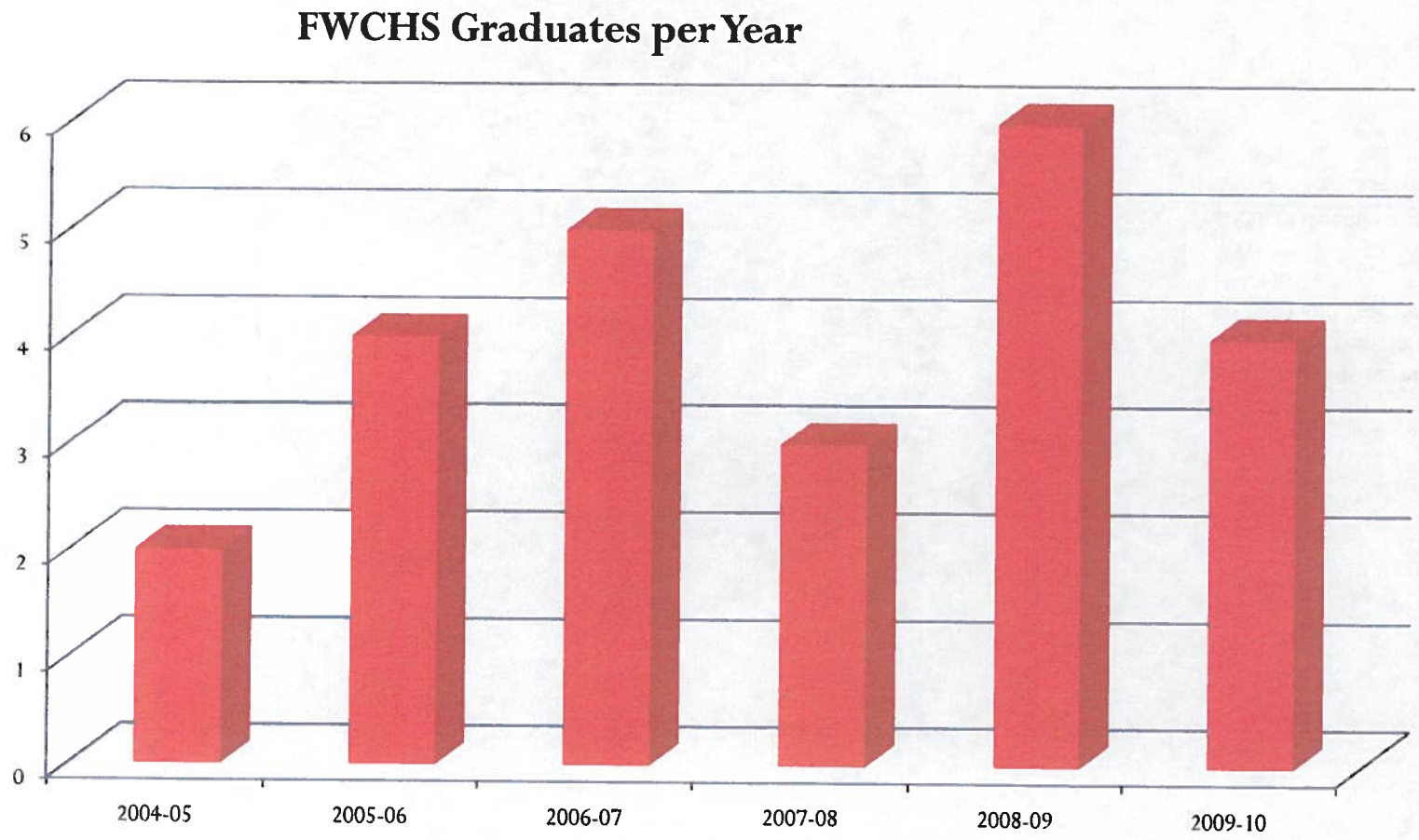
Strategic Plan goals continued

- Decrease Dropout Rates
  - Keeping kids in school is a main focus. However, "dropout rates are not clearly defined by the WDE and the public data that comes back from the state is very limited."
  - Help develop and implement direct change on current trends that are not working on the reservation for students.
- Student Engagement
  - Implement curricular materials that present students with real world experiences through themes that are tied to Wyoming standards and outcomes.
  - By August 2011, development of community standards will be implemented into the charter school.
    - Three themes will emerge: Social Justice, Environmental Justice, and Tribal Government.
- Student Achievement in Mathematics
  - 75% of students will achieve proficient or advanced on PAWS math in 2011 or RIT score of 230
- Student Achievement in Reading
  - 75% of 11th grade students will demonstrate proficiency of the reading and writing portion of PAWS by October 2011.

Where 07-08 Dropouts Reside

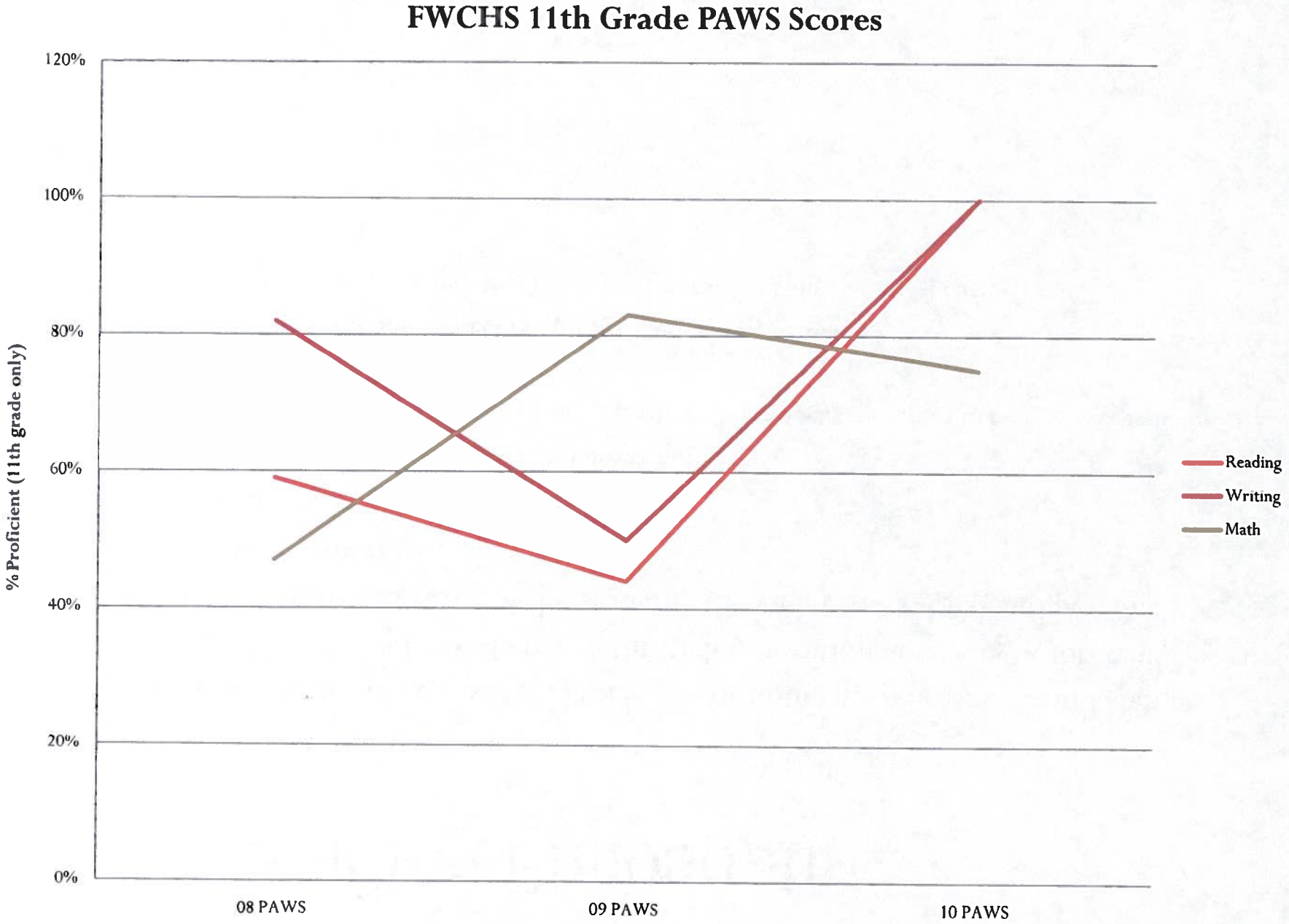


Graduates by year



Guiding Philosophy

- **Mission Statement**:
  - As advocates for the school and local community, the teachers and staff at FWHS will inspire and engage through innovation and integration while honoring the cultures of the students through professional and personal cultural awareness.
  - **Vision**:
    - It will promote acceptance and diversity.
    - It will provide all students the materials and emotional resources to be successful in their lives.
    - It will know and respect the background of every student.
    - It will create a system that promotes critical thinking and social change.


FWCHS 11th Grade PAWS Scores
120%
100%
80%
60%
40%
20%
0%
% Proficient (11th grade only)
08 PAWS
09 PAWS
10 PAWS
Reading
Writing
Math

Additional Comments

- Notes from Gene Meier – Superintendent of Fort Washakie Charter High School
- Notes from Gregory Cox – Superintendent Fremont County School District No. 38.

Fort Washakie High School
Wyoming e-Academy of Virtual Education

Gene Meier—Superintendent
Shad Hamilton--Principal

90 Ethete Road
Fort Washakie, WY 82514
307-332-3142 Extension 4200
http://www.fwsweave.com

Samantha Mills, Charter Schools
Wyoming Department of Education
2300 Capitol Ave
Cheyenne, WY 82002

Dear Ms. Mills,

In the past several years, Fort Washakie Charter High School has made significant changes in its operations. The most significant change is the contract between the charter school and the school district. The original intention of the charter school was to work as seamlessly with the school district to provide a 9-12 option in the K-8 district. This was largely due to students leaving the 8th grade and going to one of five high school choices and then not succeeding. The success in 5 years is the charter school began capturing high school dropouts and graduating them. In essence, Fort Washakie Charter High School became a dropout reduction high school. The district board and staff recognized that there had to be innovative ways to keep students engaged to complete their courses; after all, course completions means an increase in graduation. Thus the school provided the flexibility to students who haven't been successful in any other school district. This includes distance education (WeAVE) offering classes 24 hours a day, 7 days a week. It offers a variety of interesting classes like Native American literature, Oceanography, Anthropology, Native American History, dual credit classes through Central Wyoming College, and courses that are relevant to Eastern Shoshone and Northern Arapaho students. It founded the Fort Washakie Wilderness Expedition, a partnership with the National Outdoor Leadership School allowing students to see how their land is their sovereignty. There is also collaboration with Teton Science Schools that brings place-based education to students to provide socially just solutions to existing problems on the reservation. This has led to a three year grant from the National Science Foundation in informal science education called, the Wind River Native Science Field Center.

As a result of their innovation, 38 school districts from around the state eventually partnered with the (WeAVE) which was the premiere online high school in the state of Wyoming. In October 2009, State Superintendent McBride said, "Fort Washakie Charter High School has is a pioneer in distance learning and innovation in the state...It is also a leader in charter education." Today, Fort Washakie Charter High School sees a little over 150 students enrolling in 500 classes from around the state. Yet, at the premise are Fort Washakie students engaging both local and global learning environments.

As the first 5 years began to come to term and discussions about the future of the school began with the (then) charter advisory board and the district board. In September of 2008, both entities came together in executive session void of any administrators and developed the current contract that is in existence today. Leading this discussion was an opinion from the school district's attorney that the operation of the charter school had become blurred and recommended it becoming a distinct legal entity per charter statute. In October, 2008 a new contract was signed and enrollment of the charter school soared. Annually, the school will see over 100 applications from students and the mobility of students is extremely high. The school must work aggressively with local agencies and the department of family services to get students into school. Despite state reports using an inappropriate graduation formula for our type of system, the school is graduating students and getting them into college. All of the courses are Hathaway certified and the body of evidence supports a high level of accountability in seeing Native American students succeed in their post-secondary endeavors.

Included is the information that you have requested. Please pay particular attention to the annual evaluation reports, they are informative and provide much of the data you are requesting. If you have any questions or need clarification, please feel free to contact my office.

Sincerely,

Gene M. Meier, Supt. FWCHS

Fremont County School District No. 21

90 ETHETE ROAD • FORT WASHAKIE, WYOMING 82514-9702

Administration Building: (307) 332-5983 School Building: (307) 332-2380

WDE 910 Report
Fremont County School District #21
March 2011

The report in totality seems to be indicative of our understanding. The data does not always match up, i.e., the attendance in the Glick report shows under 50% attendance for '08-'09 while the WDE attendance report shows an average of 86%. The report explains that changes in the Charter are resulting in better attendance yet the WDE data on attendance shows a decline in attendance % from 86% to 73% from 2008-09 to 2010-11 and a decrease in student numbers from 59 to 44 ADM.

The report identifies the purpose of the Charter to assist Fort Washakie students to graduate because they have not done well in other schools. A report not included shows 44 students listed as being in Fort Washakie Middle School eighth grade in 2006. Of those, 19 have attended the Charter at some time during the past four and one-half years. One graduated from the Charter and one has qualified for graduation since. Two graduated from Lander Valley High School and one graduated from Wind River High School. Six who attended have passed the exam for a GED, three are still attending the Charter and four students are still attending school elsewhere. As far as helping Fort Washakie students to graduate, the previous graduation average of 60% which drove the district to obtain a charter high school is not shown as benefiting the class of 2006. This is one of the challenges for which we now desire to become a unified school district. The laws concerning a charter require that attendance at a charter not be required. We cannot require students to attend the charter. As a regular school district we could require students to attend school until they reach the age of 18 – tribal law.

Gregory Cox,
District Superintendent

Wyoming Dept. of Education
2300 Capitol Ave., 2nd Floor
Cheyenne WY 82002-0050
Contact: Jed Cicarelli, (307)777-5808

Charter School Annual Financial Report — Wyoming State Board of Education
July 1, 2009 - June 30, 2010 (FY10)

SBE911
Due Date: March 15, 2011
Revised: January, 2011
Expires: January, 2012

District ID	0721000
District Name	Fremont #21
School ID	0721055
School Name	Ft. Washakie Charter High School
Grades Served	9-12

1. This report is comprised of information the district submitted on the following data reporting forms in FY07: WDE600, WDE601, WDE602, WDE608 and WDE684.
2. Enter revenue data in the yellow shaded cell and verify by email that other data in the form is accurate as provided by the district on the listed reports. (Amounts are rounded.)
3. E-mail the completed SBE911 form to: jcicar@educ.state.wy.us

Revenues
From State (pass through from District): General Fund 01 — $1,746,806

Expenditures (WDE601)	Total Expenditures General Fund	100's Salaries	200's Employee Benefits	300's Purchased Services	400's Supplies /Materials	500's Capital Outlay	600's Other Objects
1110 - Elementary							
1120 - Junior High or Middle Schools							
1130 - Secondary	$489,588	$262,356	$92,009	$118,203	$16,840		$180
1270 - Limited English Proficient							
1290 - Other Special Programs							
1410 - Student Activities - Elementary							
1420 - Student Activities - Jr Hi / Middle School							
1430 - Student Activities - High School	$82,001	$53,346	$14,862	$4,484	$7,255	$300	$1,755
1530 - Vocational Instruction, High School							
1830 - Secondary Distance Learning	$128,902	$99,790	$7,634	$21,478			
Total 1000's - All Instruction	$700,491	$415,492	$114,505	$144,165	$24,095	$300	$1,935
2110 - Guidance Services	$86,334	$57,487	$28,787		$61		
2112 - Counseling Services	$31				$31		
2130 - Health Services							
2131 - Supervision of Health Services							
2132 - Medical Services							
2133 - Dental Services							
2134 - Nursing Services							
2139 - Other Health Services							
2210 - improvement of Instruction Services							
2213 - Instructional Staff Training Services	$14,910			$14,865			$45
2220 - Educational Media Services							
2222 - School Library Services	$15,928	$10,715	$4,047	$100	$1,066		
2225 - Computer-Assisted Instruction Services							
2240 - Technology Integration	$122,502	$63,653	$24,841	$3,390	$16,663	$13,643	$313
Total 2000's - Instructional Support	$239,705	$131,855	$57,675	$18,355	$17,821	$13,643	$358
3311 - Office of the Superintendant Services	$259,623	$153,522	$69,568	$26,904	$4,879	$2,973	$1,778
3320 - School Administration							
3321 - Office of the Principal Services	$169,507	$116,716	$47,141	$1,463	$3,702	$0	$484
3329 - Other Support Services-School Administration							
3330 - Business Administration							
3331 - Fiscal Services	$35,953	$26,415	$9,538				
3333 - Warehouse and Distributing Services	$3,905	$2,520	$1,385				
3350 - Board of Education Services	$22,078			$17,746	$4,331		
3410 - Supervision of Oper & Maint Plant							
3420 - Operating Buildings Services	$17,588		$0	$561	$17,027		
3430 - Care and Upkeep of Grounds Services							
3460 - Security Services							
3520 - Vehicle Operation-Activities							
3900 - Other Support Services							
Total 3000's - Support Services	$508,654	$299,173	$127,632	$46,674	$29,939	$2,973	$2,262
5100 - Site Acquisition Services							
5200 - Site Improvement Services							
5600 - Building Improvements Services							
5900 - Other Facilities Acquisition and Construction Services							
Total 5000's - Facilities Acquisition and Construction							
Operating Costs	$1,448,850	$846,520	$299,812	$209,194	$71,855	$16,916	$4,555

Enrollment (WDE684)

Enrollment October, 2009	49

Attendance and Membership (WDE600)

ADA	33.933	ADM	45.618

Graduates/Dropouts (WDE684)

	Total
Graduates Regular Diploma	3
Dropouts	24

Staffing Counts (WDE602)

Staff FTE (Full-time Equivalent)	Total
Teachers (certified)	8.72
Student Instructional Support (certified)	1.51
Staff Instructional Support (certified)	0.13
Administration	2.00
Instruction & Instruct Support (classified)	1.26
Other General Support (classified)	3.65
Total Staff	17.27

Cost Per ADM by Major Function for Fund Group 01

Instruction	$15,356
Instructional Support	$5,255
Support Services	$11,150
Facilities Acquisition	$0
Operating Cost	$31,760

Need More Information?

- If you would like a copy of the entire annual report or presentation, please e-mail or call Samantha Mills
- smills@educ.state.wy.us
- 307-777-5712

Tab D

Accreditation Recommendation Process

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

1) Staff Certification

- Annual review of staff certification
  - Teachers
  - Coaches
  - Administration
  - Licensed
- Non-certified personnel cannot be paid with public funds (Note: this is followed up by the state auditors)
- WDE District accreditation recommendations:
  (Note: WDE has had the current system in place for 5 years

  a) 1 of 5 years: Warning – Full Accreditation
  b) 2 of 5 years: Accreditation with Follow-up
  c) 3 of 5 years: Accreditation with Deficiencies
  d) 4 of 5 years: Accreditation with Deficiencies
  e) 5 of 5 years: Conditional Accreditation

- District Corrective Action Plans:
  Districts with any staff certification issues submit a Corrective Action Plan to WDE for approval. This Plan includes the process for correcting the non-certification issue and the process to improve the District system to prevent future certification problems.
- WDE's role:
  - District Corrective Action Plans are reviewed by WDE personnel for approval, with interaction with the District if revisions are needed.
  - Follow-up and technical assistance are provided to the District on the plan.

2) NCA Accreditation Process.

- During the 2010-2011 school year, districts that are staying with the NCA accreditation "school" model, WDE will visit at the district level to review the WDE 604 Assurances document.

- In the "school" NCA accreditation model, any school that receives a score of "2" in any NCA Standard, WDE will recommend a lowered district accreditation status.
- Districts that are going with the new Wyoming NCA accreditation "district" model, all schools will be visited; however, school scores will not affect the district accreditation recommendation for **only** the 2010-2011 school year.
- WDE's role:
  - In collaboration with NCA follows-up with each district and provides a written report with accreditation recommendation to WDE, NCA, and the district.
  - For the 2009-10 districts that had a "2" in any NCA Standard, WDE and NCA visited each school/district during the fall of 2010. These districts were: Lincoln #1, Sublette #1, Sublette #9, Sweetwater #1, Sweetwater #2, and Teton #1. The recommendations from these visits will be incorporated into the recommendations made to the State Board in June.
  - For 2009-10 institutional schools were also visited that had QAR visits and received a "2" in any NCA Standard. These were: Southwestern Wyoming Juvenile Center, C Bar V Ranch, Normative Services, Wyoming Behavioral Institute, and Yes House. Recommendations from these visits will also be incorporated into the recommendations made to the State Board in June.

3) Assurances.

- Assurances will be checked at the district level for all districts/schools going through the accreditation process during the 2010-2011 school year. A WDE staff member will use a checklist to review assurances with district administration.
- Any non-compliance with an assurance may be considered in determining a district's accreditation recommendation to the SBE.

4) Body of Evidence (BOE).

- During the 2009-2010 school year, several districts had BOE used as a factor in their accreditation recommendation.
- Those districts that did not meet the BOE requirements and had their accreditation status lowered received technical assistance and monitoring during 2010-11.
- BOE deficiencies must be met or BOE will be a factor in accreditation recommendations.

5) Systems issues.

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

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

Tab E

WYOMING P-16 EDUCATION COUNCIL

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

Wyoming P-16 Education Council Members

Michael Ceballos, *President*
Rob Black, *Vice Pres.*
Audrey Kleinsasser, *Treas.*
Rollin Abernethy
Diana Clapp
Sen. Hank Coe
Rep. Bernadine Craft
Carol Kirkwood
Karla Leach
Jim Lowham
Joe McCann
Carl Manning
Sen. Mike Massie
Bill Sniffin
Carol Stewart
Kathryn Valido
Charles Ware
Teri Wigert

Kelley Pelissier
Executive Director
307/340-2431

Vision

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

November 29, 2010

Ms. Sandra Barton
Chair, Wyoming State Board of Education
P.O. Box 1735.
Riverton, WY 82501

Dear Ms. Barton,

At its November 17, 2010 meeting, the Wyoming P-16 Education Council voted to amend its bylaws as follows:

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

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

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

The Council looks forward to welcoming a State Board of Education representative as soon as the appointment is made. If you have questions about the Council or this request, please contact Kelley Pelissier.

Best regards,

Michael Ceballos
President

Wyoming P-16 Education Council

Developing a seamless, statewide system of education

What is a P-16 Council?

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

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

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

Council Members

Michael Ceballos, *President*

Rob Black, *Vice Pres.*

Audrey Kleinsasser, *Treas.*

Rollin Abernethy

Diana Clapp

Sen. Hank Coe

Jon Connolly

Rep. Bernadine Craft

Carol Kirkwood

Karla Leach

Jim Lowham

Carl Manning

Mike Massie

Joe McCann

Bill Sniffin

Carol Stewart

Kathryn Valido

Charles Ware

Teri Wigert

Core Value: A Shared Vision:

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

Kelley Pelissier
Executive Director

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

P.O. Box 4175
Cheyenne, WY 82003
307-340-2431
p-16wyo@live.com

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

WYOMING P-16 EDUCATION COUNCIL

Council Directors, with bylaw membership category and term expiration date

Executive Committee

Michael Ceballos, *President,* President -Qwest Wyoming, elected director representing the private sector, ('12)

Rob Black, *Vice President,* Community Projects/Grant Manager, Depart. of Workforce Services appointee, ('11)

Audrey Kleinsasser, *Treasurer,* Director and Professor, Wyoming School-University Partnership, elected director representing the School-University Partnership, ('11)

Joe McCann, Programs Team Manager, Wyo. Community College Commission Executive Director appointee, ('13)

Teri Wigert, Director, Innovative Connections & Support Unit, Wyoming Department of Education, interim appointee of the State Superintendent of Public Instruction

Rollin Abernethy, *immediate past Council president,* Associate Provost for Academic Affairs, President of the University of Wyoming appointee, founding member, ('13)

Council Directors

Jon Connolly, Vice President for Academic Affairs, Northern Wyoming Community College District, Community College Presidents' Council appointee, ('13)

Diana Clapp, Superintendent, Fremont Co. District #6, Wyo. Assoc. of School Administrators appointee, ('13)

Rep. Bernadine Craft, Member, Legislature's Joint Education Committee, legislative appointee, ('10)

Sen. Hank Coe, Co-Chair, Legislature's Joint Education Committee, legislative appointee ('12)

Carol Kirkwood, Laramie High School teacher, elected director representing K-12 educators, ('12)

Karla Leach, President of Western Wyoming Community College, Governor's appointee, ('11)

Jim Lowham, Deputy of Planning, Wyoming School Facilities Commission, former Natrona Co. District Superintendent, elected representative originally representing K-12 superintendents, ('11)

Carl Manning, Trustee, Fremont Co. District #25, Wyoming School Boards Association appointee, ('13)

Mike Massie, Executive Director, Child Development Services of Wyoming, elected director representing early childhood education, ('12)

Bill Sniffin, President and CEO, Wyoming Inc; Governor's appointee, representing the private sector, ('12)

Carol Stewart, Reading Facilitator, Sheridan High School, elected director representing K-12 educators, ('13)

Kathryn Valido, President, Wyoming Education Association, WY Education Assoc. appointee, ('13)

Charles Ware, Legislative Affairs, Wyoming Liberty Group, elected director representing the private sector, founding member, ('12)

Vacant, Wyoming State Board of Education appointee

Vacant, elected director representing four-year post secondary institution faculty

Vacant, elected director representing two-year post secondary institution faculty

Vacant, elected position representing the private sector

Wyoming P-16 Education Council

STATEWIDE PERFORMANCE DASH BOARD

Adult Education Attainment

Wyoming residents age 25 and older who had a bachelor's degree or higher degree.	*23.3%*
With some college, no degree – *new*	*26%*
With an associate's degree – *new*	*10%*

2006-2008 American Community Survey, U.S Census Bureau
http://factfinder.census.gov/servlet/STTable?_bm=y&-geo_id=04000US56&-qr_name=ACS_2008_3YR_G00_S1501&-ds_name=ACS_2008_3YR_G00

Kindergarten Readiness Rate – students with the skills needed to be successful in a kindergarten curriculum.
Instructional Foundations for Kindergarten — *51.7%*

2009 – 10 3rd Grade Reading proficiency rate
PAWS Results – State Level – Aggregated — *55.5%*
http://fusion.edu.wyoming.gov/MySites/Data_Reporting/data_reporting_assessment_reports_results_district_level.aspx

2008-2009 School year - High School Graduation Rate
http://www.k12.wy.us/IM/grad_rates/Grad_rate_data_08_09.pdf — *81.3%*

College Readiness Standards – ACT scores predictive of students having a 50% or higher probability of earning at least a B or 75% chance of earning at least a C in the corresponding college course or courses;
English 18 Math 22 Reading 21 Science 24
http://www.act.org/standards/pdf/CRS.pdf
http://www.act.org/news/data/10/pdf/readiness/CCCR_Wyoming.pdf?utm_campaign=cccr10&utm_source=data10&utm_medium=web

2010 Statewide 11th Grade ACT -new
Results - Percentage that meet College Readiness Standards
English 55% Math 32%
Reading 44% Science 20%
Ready in all subjects: 14.5% -new
2009 – ready in all: 13%

2008-09 Wyoming High School Graduates – First Year College Average GPA
Every Student Counts - Student Outcomes Report

University of Wyoming	*2.7*
Community Colleges	*2.5*

Community Colleges - 2005 Cohort graduation rate within 3 years (Spring 2008) *WCCC Core Indicator Report* — *31.5%*

University of Wyoming – 2003 Cohort graduation rate within 6 years - *U.W. Common Data Set 2009-2010* — *55.3%*

Legislative Select Committee

Elementary School Teacher		Secondary School Teacher	
	Connie Werner		Carol A. Perry
	Jennifer D'Alessandro		Doug Raney
	Joel Dvorak		Edward A. DeCastro
	Louanne Freese-Trummel		Jack Patrick
	Molly S. Kinsey		Jeff Wilhelm
	Patricia E. Camino		Jennifer A. Reed
	Sarah K. Anderson		JoAnn Schubert
	Yvonne Gatley		Joel M. Kuper
			Michele Bau
			Robert Travis Moore
			Tim Daniels
			Tom Jacobs
			Tracy Ragland

1721 Walker Creek Road
Douglas, Wyoming 82633

March 28, 2011

Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wy 82002

To Whom It May Concern:

I am interested in serving on the Select Committee on Statewide Education Accountability. I believe that I can speak for elementary teachers in not only my school, but also my district, and my state. Education Accountability is something that all states are facing. We need to be certain that we are giving our children the best education.

I feel that I would make a wonderful addition to this committee. I have taught in Campbell County for nine years. During this time I have taught second, third, and fourth grades. I currently teach fourth grade as part of a team teaching situation. I have been a member of my building MAP testing team for several years. I believe that here in Wyoming we provide one of the best educations to children.

I live on a ranch north of Douglas, where my husband is a fourth generation rancher. We have two children who both attend school at Cottonwood Elementary in Wright, Wyoming. I have watched education change drastically in the past nine years of my teaching. The accountability piece is playing a large roll in how and what we are teaching in our classrooms. The future is demanding that educators work hard to educate our children effectively. I want to be part of this process.

If I am giving the opportunity I feel that I can give a teacher's viewpoint. I can provide the committee with the different obstacles that teachers are facing in and out of today's classrooms.

Sincerely,

Connie Werner

April 1, 2011

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Teresa;

My name is Jennifer D'Alessandro and I teach elementary special education in Powell, WY, where I have taught full-time for the last 16 years. It is my understanding that the state board is establishing an advisory committee to work with the newly created legislative Select Committee on Statewide Education Accountability and is looking for one state wide elementary representative and one secondary representative.

In consideration of this, I would like to be considered to represent the elementary teachers of Wyoming on this important endeavor. Throughout this legislative session, I very carefully kept up to date with the legislation being worked on that affected education, and shared those updates with the staff in my building as well as other buildings in the district. I continually encouraged educators, and outside stakeholders as well, to let their voice be heard at the capital and to be certain to be a proactive voice for our profession and the hard working teachers of this state.

I currently serve on the Wyoming Education Association Board of Directors as the acting Northwest Region President and have several years of experience in being an association leader through other board positions, state committees, local association offices, and as a leader at the national level as part of an NEA Women's Leadership cadre. In my school district, I am currently representing my building and the special education department on our district task force for teacher evaluation. I understand Chapter 29 and have been fortunate to be a part in determining the tool that we will use to evaluate our certified staff beginning this fall. In serving in this capacity, I have been working collaboratively with teachers and administrators throughout our school district, attending trainings provided by WDE and working with the outside facilitator hired by our district for this task.

Through my leadership experiences, I believe that I can bring a knowledgeable background and ideas to a committee that will be monitoring and reviewing nearly every aspect of such items as merit pay, teacher-student-school-accountability, statewide assessment, statewide measuring of teacher and administrator effectiveness and much more. As a special educator, I work with a variety of teachers and grade levels as well as having past experience K-12, and in working with outside agencies.

If selected for this honorable opportunity to serve my profession, I would serve it well and to the best of my ability.

Thank you very much for consideration of my interest.

Sincerely,

Jennifer D'Alessandro

Jennifer D'Alessandro,
Special Education Teacher

DOREEN MCGLADE
PO BOX 826
EVANSVILLE, WY 82636
(307) 259-5178

April 1, 2011

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Ms. Canjar:

I am interested in serving as the elementary teacher representative on the advisory committee to the Wyoming Legislature's Select Committee on Statewide Educational Accountability. I have a strong, sincere interest in improving educational opportunities for all Wyoming students. I have been a teacher for over thirty years, with experience in Special Education (K-6 Resource), First Grade and Second Grade settings. I have a wide range of experiences as a teacher leader, including service as an Instructional Facilitator. I have been a member of the Natrona County Education Association Executive Board for the past ten years and currently serve as the NCEA President. I am also a member of the Wyoming Education Association Board of Directors. In all of these leadership positions, my philosophy has been guided by the principles of professional collaboration, mutual respect, and mutual responsibility.

I have extensive experience working with administrators and teachers on school improvement efforts, including the challenges of helping under-performing teachers either improve or transition out of the teaching profession. I have worked on the NCSD District Data Review Committee, which places schools into three categories, based on evaluation measures including growth, improvement, and status data. Although all NCSD schools receive district level support and supervision, the schools whose performance indicates a need for improvement are designated as focus schools and receive additional support and guidance. Excelling schools are given recognition and opportunities to further develop and share their successful approaches with other sites.

One of my most recent projects has been the development of a new evaluation model for Natrona County classroom teachers. This evaluation system was developed by a team of teachers, principals, and district level administrators and will be reviewed by the WDE this spring. The model is aligned to the WDE Chapter 29 rules and regulations, incorporates extensive research and best practices for improving teacher performance, provides professional growth and development opportunities for every teacher, provides the necessary documentation of due process for teachers who are unable or unwilling to meet performance standards and whose employment must be terminated, and provides recognition for teachers who excel at their practice and performance.

This letter of interest provides only a brief snapshot of what I could offer as a member of the advisory committee. If selected, I would be honored to represent the voice of teachers, and would work tirelessly to help improve education throughout Wyoming.

Sincerely,

Doreen E. McGlade

Doreen McGlade
PO Box 826
Evansville, WY 82636
307-259-5178
Doreen_Mcglade@natronaschools.org

I support and approve Doreen McGlade's application to serve on this Legislative Advisory Committee.

Joel Dvorak, Ed. D.
Superintendent
Natrona County School District #1

March 29, 2011

Dear Sirs:

I am submitting this letter expressing my interest in becoming a member of the advisory committee to assist the legislative select committee on statewide educational accountability issues. I would appreciate your consideration.

I moved to Gillette, Wyoming, in August of 1983, and I accepted a position at Paintbrush Elementary School. I am still employed at Paintbrush. I spent my first three school years working in a compensatory and extended day kindergarten position. I also spent several summers teaching art in an academic summer camp program for Campbell County School District. After those initial three years I began teaching fourth grade and later moved to the sixth grade. During my first two years teaching fourth grade I taught math, language arts, and social studies. After that and until now I have been teaching language arts and social studies.

I taught fourth grade for all of the WyCAS years and have been teaching sixth grade for all of the years since PAWS was instituted. I think I bring not only classroom experience to the committee, but I also bring testing experience, too. I also sit on the elementary social studies and language arts committees for our district. Over the last few years I have assisted the Wyoming Department of Education and Pearson in PAWS testing evaluations in Cheyenne, Laramie, and San Antonio.

I do believe in educational accountability for teachers, administrators, students, and parents. While there have been some frustrations with State testing over the years, I do think that we need to test students in order to evaluate our overall educational system in Wyoming.

Again, thank you for your consideration.

Kindest regards,

Louanne Freese-Trummel

2601 Hillcrest Dr.

Gillette, WY 82718

(307) 682-4463-home

(307) 682-1778

Paintbrush Elementary School

1001 West Lakeway Rd.

Gillette, WY 82718

Principal: Mr. Brian Knox

(307) 686-1778

Teresa Canjar <teresa.canjar@wyo.gov>

email of support for Freese-Trummel

1 message

Brian Knox <bknox@ccsd.k12.wy.us> Wed, Mar 30, 2011 at 10:01 PM
To: teresa.canjar@wyo.gov

To Whom It May Concern:

I would like to give my support to Louanne Freese-Trummel for a position on the advisory committee to assist and advise the legislative select committee on statewide educational accountability issues. As her building principal, I have seen her interest in the continuous development of the State of Wyoming's assessment of curriculum. She has been active at the local, state and national level in the creation of the current PAWS assessment. She feels strongly as a classroom teacher, that she has a responsibility to her and other students to be part of the process, rather than to sit back and complain about it.

She is student based in her instruction and has a passion to create curriculum that will benefit students with the modern demands placed upon education. If I can provided more information about Mrs. Freese-Trummel, please free to contact me.

Sincerely,

Brian Knox
Paintbrush Elementary
686-1778

E-Mail to and from me, in connection with the transaction of public business, is subject to the Wyoming Public Records Act and may be

To Whom it May Concern:

I would like to give my support to Lorraine Friesse-Trummel for a position on the advisory committee to assist and advise the legislative select committee on statewide educational accountability issues. As her building principal, I have seen her interest in the continuous development of the State of Wyoming's assessment of curriculum. She has been active at the local, state and national level in the creation of the current PAWS assessment. She feels strongly as a classroom teacher, that she has a responsibility, to her and other students to be part of the process, rather than to sit back and complain about it.

She is extremely based in her instruction and has a passion to create curriculum that will benefit students with the modern demands placed upon our education. If I can provided more information about Mrs. Friesse-Trummel, please free to contact me.

Sincerely,

Brian Moor
Rainbows End Elementary
307-777-[illegible]

Molly S. Kinsey
1301 Avon Street • Meadowlark Elementary School • Sheridan, WY 82801• (307) 751-7387

March 16, 2011

Dear Chairman Reichardt,

At the close of the 2011 legislative session, Senate File 70 created an Advisory Committee to the Select Committee on Statewide Education Accountability. The Wyoming State Board of Education has been charged with appointing one elementary school teacher and one secondary school teacher to this Advisory Committee. I would like to step forward and ask the Wyoming Board of Education to select me as the elementary school teacher appointee.

My eleven years as an educator has made me well qualified for this position as I bring a unique perspective to the table. First, I have taught in a school where the teachers were evaluated 3-4 times a year. These evaluations were both announced and unannounced. Within this same school, teachers were given bonuses directly linked to student scores and teacher evaluations. I have also held the position within a school of a half-time mentor teacher. In this role I was asked to model, team teach and observe lessons in kindergarten through 5th grade classrooms to help teachers grow as professionals. Currently, part of my teaching position includes being the Professional Learning Community (PLC) coordinator for one of the highest performing elementary schools in the state of Wyoming. I meet weekly with the classroom teachers to collaborate on how best to meet the essential learning outcomes they have decided upon and to track each student's growth. In addition to this, I am the Language Arts Specialist at Meadowlark Elementary School in Sheridan School District #2. I teach small groups of at-risk students in reading and writing to give them the additional help they need. As you can see, my experiences as an educator directly correlate with many of the educational issues that were discussed during the 2011 legislative session.

If appointed as the elementary teacher on the Advisory Committee to the Select Committee on Statewide Education Accountability, I could speak to bonus pay, teacher accountability, teacher evaluations, student growth and teacher professional growth. I have the perspective necessary to make informed decision regarding public education in Wyoming.

Sincerely,

Molly S. Kinsey

Molly S. Kinsey
Elementary Educator

March 31, 2011

To Whom It May Concern:

It is with sincere interest that I write this letter for your consideration of my appointment to the advisory board to assist the legislative select committee. My name is Patricia Camino.

Over the past 35 years, I have been an elementary teacher. My career began in Albany County followed by an extensive stay in Johnson County. In 2004, I began teaching at Wagonwheel Elementary in Campbell County. Specifically, I have served children in grades Kindergarten through sixth and in all content areas K-4. I have worked in districts of multiple numbers ranging from 1222 to 8400 and with students of multiple needs. My experience includes working in the regular classroom, country school, and as a Reading Interventionist/Literacy Leader.

My desire to serve on this committee comes as a result of a need to offer a perspective on the accountability bill from one who works directly with children. It is my hope that I may have a voice in the decision making process.

I have no hidden agenda nor do I belong to an organization that promotes only one side to any issue. Instead, I represent teachers who care deeply about the future of our children, our state, and our county. I see this opportunity as a way to join efforts to collectively and respectfully approach the statewide education accountability piece. Accountability at every level is imperative.

Thank you in advance for your consideration of appointment.

Regards,

Patricia E. Camino
Reading Interventionist
Wagonwheel Elementary School

March 31, 2011

Dear Ms. Canajar,

I am writing this letter to express my interest in joining the advisory committee for Statewide Educational Accountability. I have been monitoring this legislation and have many reasons as to why I would like to serve on this board.

I have been in Wyoming education for over 15 years. During these years, I have been a special education teacher, first grade teacher, multiage classroom teacher, and a case manager. Additionally, I have had experience outside the boundaries of Wyoming and the US with designing educational plans for second language learning, teaching ESL learners, and training teachers to improve instruction. I am currently a Special Education Case Manager for middle school and high school students at Washakie County School District #1 in Worland, WY. I have a Bachelor's Degree in Elementary and Special Education and my Master's Degree in the Arts of Teaching and Instruction. I feel that my experience in a broad range of educational and leadership capacities has given me a unique and valuable set of tools and insight that would be of benefit in the development of a Statewide Accountability program.

Along with my educational background, I am knowledgeable about management software. I am the designer and co-owner of the Special Forces special education management system that is currently being used in just under 20% of the school districts in Wyoming. Several additional school districts have committed for implementation this spring and summer. The Special Forces program has been designed to manage all aspects of the State special education processes and paperwork. Another of its primary functions is to help Special Education Directors manage the productivity of their people and see where changes need to be made to improve efficiency and state compliance. From a system and technology perspective, it has many of the features of the system that will be required to manage Statewide Education Accountability.

From the perspective of a teacher, teacher trainer, manager of teachers and employees, and software designer, I feel that I can bring a wide variety of views and input to the advisory committee that are pertinent to its mission. I understand the complexity of this legislation and what it will take to get the teachers, administrators and other team members on board. I also understand the technology and system that will need to be put in place to gather the data that the legislators are requesting. This is an enormous task with exciting implications for all parties involved. I would love to participate if the team feels that I could be of benefit.

Thank you for your time and consideration. I look forward to hearing from you soon.

Sincerely,

Sarah K. Anderson

Teresa Canjar <teresa.canjar@wyo.gov>

Senate enrolled act 90 Advisory committee

1 message

Linda Anderson <LAnderson@wsh1.k12.wy.us> **Fri, Apr 1, 2011 at 1:31 PM**
To: "teresa.canjar@wyo.gov" <teresa.canjar@wyo.gov>
Cc: Sarah Anderson <SaAnderson@wsh1.k12.wy.us>

Dear Teresa,
Please accept this email as my endorsement of Sarah Anderson as a potential member of Senate Enrolled Act 90 Advisory Committee. I have known Sarah for several years as a supervisor, colleague and friend. Sarah would bring many perspectives to the table as a member of the committee. As Sarah indicated in her letter of interest she has experience in public education in both regular education and special education. She also has experience in the public arena that would be beneficial to the committee. I believe Sarah would be a most valuable member of this committee and support her in this endeavor. Please email or call if I can be of any other assistance.

Linda Anderson
Elementary Principal and Special Education Director
Washakie County School District #1

E-Mail to and from me, in connection with the transaction of public business, is subject to the Wyoming Public Records Act and may be disclosed to third parties.

Senate enrolled act 50 Advisory committee

Linda Anderson <Linda.Anderson@wvc.k12.wv.us>
To: Terri Lozier <tlozier@wvc.k12.wv.us>, Sarah Harper <sharper@wvc.k12.wv.us>
Cc: Linda Anderson <linda.anderson@wvc.k12.wv.us>

Fri, Sep 1, 2017 at 1:51 PM

Dear Terri,

Please accept this email as my endorsement of Sarah Anderson as a potential member of Senate Enrolled Act 50 Advisory Committee. I have known Sarah for several years as a supervisor, colleague and friend. Sarah would bring many perspectives to the table as a member of the committee. As Sarah indicated in her letter of interest she has experience in public education in both regular education and special education. She also has experience in the public arena that would be beneficial to the committee. I believe Sarah would be a most valuable member of this committee and support her in this endeavor. Please email or call if I can be of any other assistance.

Linda Anderson
Elementary Principal and Special Education Director
Wayne County School District

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

March 30, 2011

Dear Members of the Wyoming State Board of Education:

My name is Yvonne Gatley and I am currently employed in Sheridan County School District #2. As an experienced elementary educator, I am writing to express my interest in becoming a member of the advisory committee established through Senate Enrolled Act No. 90.

My teaching experiences span over 30 years. Classroom teaching experience began in the late 70's in a rural district outside of Tucson, Arizona. Interest in literacy issues spurred me to pursue an advanced degree in Reading, Language, and Culture. For the past 20 years I have served in various specialty positions: Reading Recovery Teacher Leader, Title 1 Director of Mathematics and Language Arts, Adjunct Professor (University of Arizona, University Of Wyoming, and Adams State), and Literacy Coordinator and Specialist. At the present time, my daily work with students in grades K-5 integrates all content areas within the framework of language arts.

Adding to my teaching experience have been leadership opportunities afforded to me. During two different times in my career (AZ in the early 90's and in WY in the mid 2000's) I have been trained in and applied rigorous evaluation tools for teacher performance. The WY model relied heavily on the work of Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching*. These on-going teacher observations provided me with an evaluation and analysis of a broad range of classroom and specialty areas K-5. As a literacy coordinator and specialist over the last fourteen years, I model lessons for classroom teachers and specialists. Following each lesson, a debriefing is held to guide teacher development. For the past several years, I have served on various WDE teams to review or score PAWS. Some of these include Stop Light Scoring 2008, Writing Scoring Workshops 2009 (where I also was selected to facilitate a group in Cody), and Standard Setting for Writing 2010. Throughout all of these aforementioned opportunities, my growth as an educator continues to be enhanced.

Paramount to all teaching is student learning. Questions continue to arise as to the measurement and evaluation of student progress. Administrators and teachers strive to ensure the success of all students. By serving on this committee, I would draw from my many years involved in researching and applying authentic and valid assessments for accountability. My school's current involvement in Professional Learning Communities calls attention of 4 Critical Questions. These questions should guide the work of the advisory committee. 1) What do we expect students to learn? 2) How will we know when they have learned it? 3) How will we respond when they don't learn? 4) How will we respond when they already know it?

I would greatly appreciate an appointment to the advisory committee established through Senate Enrolled Act No. 90.

Sincerely,

Yvonne Gatley

Yvonne Gatley
Highland Park Elementary
2 Mydland Rd.
Sheridan, WY 82801
Yvonne.gatley@scsd2.com

I approve the request for appointment to the advisory committee,

Scott Stults

Scott Stults, Director of Elementary Education
Sheridan County School District #2
P.O. Box 919
Sheridan, WY 82801
Scott.stults@scsd2.com

March 29, 2011

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

Dear Ms. Canjar,

The purpose of this letter is to express my interest in becoming a member of the advisory committee to assist and advise the legislative select committee on statewide education accountability issues. I seek membership as a secondary teacher.

Currently, I am teaching secondary math in Sheridan County School District #3. This is my 21st year of teaching math full-time—I teach all levels from seventh grade math to pre-calculus college math. Due to the need to improve instruction and learning based upon assessment data, I was inspired to earn a master's degree in 2005 in Curriculum, Instruction, and Assessment.

Additionally, I have played roles in assessment development in Wyoming since the first round of standards and benchmarks were set up for mathematics prior to the WyCAS assessment in the mid- to late 1990's. From 2000 to 2005, I joined other educators from around the state in developing performance-based assessments for the Body of Evidence System. For the past 10 years I have actively participated in all aspects of the BOE requirements, including: travelling to New Hampshire in 2001 for training on performance-based assessment by the Center for Assessment, working as a consortium expert in training other educators in the use of these assessments, participating as a table leader at Body of Evidence peer reviews, fulfilling an extended contract in our district to collect and record data for our district Standards Based report cards and also to maintain our district Body of Evidence Plan, and participating in PAWS data reviews and item analysis reviews.

As an educator, I believe that good assessment should guide good instruction. With this in mind, I embrace the opportunity to be a part of developing a new assessment system for Wyoming and discussing issues of accountability.

Sincerely,

Carol A. Perry

Carol A. Perry
7-12 Math teacher

BRONCS AND LADY BRONCS

1056 Long Drive Sheridan, WY 82801 (307) 672-2495

Sheridan High School

BRONCS AND LADY BRONCS

Dirlene Wheeler, Principal
Jack Brimhall, Assistant Principal Larry Hurst, Assistant Principal
Don Julian, Activities Director

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002

Ms. Canjar,

This letter is to express my sincere interest in serving as a member on the Select Committee on Statewide Education Accountability. I understand you are looking for a secondary teacher to work with the other stakeholders for this advisory committee. My name is Doug Raney, I am a Social Studies instructor at Sheridan High School and I would be honored to be that voice.

For the past 34 years in Sheridan I have enjoyed the challenges and rewards of teaching over 7000 students and classes that range from applied courses in American Government and United States History through most recently 13 years as an Advanced Placement teacher in Psychology. As a seasoned classroom teacher I have a unique understanding of the different departmental needs within a secondary school. I understand the real world challenges of maintaining high academic standards along with reaching district and state graduation goals.

As you look to fill this position with the strongest candidate you want someone that has strong classroom experience, someone that understands secondary school's curriculum needs (both large and small schools) in required as well as elective areas. I hope you will read my attached resume and consider carefully my candidacy as a spoke person for secondary educators throughout the State of Wyoming.

Sincerely,

Doug Raney

Doug Raney
AP Psychology Instructor
Social Studies Department Chairman

Doug Raney
Sheridan High School
1056 Long Drive
Sheridan, WY 82801
Email: raneyd@scsd2.com

Last Position

Social Studies Department Chairman, AP Psychology, Psychology Instructor and Instructional Facilitator
Curriculum Review Committee for Sheridan County District No. 2
Member of Sheridan High School Student Assistance Team (purpose of this group is to identify and help students not meeting success in high school)
Member of Sheridan High School Building Leadership Team

Education

Masters in Education Degree	1991	Lesley University, Cambridge, MA
Bachelors of Arts Degree	1971	University of Wyoming, Laramie, WY

Professional Licensure

I have a Professional Certificate from the Wyoming Professional Teaching Standards Board for General Social Studies with specific endorsements in Psychology, Sociology, United States History and World History.

40 Year Teaching History

Sheridan High School, Sheridan, WY 1977- 2011 Social Studies (Grades 9-12)

- Courses taught: Advanced Placement Psychology, Psychology, American Government, American History, Sociology, Applied Social Studies Indicator Courses. Coaching: Football, Track and Basketball

Lawton-Bronson High School, Lawton, IA 1971-1977 Social Studies (Grades 9-12)

- Courses taught: American Government, 20th Century American History, Economics, and Sociology. Coaching: Football, Track and Basketball

Professional Associations

- Sheridan County Education Association
- Wyoming Education Association
- National Council for the Social Studies and Wyoming Council for the Social Studies State Treasurer
- Member of the State Board for the Wyoming Association of Student Councils
- Member of the Association for Supervision and Curriculum Development

Awards and Recognitions

- Finalist for Wyoming Teacher of the Year 2010
- 2009 Semi-Finalist for induction into the National Teachers Hall of Fame in Emporia, Kansas
- Selected by The Sheridan Press, (Sheridan, WY) as Sheridan's Outstanding Educator
- Named Sheridan County School District No. 2 "Academics for All" Outstanding Teacher Award, 2004-2005
- Multiple listings in Who's Who in American Education
- Multiple nominations for the Wyoming Arch Coal Teacher Award
- Selected by students to deliver Sheridan High School's commencement address in 2004 and 2009
- Named by Sheridan Junior Chamber of Commerce as Sheridan's Outstanding Young Educator

Presentations, Workshops, and Classes Presented

Adjunct Faculty Instructor through the University of Wyoming. I coordinated the development of and conducted classes in Sheridan County School District No. 2 and Fremont County for Teachers in TESA (Teacher Expectations and Student Achievement). After the success of the TESA classes, I continued as an adjunct instructor through the University of Wyoming and conducted classes in District No. 2 based on Dr. Marzano's strategies, *Tactics for Thinking*. These classes were all well-received locally, and teachers earned University of Wyoming graduate credit upon completion of these classes

Educational Facilitator at the governor's Conference on Education in Casper, WY

Student-Teacher Supervisor for over eleven students through the University of Wyoming, University of Montana-Billings, and Black Hills State.

Presentations, Workshops, and Classes Attended

- Dr. Marzano's Tactics for Thinking training (Denver, CO)
- Northwest Evaluation Association National Conference and training
    - MAP testing and data based decisions (Portland, OR)
- Teacher Expectations and Student Achievement classes and training
- Professional Learning Communities presentations and workshops (Phoenix, AZ)
- Advanced Placement Psychology workshops (Denver, CO)
- Technology in the classroom classes
- National Council for the Social Studies conferences (Chicago, IL and Phoenix, AZ)
- Teacher Advancement Program (TAP) National Conference and workshops
- Instructional Facilitator conferences
- Selected as a member of the Psychology committee in Wyoming responsible for setting standards for the PRAXIS test to be certified to teach Psychology in Wyoming

Additional Certifications

- Assistant Coaching (Assistant coach for 25 years including football, track and basketball)

31 March 2011

TO: Select Committee on Education
FROM: Edward A. DeCastro

RE: APPLICATION TO ADVISORY BOARD

I have been in the business of education and training since 1979 as a classroom instructor and certificated flight instructor. I own and operate Blue Sky Technologies, a computer consulting firm located in Laramie, Wyoming. I currently teach math and psychology at Independence High School in Rock Springs, where I have instituted a projects based learning program for our intervention and enrichment classes. I am president of Sweetwater Education Association.

My qualifications to sit on your advisory committee to education provide me with a broad view of the desired requirements which your committee hopes to implement regarding teacher accountability. As a flight instructor, I am acutely aware of accountability. As a classroom instructor, I am cognizant on the daily challenges faced by Wyoming's fine teacher force.

I hold bachelor degrees in psychology and mathematics and master degrees in education and computer science. I am currently pursuing my PhD in adult education. I provide primary, commercial, and instrument flight instruction at the Rock Springs airport. I have taught in Yuma, Arizona at King Of Arizona High School, in Laramie, Wyoming at the University of Wyoming, and provided pilot ground school to Saudia Airlines in Jeddah, Saudi Arabia, as well as Royal Saudi Naval Forces in Jubail. In addition, I have been privileged to work with the United Sates Navy and Air Force, developing curriculum for the training of Naval and Air Force officers. These tasks were located in Fallon and Tonapah, Nevada.

I am deeply concerned with the current state of education and student performance and desire to see America obtain a leading position in the world as regards the field of education. Teacher training and accountability, as well as student performance and accountability are indeed paramount in attaining a leading position. Curriculum development that will improve student motivation is also of great importance. I have the background to assist your committee in looking at these areas.

Thank you for your consideration of my application to sit on your advisory board. I am confident that you will find my qualifications a good fit and hope that I may receive your approval. Please feel free to contact any of my superiors for recommendations.

Sincerely,

Edward A. DeCastro
P.O. Box 1436
Laramie, WY 82073
(307) 760-9494

31 March 2011

TO Select Committee on Education
FROM Edward A. DeCastro

RE APPLICATION TO ADVISORY BOARD

I have been in the business of education and training since 1979 as a classroom instructor and certificated flight instructor. I own and operate Blue Sky Technologies, a computer consulting firm located in Laramie, Wyoming. I currently teach math and psychology at Independence High School in Rock Springs, where I have instituted a projects based learning program for our intervention and enrichment classes. I am president of Sweetwater Education Association.

My qualifications to sit on your advisory committee to education provide me with a broad view of the desired requirements which your committee hopes to implement regarding teacher accountability. As a flight instructor, I am acutely aware of accountability. As a classroom instructor, I am cognizant on the daily challenges faced by Wyoming's fine teacher force.

I hold bachelor degrees in psychology and mathematics and master degrees in education and computer science. I am currently pursuing my PhD in adult education. I provide primary, commercial, and instrument flight instruction at the Rock Springs airport. I have taught in Yuma, Arizona at King Of Arizona High School, in Laramie, Wyoming at the University of Wyoming, and provided pilot ground school to Saudia Airlines in Jeddah, Saudi Arabia, as well as Royal Saudi Naval Forces in Jubail. In addition, I have been privileged to work with the United Sales Navy and Air Force, developing curriculum for the training of Naval and Air Force officers. These tasks were located in Fallon and Ebnapah, Nevada.

I am deeply concerned with the current state of education and student performance and desire to see America obtain a leading position in the world as regards the field of education. Teacher training and accountability, as well as student performance and accountability, are indeed paramount in attaining a leading position. Curriculum development that will improve student motivation is also of great importance. I have the background to assist your committee in looking at these areas.

I thank you for your consideration of my application to sit on your advisory board. I am confident that you will find my qualifications a good fit and hope that I may receive your approval. Please feel free to contact any of my superiors for recommendations.

Sincerely,

Edward A. DeCastro
P.O. Box 1436
Laramie, Wyo. 82073

Saratoga Middle / High School

P.O. Box 1710*Saratoga, WY 82331* Ph. # 307-326-5246* Fax # 307-326-9607* 1st initiallastname@crb2.k12.wy.us
Mr. Larry Uhling, Principal

Panthers

March 31, 2011

Ms. Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002

Dear Ms. Canjar:

I am interested in serving in the advisory capacity to assist and advise the legislative select committee on statewide education accountability issues. Please consider me as an applicant for that secondary teacher position.

My present position is English/speech instructor at Saratoga Middle High School. Not only do I teach in those academic areas, but I also administer the 11th grade reading and writing PAWS test. I have been instrumental in developing the district's reading and writing assessments, contributing to the development of the district's body of evidence, and supporting the reading across the content area for our seven/twelve academic environment.

On the state level I have participated on a variety of committees. I am a former member of the Professional Teaching Standards Board, served on the task force for revising Chapter 29 Rules for Certified Performance Evaluations, have served on the state's language arts standards review process, and have participated in many of the various components of the development of PAWS in the areas of reading and writing. Besides traveling to San Antonio, Texas, to do the anchor pulling for both the 11th grade reading and writing, I have contributed to PAWS Data, Bias & Item Review sessions, and PAWS Traffic Light sessions. More importantly I served as a member of the focus group that analyzed the state's language arts standards performance indicators to Marzano's constructs whom the state commissioned. This focus group laid the groundwork for the cognitive development of the reading and writing components of PAWS, as we know it today.

I have received the honor of being the 2004 Wyoming Teacher of the Year. That honor afforded me the opportunity to travel to Washington D.C. to be an active participant of the U.S. Department of Education's Teacher to Teacher Initiative, the Research-to-Practice Summit, and a Teacher Roundtable discussion reviewing the guidelines of the 21st Century skills and best practices of No Child Left Behind.

My qualifications and experiences attest for my becoming a valuable member of the committee. As the former Wyoming Speech Association president and being a finalist for NFHS Outstanding Speech/Theatre/Debate Educator Award, I have a statewide secondary teacher base that I can draw from when in need of input for particular issues addressed within the guidelines of this committee. I work well within a group setting and have a professional desire to support any initiatives and outcomes from this committee that will benefit the school age children of Wyoming.

Thank you for the consideration given to my application for the secondary teacher position.

With kind regards,

Jack Patrick

Jack Patrick
English/speech instructor
Saratoga Middle High School
Saratoga, Wyoming

Empowering All Students To Achieve In a Changing World

Saratoga Middle / High School

P.O. Box 1710*Saratoga, WY 82331* Ph. # 307-326-5246* Fax # 307-326-9607* 1st initiallastname@crb2.k12.wy.us
Mr. Larry Uhling, Principal

Panthers

March 31, 2011

Ms. Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, Wyoming 82002

Dear Ms. Canjar:

With great pleasure I sign this permission form for Jack Patrick to be considered for the secondary teacher position in the advisory capacity to assist and advise the legislative select committee on statewide education accountability issues.

Jack's involvement with not only the PAWS but also his participation in local, state , and national conversations that relate to the educational practices in and for the state of Wyoming is worthy of your consideration for selecting him for that position.

He is truly a professional who emulates the attributes of a teacher who is compassionate about his students and their academic growth.

Sincerely yours,

Larry Uhling
SMSH Principal

State President
Wyoming Association of Secondary School Principals

Empowering All Students To Achieve In a Changing World

WHEATLAND HIGH SCHOOL

Phone 307/322-2075 1350 Oak Street Wheatland, Wyoming 82201

March 29, 2011

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
Cheyenne, Wyoming 82002

Dear Ms. Canjar:

Please consider this as my letter of interest in being the member of the Education Accountability Advisory Committee from secondary education. SF70 is probably the most important piece of legislation regarding public schools to come from the legislature in some time. I followed the debate on the bill, sent letters to committee members, and lobbied elected officials regarding this piece of legislation. What I do on a daily basis will be impacted by the implementation of this law, and I think I am smart enough to be able to give advice about what goes on in classrooms in Wyoming.

I do have an extensive background in serving on boards and commissions. I have been on both the local and state library boards. I spent four terms (16 years) as a member of the Wheatland Town Council, and I still serve on the Town of Wheatland's Board of Adjustment that deals with variances to zoning regulations. I also served on the Board of Directors of the Wyoming Education Association for four years. I am currently in my second three-year term as a member of the Board of Directors for Peak Wellness Centers, and in July, I will take over as that board's President.

I do not claim to be the best teacher in my district or even my building, but I work as hard as I can everyday to complete the tasks posed by trying to help high school students master the intricacies of the English language. I do write well, and I can make sense of complex language so that others can understand it. I would be fibbing to you if I said I would not be a good candidate for this advisory committee. Thanks for your time in considering my letter, and I look forward to hearing from you.

Sincerely yours,

Jeff Wilhelm

Jeff Wilhelm

BRONCS AND LADY BRONCS

1056 Long Drive Sheridan, WY 82801 (307) 672-2495

Sheridan High School

Dirlene Wheeler, Principal
Jack Brimhall, Assistant Principal Larry Hurst, Assistant Principal
Don Julian, Activities Director

Jennifer Reed
2 Hawk Lane
Sheridan, WY 82801
307-672-2495 ex. 4111
Jennifer.reed@scsd2.com

30 March 2011

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd floor
2300 Capitol Ave.
Cheyenne, WY 82002

To Whom it May Concern,

I am interested in serving on the Senate Enrolled Act 90 Advisory Committee. Education is currently experiencing many changes and I would like to be a positive part of the process. I am a Wyoming native and would like to see that our state maintains and improves our high standards. I have strong communication skills and feel that I would be an asset to the committee.

I am employed as an English teacher at Sheridan High School. I have nine years of teaching experience. I feel that I have a particularly strong interest in the advisory committee as I have many years of teaching left. I teach all levels of students from Applied English 9 to American Literature. I have a Bachelor's Degree in Secondary Ed./ English/ Communications from the University of Wyoming. In addition, I am currently pursuing a Master's degree in Curriculum and Instruction with an emphasis in Reading through Black Hills State University.

Thank you for your time and consideration. I look forward to speaking with you about this exciting opportunity.

Sincerely,

Jennifer A. Reed

Jennifer A. Reed

Authorized by: Dirlene Wheeler

Dirlene Wheeler

Glenrock High School
225 Oregon Trail P.O. Box 1300
Glenrock, WY 82637
Phone: (307) 436-9201 Fax: (307) 436-8517

CHRISTOPHER GRAY
PRINCIPAL

JULIE KUHLMAN
ACTIVITIES DIRECTOR

LANA BOLAN
COUNSELOR

March 29, 2011

Dear Ms. Canjar,

The purpose of this letter is to express interest in serving on the advisory committee to assist and advise the legislative select committee on statewide accountability issues. I have been teaching Biology and Earth Science at Glenrock High School for seven years. I am a second career teacher. I am a registered professional Geologist in the state and worked as an exploration geologist and a construction inspector for an engineering firm prior to starting my teaching career. I have served on the PAWS traffic signal panel for the last four years.

I am interested in serving on this committee because I understand the philosophy of a state standardized test. I know how hard the State and Pearson have worked on all aspects of PAWS. Even though no one seems to like the test, it is recognized as a mandated necessity and a useful tool. However, to hold every teacher accountable for their actions based on one criterion is disturbing. For example, to hold an art teacher accountable for how students answered math questions doesn't seem right. However, teachers absolutely should be held accountable. I want to serve on this committee to see if I can help find ways so that accountability is fair to all teachers in all disciplines.

It is very important to understand all aspects of each of the critical issues you mentioned as a function of this committee. It is easy to sit around and complain. However for me, if there is something I can do about an issue that I feel strongly about, I feel compelled to get involved. By serving on this committee I can hopefully achieve understanding and then communicate the different points of view on to my fellow peers. That way we can all serve the same purpose and achieve the same ends rather than being disgruntled and whining without being proactive. Thank you for your consideration.

Sincerely,

JoAnn Schubert

JoAnn Schubert

High School Science Teacher

Supt. of Schools

RECEIVED

MAR 30 2011

WY. DEPT. OF EDUCATION
DATA/TECH SERVICES

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

Re: Wyoming Accountability advisory committee

I would like to express my interest in serving on the advisory committee for the statewide education accountability measure.

I have been an educator for the past 31 years, sharing my interest in science with students in Wyoming and Oregon. As a graduate of Cody High School and the University of Wyoming, I am well aware of the challenges that Wyoming students face and the benefits they enjoy. With experience at Riverton High, Kaycee Jr/Sr High and Greybull High, I am particularly knowledgeable of the needs of smaller schools with respect to curriculum and assessment. I was fortunate to have served on the panel that established the Wyoming BOE materials for science and I contributed to standards-based materials for science in Oregon during the 1990's. While in Oregon, I was also named a Murdock Fellow and spent two years doing research at the Oregon Primate Research Center in molecular biology. I am a past president of the Wyoming Science Teachers Association, currently serve as the NCA liaison for Greybull High and have provided input to the Wyoming Legislature regarding the Hathaway Scholarship curriculum. I have had a good deal of experience in establishing BOE projects, end-of-course assessments, PAWS analysis and curriculum development throughout my time at Greybull High. My approach to science education is hands-on and interactive. I have earned numerous grants to implement innovative approaches to science education, including studies in medical applications of ethnobotany, use of hydrothermal mesophiles in energy production and oil decomposition and use of technology in the science lab. I am also familiar with the new teacher and administrator evaluation system implemented at GHS. My certification in science is comprehensive, meaning that my background and training covers life, earth, physical and general sciences from grades 6-12.

Education in Wyoming is at a crossroads that will require a positive collaborative effort between all interested parties. Our students deserve our best efforts. As a parent of three children and a teacher of thousands more over the past years, I want to do all I can to assure this accountability effort is feasible, productive and effective. I would like to be an advocate for all teachers, students and parents and would welcome their input should I serve in this capacity. I am comfortable working to build consensus and look forward to working with the legislature to review these important accountability issues.

Joel M. Kuper
Research Director
Department Chair – Science
Greybull High School
Greybull, WY 82426

Teresa Canjar <teresa.canjar@wyo.gov>

Act 90 Advisory Committee - Kuper

1 message

Joel Kuper <jkuper@bgh3.k12.wy.us> **Wed, Mar 30, 2011 at 2:35 PM**
To: teresa.canjar@wyo.gov

---------- Forwarded message ----------
From: **Mark Fritz** <mfritz@bgh3.k12.wy.us>
Date: Wed, Mar 30, 2011 at 1:24 PM
Subject: Act 90 Advisory Committee
To: Joel Kuper <jkuper@bgh3.k12.wy.us>

To whom it may concern:

Mr. Joel Kuper has my full support to apply and serve on the Senate Act 90 Advisory Committee.

Greybull High School is willing to support Mr. Kuper in this activity.

Thank you,

Mark Fritz

Greybull High School Principal--Go BUFFS!

E-Mail to and from me, in connection with the transaction of public business, is subject to the Wyoming Public Records Act and may be disclosed to third parties.

Michele Bau
PO Box 185
Osage, WY 82723
(307) 680-7764

michelebau@live.com

Teresa Canjar
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002

RE: Education Accountability Advisory Committee

Dear Ms. Canjar,

I am respectfully submitting my name for consideration as a member of the Education Accountability Advisory Committee.

My qualifications and experience is varied. I am a certified teacher and I have taught the last eight years in the area of middle school and high school math; prior to that I taught two years as an upper elementary teacher. I supported my family while attending college full-time by working as a substitute teacher as well. In all, I have over 15 years of work experience with the education system.

I have been a member of the PAWS Traffic Signal for the last two years and have attended multiple trainings and institutes regarding assessments, student performance, and teacher accountability and administrator effectiveness. I feel that my expertise and trainings makes me a good candidate for this position as I can offer insight and reasoning to these discussions.

I would like to serve on this committee because I firmly believe that we need new measures for public school accountability and student achievement. I feel that as a stakeholder in this industry I should take an active role to help develop the best possible system for these measures to insure the integrity of the education field. In addition, I am able to dedicate my time to be an active participant in the role of committee member.

Thank you for the consideration of my appointment to this very important committee.

Sincerely,
Michele Bau
Michele Bau

Robert Travis Moore
1918 Dunphail St. Rawlins, WY 82301
(307) 324-9170 tmoore@crb1.k12.wy.us

March 29, 2011

Esteemed Members of the Board:

I am very interested in serving the people of Wyoming as a secondary teacher on the Select Committee on Statewide Education Accountability. I believe that I can add a great deal to the discussion, as I am knowledgeable in all areas of focus that the committee has been charged. In my thirteen years as a teacher of English, I have been lucky enough to have a very diversified experience. I have worked on local and state assessments, on the development and review of Body of Evidence, with different legislators on educational policy, and with the Wyoming Department of Education in different capacities.

I am a team player and can see the big picture of education and public policy. The findings and recommendations of this committee will impact the young people and their families for years to come. It will be my goal on the committee to ensure that the recommendations and resultant policy will be such that will help our system of education and the people of the state. My intimate knowledge of our assessment system, current research on evaluation systems and ethical practices in education will help the committee with vigorous discussion, and ultimately strong and proactive recommendations for policy.

If appointed, I will approach the endeavor with an open mind and vision for what education in Wyoming can become. I am offering my services as I feel that change is necessary, and I owe it to my seventh grade son to do all that I can to improve the system where and when I am able. There are many days that I wonder if our public schools are enough to prepare our children. There are also many that I rack my mind to come up with workable solutions that would help in my classroom, in my district and in the state as a whole. The work of this committee is an opportunity to do great good, and I simply would like to be part of it. Wyoming is my home and I owe nothing less than my best to improve it.

Respectfully Submitted,

Robert Travis Moore

Robert Travis Moore

1918 Dunphail St.• Rawlins, WY 82301
Phone: (307) 324-9170 • cell (307) 321-1817 • E-Mail: tmoore@crb1.k12.wy.us

RTM

Objective

My main impetus as an educational leader is to facilitate open communication and collaborate to best serve the students, teachers, parents and community.

Work Experience

English Teacher – Rawlins High School	**7/1998 – Present**
English Department Chair	**8/2002 – Present**
Bureau of Land Management – Fire Fighter	**7/1989 – 8/1995 (seasonal)**
Fuels Crew Leader	**5/2001 – 8/2006 (seasonal)**
Assistant Football Coach	**1994, 1998 – 2002, 2004-2006**
Head Football Coach	**2007-2009**
Theatre Director	**1994 – 2001**
Speech and Debate Head Coach	**1998 - 2001**

Education

University of Wyoming — **8/1988 – 5/1989**
Casper College – UWCC — **8/1990 - 5/1993**

AA Education – Specializing in English/Drama

University of Wyoming — **8/1993 – 12/1994**

BA Secondary Education – Specializing in English/Drama

University of Wyoming — **6/2007 – 8/2009**

MA Education – Specializing in Curriculum and Instruction

University of Wyoming — **8/10 – Present**

Principal Endorsement program – planned completion 8/11

Robert Travis Moore

[illegible]

Objective

[illegible]

Work Experience

English Teacher – Lincoln High School	[illegible] – Present
English Department Chair	[illegible] – [illegible]
Learning Leading Mentorship – Tim Fisher	[illegible] – [illegible] (Volunteer)
Rock Creek Cancer	[illegible] – [illegible]
Assistant Football Coach	[illegible] – [illegible] 2004
Head Football Coach	2002–2006
Track & Field	[illegible] – 2001
Speech and Debate Head Coach	[illegible] – [illegible]

Education

University of Wyoming	[illegible] – [illegible]
Laramie Junior College – [illegible]	[illegible] – [illegible]
A.A. Concentration [illegible]	
University of Wyoming	[illegible] – [illegible]
B.A. [illegible]	
Master [illegible]	[illegible] – [illegible]
M.A. [illegible]	
University of Wyoming	[illegible] – Present
[illegible]	

Related Duties and Assignments

Duties within my district –

Curriculum alignment and assessment work throughout
School Improvement Chair – 7 years
BOE alignment and peer review 2 years
Facilitator – Engl/LA K-12 alignment and assessment design
PLC organization - Intervention System design, implementation, public relations campaign

Duties with WDE –

WYCAS/PAWS – content selection, scoring, standard setting, bias, and range finding
Wyoming State Assessment Task Force – 2 years
Wyoming State Standards Revision Co-Facilitator for English/Language Arts K-12, Fall 2010 - present.

Related Training -

Step Up to Writing – Professional Learning Communities – NCA/School Improvement – Body of Evidence

Duties with BLM –

Middle manager (crew boss, strike team leader/task force leader, incident commander type 4) in the Emergency Response Management System as it pertained to wildland fire for 6 years, within a 13-season career.

Duties with WEA -

Negotiations – 7 years
President of local – 2 years
Government Relations Commissioner - 2 years

Internship

Secondary – Rawlins High School – Supervisor: Shane Ogden – Fall 2010
Middle School – Rawlins Middle School – Supervisor: Traci Blaize – Winter 2011
Elementary – Rawlins Elementary – Supervisors: Bev Miller & Darrin Jennings - Spring 2011
Other – WDE & Carbon County School District One – Supervisor: Shane Ogden – 2010-2011

References:

Shane Ogden – Principal
Rawlins High School
1401 Colorado St.
Rawlins, WY 82301
(307) 328-9280
sogden@crb1.k12.wy.us

Kurt Torstenbo – Teacher/Colleague
Rawlins High School
1401 Colorado St.
Rawlins, WY 82301
(307) 328-9280
ktorstenbo@crb1.k12.wy.us

Kevin Hanson – Teacher/Colleague
Rawlins High School
1401 Colorado St.
Rawlins, WY 82301
(307) 328-9280
khanson@crb1.k12.wy.us

BRONCS AND LADY BRONCS

1056 Long Drive Sheridan, WY 82801 (307) 672-2495

Sheridan High School

Dirlene Wheeler, Principal
Jack Brimhall, Assistant Principal Larry Hurst, Assistant Principal
Don Julian, Activities Director

In 23 years of being in high school education, I have had the opportunity to work in 2 outstanding schools. Through my years at Laramie High School I had opportunities to work in many different areas including math teacher, assistant principal, athletic director, and coach. Later, after moving to Sheridan High School, I have had a chance to teach math, coach, and serve on various committees. I have seen a lot of changes over this time, not only in the way I teach, but also in the way I assess and work with students. The needs and attitudes of students have changed since I started back in 1988, and we need to be able to adapt to these changes. I have spent many years trying to prepare students for multiple assessments (Tera Nova, Paws, ACT, SAT, Compass Test, MAP test), and have had a chance to create reviews to help students study. Wearing many different hats has taught me to look at education at a lot of different angles, and I feel like I have some good insight into the needs of Wyoming students. Serving on an advisory committee would allow me to share ideas with others from around the state, and also bring back some ideas for our faculty and staff. Thanks for your consideration, and feel free to contact me at the number below.

Tim Daniels

Tim Daniels

SHS Math Teacher

(307) 752-6407

Dirlene Wheeler

Issue: Legislative Select committee.

To whom it may concern.

Hello: My name is Tome Jacobs. I have been teaching science at Campbell County High school in Gillette WY, since 1993. I have a Master of Arts in Teaching science, I am Nationally Board Certified and am the acting president of the Wyoming Science Teacher association (WSTA). This past winter the WSTA has actively promoted changing the 11th grade PAWS science exam to a growth model, subject specific test which can be used by students, teachers, administrators, and others involved in the educational process. The test should help ALL of these people evaluate the students progress towards their career goals and growth as a member of the human society.

As a reprehensive of WSTA I am promoting the views expressed in the attached letter.

Personally my views are best stated as:

My vision

a. UW and Community Colleges generate as many as 4-16 different science tests. (Bio, Chem, Phys, Phy Sci, Earth Sci…)
b. In spring 9 – 12 grade science teachers receive test menus of subject area tests. We select the subject areas and the topics within that subject which we teach. (Ex. In my Chem class I will teach matter & Changes, Electron arrangement, Atomic structure …. Stoichiometry, but not solubility constants, organic chem…) This allows local control but would still allow comparison of students in different schools who are taking the same classes (Chemistry….) within the state.
c. First day of class students take an online pretest based on the teaches menu selections. (Results available immediately. Data available to UW, school district, teacher and student.)
d. Last day of the class, students take an online post test (Same as pretest) to measure their growth. (Results available immediately. Data available to UW, School district, teacher and student.)
e. Teachers are encouraged to use the tests but are NOT REQUIRED to use them. Results may or may not be used in grading as the teacher or school determines.

Benefits

a. Students learn how prepared they are to advance to post secondary education.
b. Teachers must teach to the subject not a test. Teacher learn how well they helped the students grow and how well they are teaching the component parts on their class.
c. UW and community colleges get data concerning what is taught in secondary schools and understands the level of skills understanding for incoming students.

Please know that I will be brining the views of the WSTA and my own personal opinions into any committee which I am part of. Thus please do not consider me for this committee if it the committee's intent to keep PAWS as it is. PAWS is not doing what it was intended to do and it is not a valid test. It needs to be changed.

Thanks
Tom Jacobs

The Wyoming Science Teachers Association (WSTA) Stance on PAWS.

The WSTA has requested a dialog with the Wyoming Department of Education (WDE) concerning state testing and specifically science PAWS. We appreciate the WDE's willingness to openly engage the WSTA in this open dialog.

A. According to the purpose statement for PAWS, paragraph 3 states:

Assessment results provide important information to all facets of the school community. Policymakers, administrators, teachers, students, and parents use assessment information for a variety of purposes. Collectively, these users make decisions about how well students are achieving, whether schools are functioning effectively for each child, and whether they are functioning well for all children collectively.
(http://edu.wyoming.gov/Programs/statewide_assessment_system/paws.aspx)

Based on the stated purpose and the current PAWS test, I believe that the data from science PAWS is not valid and is of very little use to administrators, teachers, students and parents.

A. The test is not valid because the students taking the test do not have a vested interest in performing to their potential on the exam.

1. Students taking the PAWS test should have a stake in their performance on the test. We know of students scoring in the 30's on the science portion of the ACT and then failing the science portion of PAWS. This indicates a lack of ownership in the PAWS test.
2. The test is not aligned to the course content and subject matter being taught in the majority of 10th and 11th grade science classrooms. (Biology students taking biology test, Chemistry students taking a chemistry test…..)
3. The PAWS assessment ought to motivate students to increase growth and academic achievement .

B. The PAWS exam is not performing its stated purpose because it does not provide valid data for administrators, teachers, students or parents.

1. Administrators could use test data to improve instruction in their schools, **if** the test provided data concerning specific instructors, specific programs or specific instructional methods. The test data does not provide data in these areas.
2. Teachers could use test data to improve their instructional strategies, **if** the test actually measured the full scope of what the teacher was teaching. At this time the test evaluates only analytical reading skills and scientific process skills. Both are taught in all science classes but account for less that 10% of the curriculum.
3. Students taking the PAWS test ought to have a vested interest in the test results. The results should provide the student valid data in terms of their personal science skill level, growth in their understanding of science, and their progress towards their chosen career path.
4. Data generated by the PAWS exam should provide parents with an accurate assessment of their student's growth, skills and abilities. Equipped with accurate data, parents will be better able to assist their student in selecting career pathways. The data must be valid and accurate.

The Wyoming Science Teachers Association (WSTA) Stance on PAWS.

The WSTA has expressed a desire with the Wyoming Department of Education (WDE) concerning state testing and specifically science PAWS. It appreciates the WDE's willingness to work with the WSTA in this endeavor.

A. According to the purpose statement for PAWS, paragraph 3 states:

> [illegible] provide [illegible] information to all users of the data [illegible] strategy [illegible] improving [illegible] understanding [illegible] purposes. [illegible] more [illegible] data [illegible] data [illegible] a [illegible] [illegible] [illegible]

For the purposes listed above the current PAWS test (At least the science test at the 11th grade level) should be discontinued because the data lacks validity and does not fulfill its stated purpose.

The ideal test would measure student growth within the context of the subject being taught within a specific classes.

C. If we are required to have a test we would rather use existing standardized tests such as the ACT, Iowa basics or other tests such as MAP (Measures of Academic Progress) and AIMS web (these are nationally normed and provide percentile rankings), the Developmental Reading Assessment (DRA) and DWA (Developmental Writing Assessment (DWA) – excellent formative assessments, and DIBELS (a curriculum-based measure) as suggested by Joan James. Still others include the PISA or NAEP assessments. If these tests do not fulfill the needs of the WDE we believe several changes could be implemented to improve the PAWS's usefulness and validity.

1. Regardless of the test used, or the test format (Digital or paper & pencil) Wyoming schools need a measurement tool that fulfills the following needs.
   a. The test should provide timely feedback which is a great motivator for both teachers and students.
      Rapid, accurate reporting of data will allow administrators, teachers, parents and students to affect curriculum, instructional strategies, and career planning.
   b. The assessment should measure student growth in a variety of content rich subject areas to provide teachers parents and students with a basis for future planning.
      At the 11th grade level most science students are taking subject specific course work. A useful assessment will measure student understanding and process skill development within the context of the instructional subject area.
   c. Decrease the time required to administer the test. We would like to see the total (all subject areas.) test time reduced to less than six hours per student per year. The current test requires 16+ hours to administer (A minimum of three school days)

2. Students need to be accountable for their performance on the test. We believe accountability can be achieved by providing student with positive, intrinsic rewards rather than threatening students with failure.
   a. We believe students not performing at a proficient level should be allowed to remediate and retake the assessment to prove proficiency.

3. Students should be allowed to attempt the test as 10th graders and then bank their scores as allowed in the other subject areas.

Thank You for considering our opinion.

Tom Jacobs (WSTA President)
Tim Maze (WSTA President elect)
Rosanne Riley (WSTA Secretary)
Theresa Williams (WSTA Treasurer)
Contributors and WSTA members Joan James and Brent Daly

NEWCASTLE HIGH SCHOOL

4/1/11

To: State Superintendent Cindy Hill

Please accept this letter as my formal inquiry into being a member of the advisory committee to the team working on Senate Enrolled Act No. 90, the Wyoming Accountability in Education Act.

I believe my educational background as well as my research work done during my Doctoral program at the University of Wyoming enables me to be an asset to this advisory committee.

I also have a very strong understanding of the processes and strategies used by Pearson in the development of the PAWS testing program. I was able to work at the ground level with Pearson for a week in San Antonio, TX developing scoring rubrics as well as being part of a team that recommended changes to the testing design. The work I completed with Pearson in conjunction with the Wyoming Department of Education was done in October of 2010.

My position as a high school principal in Newcastle, Wyoming has given me very strong insight to the strengths and weaknesses of Standardized testing. I am very fortunate in the fact that my school district, Weston County School District #1, strongly supports the idea of me pursuing this type of membership on this team. As a district we only want what is the best for our students across the state of Wyoming.

I hope you will consider me as a potential team member. I truly believe I am someone who can contribute to this committee.

Thank you for your consideration.

Tracy Ragland Ed.D

Tracy Ragland

Principal
Newcastle High School
Newcastle, Wyoming

116 Casper Avenue
Newcastle, WY 82701

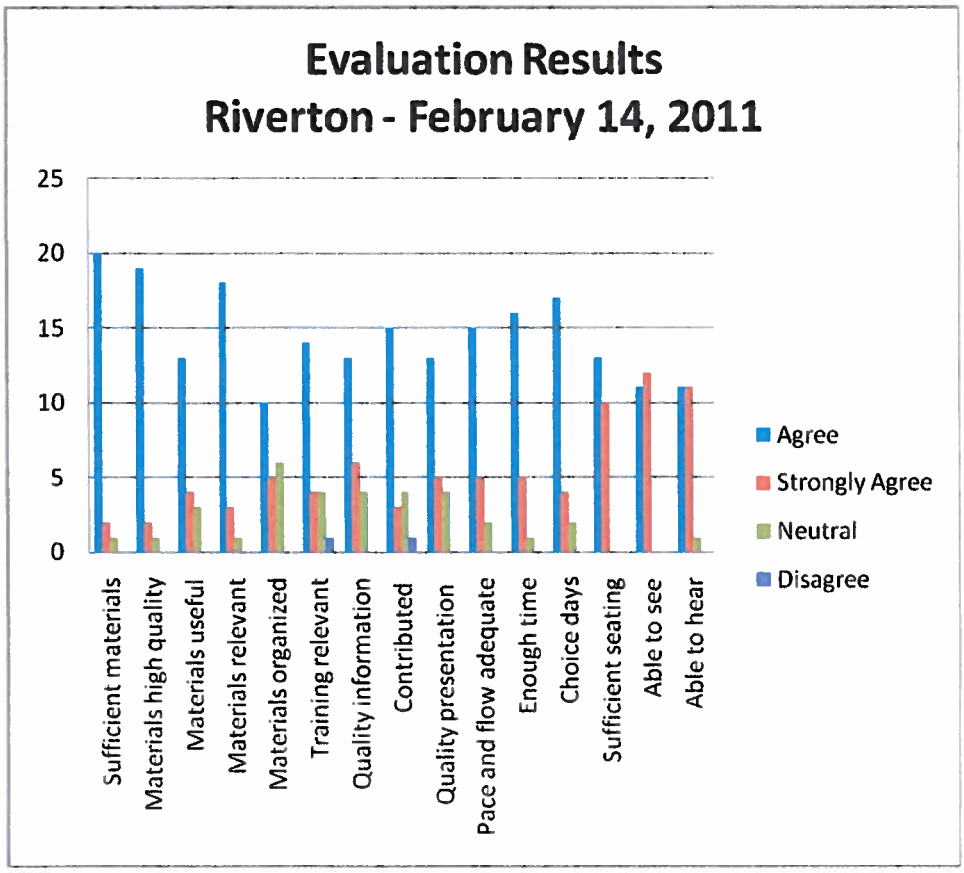
Phone: (307) 746-2713
FAX: (307) 746-2350

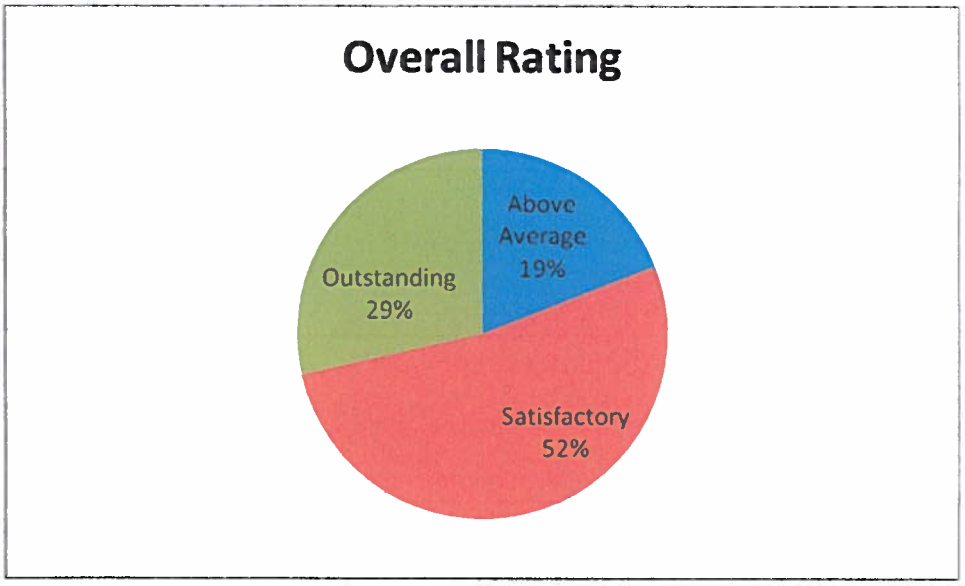
Tab F

Meeting Evaluation Results
Dropout Prevention Training
Riverton, Wyoming – February 14, 2011

23 Responses

From	Attendees	Position
Big Horn #3	2	Superintendent, Principal
CCSD #2	4	Community Rep, Teacher
Fremont #1	4	Superintendent, Other
Fremont #6	2	Other
Fremont #24	2	Other, Principal
Fremont #25	3	Other, Principal
Laramie #1	1	Principal
Lincoln #2	1	School Board Member
NCSD	2	Other
School District	1	School Board Member
PCSD #1	1	Other



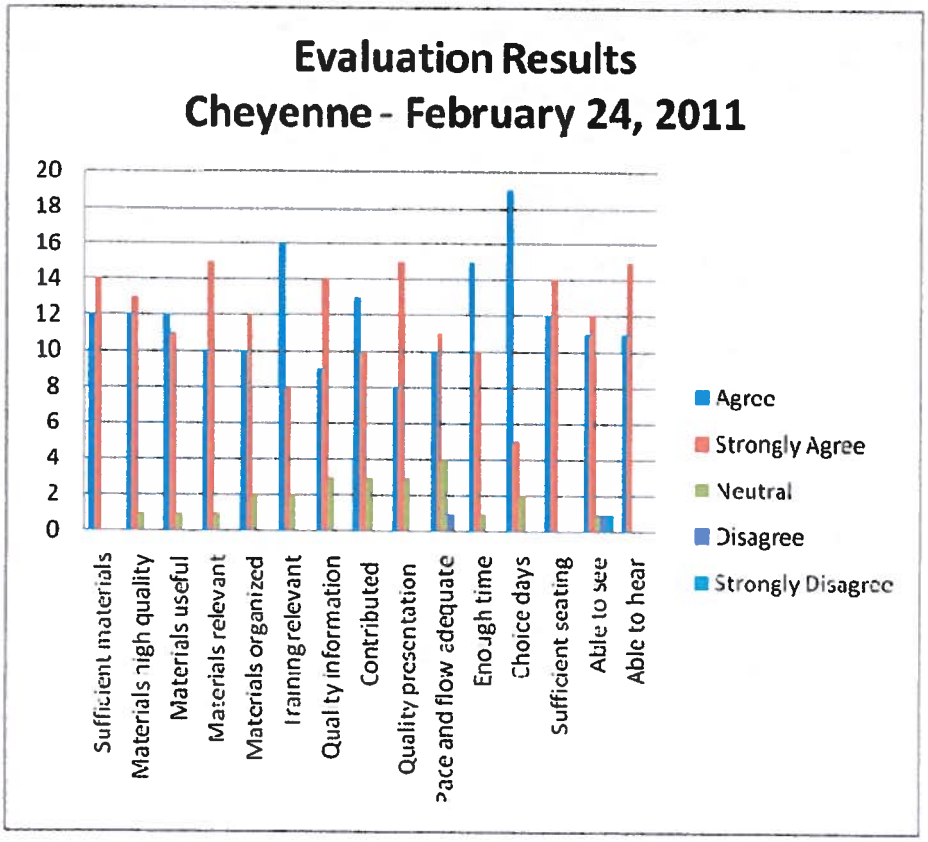


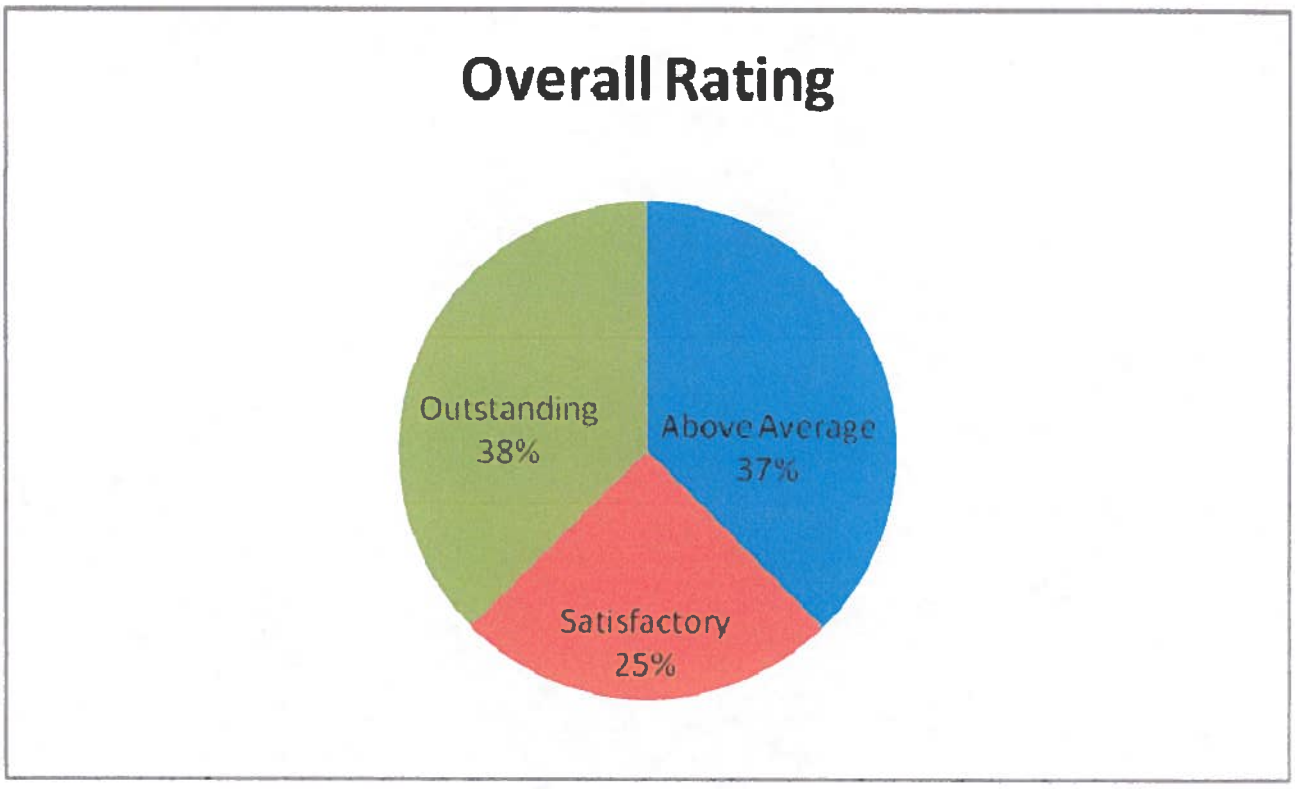
Comments:
Huge amount of information was thought provoking. Often school people feel we have to do it all and this is a way to share the work. Thank you!
Great ideas and tool kit will benefit us all.
Thank you.
Great information and strategies.
Don't need information already know, what are specific ideas to do in school. Technology discussion not needed. Unnecessary travel across state for information on a website. Disagreed with dropout statistics for our school district.
The media information was helpful.
Media coverage too long.
Appreciated the facts and straight approach. Thanks for not doing "fluff", but real discussion.
Thanks.
Excellent class.
Give us time to develop our own action plans.
Good group discussions.

Meeting Evaluation Results
Drop Out Prevention Training
Cheyenne, Wyoming - February 24, 2011

26 Responses

From	Attendees	Position
Albany/GUWY	1	Other
Boys & Girls Club Cheyenne	1	Ed Director
Campbell County	1	Teacher
Carbon County #2	2	School Board Member/Other
Cheyenne Uplift	1	Other
Converse Co	2	Other
Dept of Corrections	1	Other
DFS/District Attorney	1	Other
DWD-Cheyenne	1	Other
FE Warren AFB	1	Other
Goshen	4	Principal/Other/Supt
Laramie #1	4	Other
Park #6	1	Other
Workforce Services	1	Other
WDE	1	Other
P-16 Council	1	Other





Comments
Would have liked to hear more about strategies not so many statistics. Good info, just need help getting kids through.
Waste of $ for colored copies/nametags. Lots of good discussion.
There needed to be some engaged work or need to break out into group discuss a given topic.
Started dragging in the afternoon.
Great content. Can't see where to take this-problem obvious but does this design follow good PD. Follow Up/follow through. Need network/team time. Excellent info.
After lunch info was great-too much time spent on intros.
This was inspiring training - it helps to know there are so many people from different orgs willing to brainstorm together. Thanks for putting this on.
Media part was informative and valuable. I am excited to look at SBOE Dropout website.
The discussions were valuable. I met people I will hopefully continue to work with.
Great presentation, I will share with the staff all of the info.
Thank you, I enjoyed your program and information.
Thank you to everyone for participating. Great ideas to move forward.
This was very helpful/useful information on many goals. Nice to meet you.
Loved it-want to learn more, more, more.
I appreciated the training and resources very much.
The input from the group was fantastic.

Tab G

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Wyoming Department of Education

Career Technical Education Focus and Initiatives

2011 - 2014

CAREER AND TECHNICAL EDUCATION

The term 'career and technical education' means organized educational activities that –

"(A) offer a sequence of courses that –

"(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;
"(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and
"(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

"(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

"Carl D. Perkins Career and Technical Education Improvement Act of 2006" Section 3 Number 5

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Introduction

The purpose of this publication is to promote a shared vision of Career Technical Education (CTE) among Wyoming's CTE teachers and stakeholders based on state and federal legislation and initiatives. Further, our goal is to promote an understanding of the function of the Wyoming Department of Education in the state CTE system.

Career Technical Education (CTE) in Wyoming is a component of the comprehensive education system designed to prepare students for post-secondary education and the workforce. CTE combines career guidance, integrated literacy and numeric learning, CTE content and technical skills in a manner that connects students with the world of work and accommodates informed career choices.

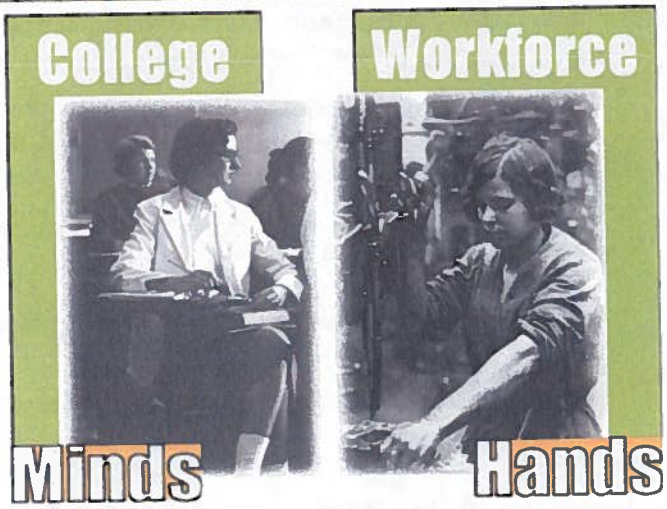
A widely held misconception is that the purpose of CTE is training those students who are not college bound. The U.S. Department of Labor divides jobs into three categories – those requiring only work experience or on-the-job training (unskilled jobs), those requiring post-secondary training or an associate's degree (skilled jobs) and those requiring a bachelor's degree or higher (professional jobs).

The primary goal of CTE is preparing students for skilled occupations as well as those requiring a bachelors degree or higher.

The organizing structure for CTE in Wyoming is Career Clusters and Pathways. There are sixteen Career Clusters and each cluster is divided into two to seven pathways.

The aspiration of the CTE system in Wyoming is alignment between secondary, post-secondary and the workforce at the Career Pathway Level.

A Common Misconception:



- The idea that there are two tracks – College and Work is inaccurate.
- The vision of blue collar versus white collar jobs is outdated and oversimplified.
- The purpose of CTE is preparing students for skilled jobs and professions, not unskilled jobs.
- Skilled jobs and professions require training beyond high school, though not all require a baccalaureate degree.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

WDE CAREER TECHNICAL EDUCATION SECTION MISSION

To Provide Educational Leadership to Enhance Career Opportunities for Wyoming's Students and to Develop a Competitive Workforce

Activity	Description	Pg.
Allocation of Federal Funds Perkins IV	Allocating and monitoring of Federal Perkins funds to Local Education Agencies and Post-secondary Institutions	6
Allocation of State Funds W.S. 21.12.105, W.S. 21.13.309	Monitoring and approving Career Technical Education (CTE) course sequences as a component of the block grant allocation	7
Career Clusters and Programs of Study Perkins 124.c.6	Promoting rigorous CTE programs of study that prepare students for post-secondary education and careers	8 - 9
Career Guidance Perkins 124.c.1	Improving career guidance and counseling programs	10
CTE Demonstration Grant Program W.S. 21.12.105	Development of models of program excellence through CTE Demonstration Grants	11
CTE State Standards W.S. 21.9.101	Leading the standards setting process and serving as CTE content specialists	12
Concurrent Enrollment Perkins 124.c.2	Establishing agreements between secondary and post-secondary	13
CTSOs Perkins 124.c.4 and state budget allocation (6125-610)	Oversight of organizations and supervision of Career Technical Student Organization State Advisors	14
Innovative Delivery Models W.S. 21.12.105	Supporting career academies, distance education and other innovative delivery systems	15
Perkins Support of Institutions Perkins 124.b.7	Serving individuals in state institutions	16
Instructional Leadership	Developing and continuously refining a common understanding of how students learn in their respective subject areas based on research	17
Literacy & Numeric Learning Perkins 124.b.4	Supporting programs that integrate Literacy and Numeric Learning and CTE	18
Marketing	Marketing and communications on behalf of Career Technical Education	19

Activity	Description	Pg.
Non-Traditional Perkins 124.b.5	Preparing non-traditional students in current and emerging fields leading to high skill and high wage occupations	20
Occupational Information Perkins 124.c.17	Supporting occupational and employment information resources	21
Office for Civil Rights for CTE 34.C.F.R., Part 100	Eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap in CTE programs	22
Partnerships Perkins 124.b.6	Supporting partnerships between government agencies, education and industry to improve opportunities for students	23
Professional Development Perkins 124.b.3	Professional development for CTE secondary and post-secondary personnel	24
Program Quality Perkins 124.b.1	Assessing CTE programs for quality and compliance	25
Special Populations Perkins 124.b.8	Support for programs for special populations that lead to high skill, high wage and high demand occupations	26
Strategic Planning	Implementing the State Strategic Plan, the Perkins IV State Plan and assisting LEAs with Advisory Committees and Strategic Planning	27
Teacher Preparation and Certification	Technical assistance for pre-service teachers and input for CTE teacher endorsement	28-29
Technical Assistance Perkins 124.b.9	Offering technical assistance for eligible recipients of Perkins IV funds as well as state funded programs	30
Technical Skill Attainment Perkins 124.c.14	Developing assessments for and assessing student technical skills	31
Technology Perkins 124.b.2	Expanding the use of technology in Career Technical Education	32
Work-based Learning	Promoting work-based learning experiences for students	33

Cindy Hill, Superintendent of Public Instruction

Wyoming Department of Education

2300 Capitol Avenue, Hathaway Building 2nd Floor, Cheyenne WY 82002-0050
307-777-7675 Office 307-777-6234 Fax http://edu.wyoming.gov

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

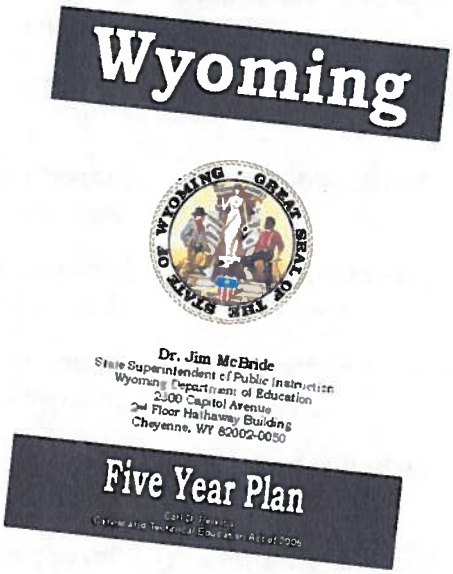
Allocation of Federal Funds

PERKINS IV FEDERAL FUNDS

The Wyoming Department of Education (WDE) submits a written 5 year plan that details how Wyoming will meet the requirements of Federal Perkins Law.

Each local education agency (LEA) is responsible for developing and submitting a local 5 year plan.

This plan, along with state legislation and initiatives influences the priorities of Career Technical Education (CTE) at the state and local level.



- **The State of Wyoming receives almost 4.5 million dollars annually which is distributed to LEAs and Post-secondary institutions based on an allocation formula.**
- **Perkins funds are intended to be used to supplement and improve CTE programs. LEA and Post-secondary participation in Perkins is voluntary.**
- **LEAs and Post-secondary institutions submit a plan to the WDE which decides how CTE programs will be carried out with funds received under Perkins IV.**
- **Eligible recipients must meet established performance measures.**

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Allocation of State CTE Funds

CAREER TECHNICAL COURSE SEQUENCE APPROVAL

Approved CTE courses are weighted at 1.29 in the block grant allocation formula.

The Wyoming Department of Education reviews courses submitted for additional funding under W.S. 21-13-309.

(II) Career-vocational education programs offered in grades nine (9) through twelve (12) consisting of a sequence of three (3) or more vocational courses in an occupational area or career cluster that provides students with the technical knowledge, skills or proficiencies necessary to obtain employment in current or emerging occupations or to pursue advanced skill training. To qualify under this subdivision, a vocational course shall be offered pursuant to W.S. 21-9-101(b)(i)(J) and aligned with state content and performance standards prescribed by the state board of education under W.S. 21-2-304(a)(iii), and except as provided under W.S. 21-2-202(a)(xxvii), shall be provided by a teacher certified by the Wyoming professional teaching standards board for the vocational subject area associated with the course; (excerpt from W.S. 21-13-309)

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Career Programs of Study

Education programs and jobs are aligned through the 16 career clusters.

Within a career cluster are several pathways.

A career program of study is a coherent sequence of academic and technical courses that leads to post-secondary education and training and careers.

The sixteen career clusters are:

Agriculture, Food and Natural Resources
Architecture and Construction
Arts, AV Technology and Communication
Business Management and Administration
Education and Training
Finance
Government and Public Administration
Health Science
Hospitality and Tourism
Human Services
Information Technology
Law, Public Safety and Security
Manufacturing
Marketing, Sales and Service
Science, Technology, Engineering and Mathematics
Transportation, Distribution and Logistics

Well planned career programs of study help students to:

- Understand connections between what they are learning and the world of work
- Determine education needs beyond high school
- Reduce the costs associated with career exploration while in college by engaging in the process earlier
- Reduce the time spent in college and training programs by focusing education
- Focus on a broader career pathway and less on narrowly defined, specific occupations

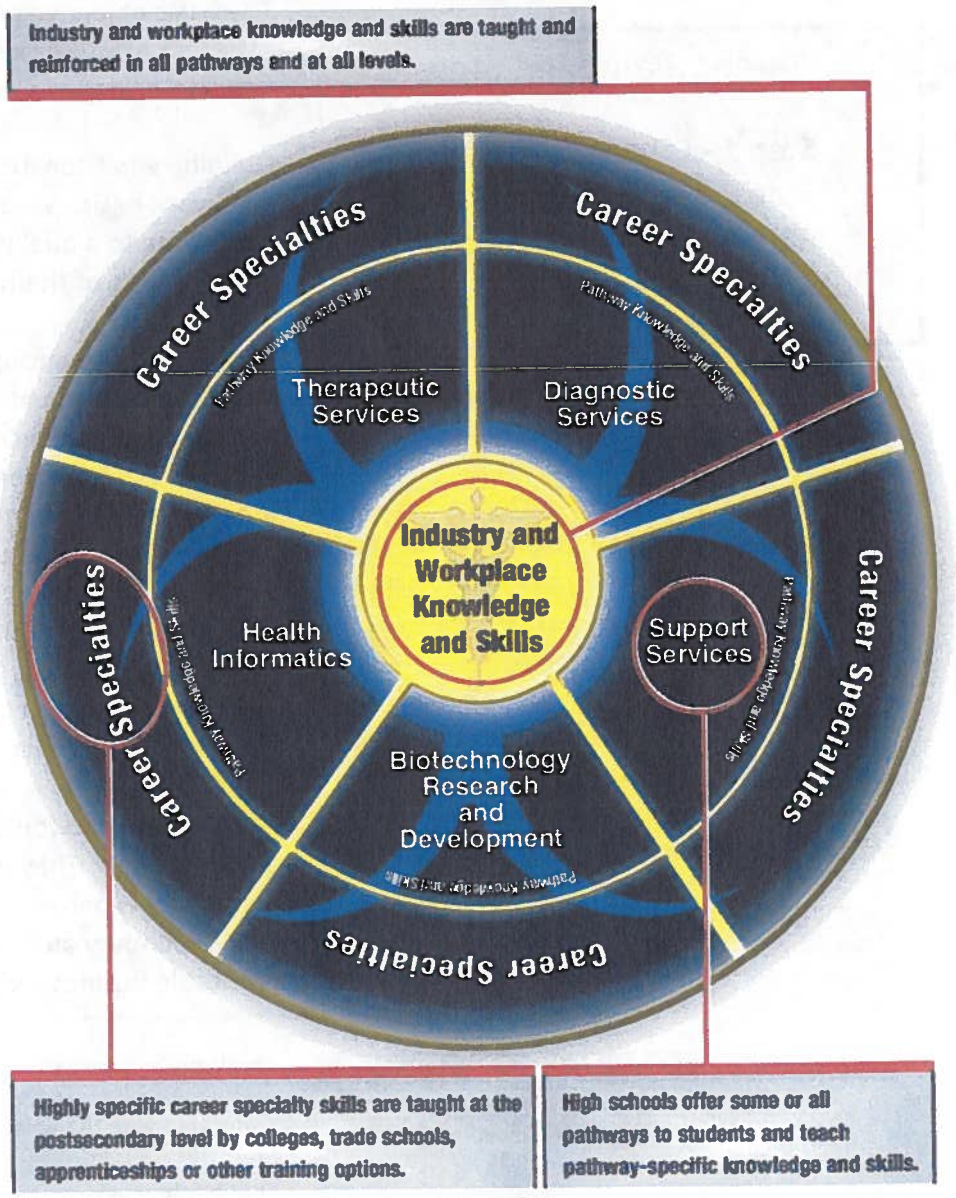
WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Career Programs of Study

Seamless Transitions

Students receive appropriate career guidance and learn industry and workplace information in middle school and early high school. They choose a pathway in late high school and decide upon an area of specialization for post-secondary which leads to a career.



Health Science Example

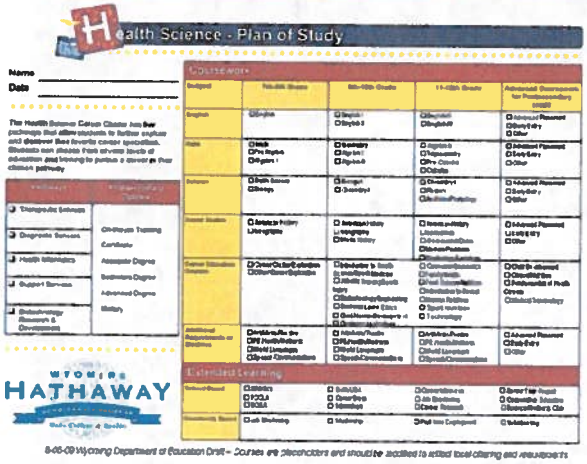
WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Career Guidance

Career Planning Steps

Step 1 - Discovering Yourself
Step 2 - Exploring Options
Step 3 - Making Decisions
Step 4 - Taking Action



Sample Plan of Study Template for Health Science

The basic objective of career guidance is to lead and assist others to make choices that lead to a quality life from a financial/occupational standpoint.

Defining what constitutes a quality life varies on an individual basis. We recognize there are many factors that contribute to a quality life and our choice in occupations is certainly one of them.

Occupations are grouped by industry and by the type of work. Some occupations are independent of a specific industry and work across industry sectors. An example is computer support specialists. Others are very specific to industry and movement between occupations is within the same industry. An example is nursing.

The Career Cluster initiative is an effort to combine both methods of grouping occupations and connect education and occupations in a rational manner. It combines counseling and curriculum into the same context.

Ideally students would determine their own interests, skills and aptitudes. They would focus their efforts on course taking and experiential learning through secondary and post-secondary and ultimately gain employment or create a profitable business within their chosen Career Cluster.

WYOMING Careers

The Wyoming Careers Web site is an excellent resource for career exploration. For Plan of Study templates for all 16 Career Clusters, go to http://tinyurl.com/wycareers. Click on Career Cluster Resources.

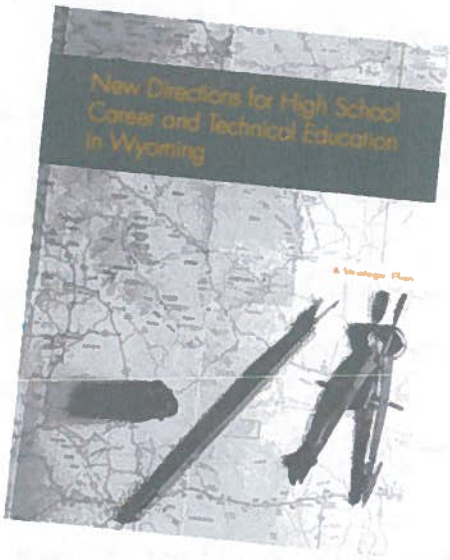
Career Cluster Resources

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

CTE Demonstration Grant

Based on Wyoming's Career Technical Education Strategic Plan developed in 2007 entitled, "New Directions for High School Career and Technical Education in Wyoming".



This state-funded program's purpose is to continue the work started in 2008 to: (i) Prepare high school students for postsecondary options, including two (2) year and four (4) year college, apprenticeship, military and formal employment training; (ii) Connect academic and technical curriculum grounded in academic and industry standards; (iii) Provide innovation strategies for ensuring student access to career choices, as well as opportunities for work-based learning and dual enrollment in related postsecondary education courses; (iv) Support workforce, education and economic needs of Wyoming.

Consortia of secondary, postsecondary and industry partners may apply under this program for reimbursement of expenses associated with planning, development and implementation of a CTE demonstration project as a new or expansion to any existing high school CTE program in a school district at the beginning of each 2-year biennium. Amounts awarded under this program shall be used for the following: 1) Curriculum development, 2) Project design costs, and 3) Fund initial purchases of equipment and supplies incurred during the first two years of the demonstration project. Consortia project proposal applications must focus on systemic development of career clusters, career pathways, career guidance, course sequencing, academic core-career technical education integration and curriculum alignment with industry standards.

WYOMING CAREER TECHNICAL EDUCATION

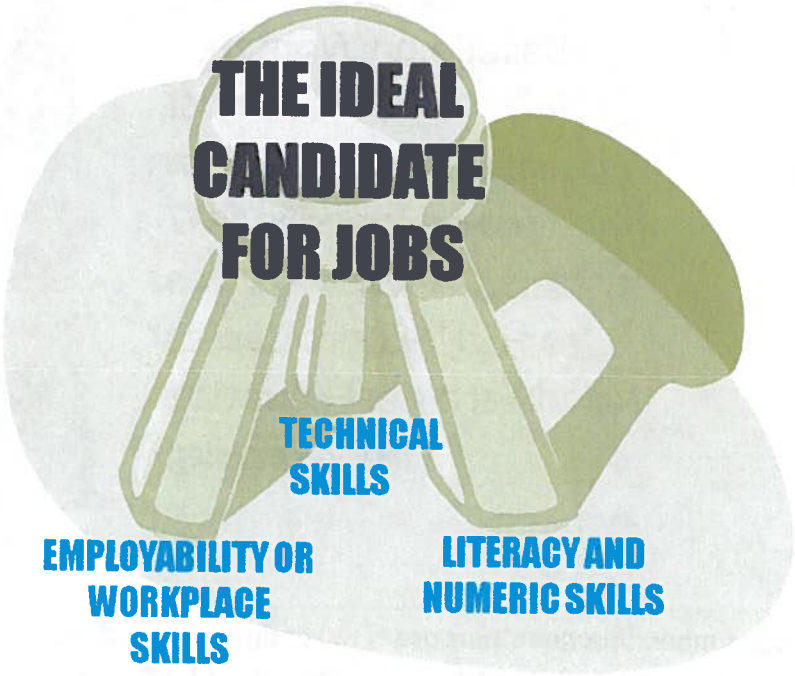
Reflect, Transform, Lead

CTE State Standards

Wyoming's CTE State Standards were adopted in 2003 and will be revised in 2012-13

The primary focus of the current Wyoming CTE Standards is employability skills

Federal Perkins law focuses on assessment of technical skills



- The WDE will need the input of teachers and stakeholders, and willingness to serve on standards setting committees to ensure that the Wyoming state CTE Standards are relevant and reflective of the needs of the state of Wyoming
- The revision process and the current CTE Standards are available at:
  http://edu.wyoming.gov/Programs/standards.aspx

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Concurrent Enrollment

Concurrent enrollment, also known as "dual enrollment", "joint enrollment" or "dual credit," allows a student to earn college credit for a course taken during high school. There is substantial research that shows the benefits associated with concurrent enrollment programs. Concurrent enrollment is thought to provide a way for students to move seamlessly between secondary and postsecondary systems and, by so doing, promotes students college aspirations and increases the likelihood of postsecondary enrollment and retention.

T-Rex, Western Wyoming Community College, Rock Springs. All Wyoming Community Colleges maintain concurrent enrollment agreements with schools in their region.

Additionally, college credits earned prior to high school graduation in dual-enrollment programs reduce the average time-to-degree. Time-to-degree averages for students with no credits earned during high school is typically 4.65 years as compared to 4.25 years for students who took concurrent enrollment courses while still in high school.

Reference: Education Commission of the States (2005). *Dual/Concurrent Enrollment.* Retrieved December 29, 2005 from ECS

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

CTSOs

The Wyoming Department of Education (WDE) receives funds through a budget allocation for the support of Career Technical Student Organizations (CTSOs) in Wyoming.

The U.S. Department of Education recognizes eleven organizations as Career Technical Student Organizations. http://www2.ed.gov/about/offices/list/ovae/pi/cte/vso.html

Five of these organizations are supported and endorsed by the WDE.

Wyoming Future Farmers of America

Wyoming Family, Career and Community Leaders of America

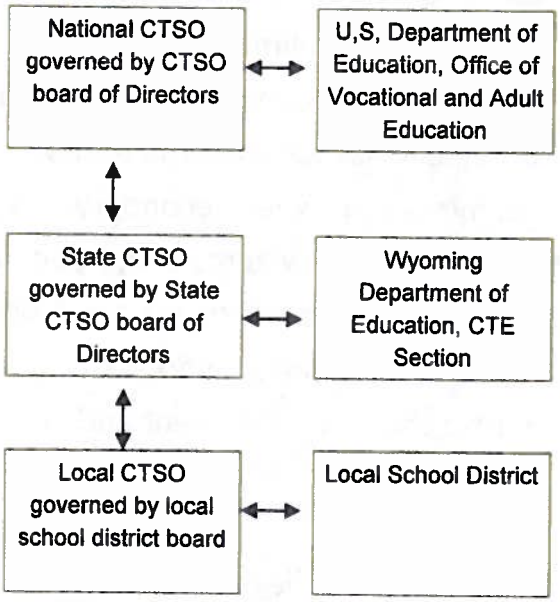
Wyoming SkillsUSA

Wyoming Future Business Leaders of America

Wyoming Distributive Education Clubs of America

Wyoming CTSO State Advisors are contract service providers for the WDE with specific duties for which they are responsible to ensure the success of each organization.

The basic structure of Career Technical Student organizations is:



WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Innovative Delivery Models

Multiple efforts are underway nationally and in Wyoming to develop alternatives for instructional delivery. Some examples are:

CAREER ACADEMIES

Following is a description of Career Academies from http://www.mdrc.org/

"Operating as schools within schools and typically enrolling 30-60 students per grade, Career Academies are organized around such themes as health, business and finance, computer technology, and the like.

Academy students take classes together, remain with the same group of teachers over time, follow a curriculum that includes both academic and career-oriented courses, and participate in work internships and other career-related experiences outside the classroom.

Over time, improving the rigor of academic and career-related curricula has become an increasingly prominent part of the Career Academies agenda."

PROJECT LEAD THE WAY PLTW

Project Lead the Way (PLTW) is a hands-on, project-based learning content and delivery model. PLTW currently offers programs in Pre-engineering and Biomedical Sciences. To learn more go to www.pltw.org

WSN wyoming switchboard network

The Wyoming Switchboard Network is a centralized collection of distance education resources designed to enhance the students learning environment and increase districts ability to offer a full range of course options including career technical education courses.

The WSN offers information about distance education programs and courses. Courses are offered using online, WEN Video or through a blended approach of these delivery methods.

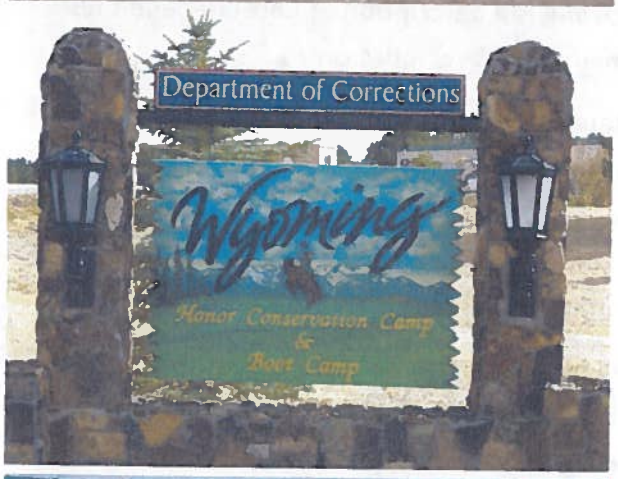
http://wyomingswitchboard.net/Home.aspx

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Perkins Support of Institutions

- A required use of Perkins funds is serving individuals in state institutions.
- The state of Wyoming offers professional development for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the state institutions.
- $10,000 is allocated from state leadership funds to support corrections and institutional programs.



WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Instructional Leadership

According to the Northwest Regional Comprehensive Center (NCRCC), the goal of instructional leadership is to develop and continuously refine a common understanding of how students learn based on research.

For example, when students use critical thinking to read expository and functional text, they decode are comprehend relevant and rigorous texts to:

- Understand
- Analyze
- Apply
- Synthesize
- Evaluate

When students use critical thinking to solve mathematical problems they use:

- Computational Fluency
- Conceptual Comprehension

And, the common understanding for science includes:

- Eliciting students' initial ideas
- Engaging students intellectually with important science content
- Providing opportunities for students to confront their ideas with evidence
- Helping them formulate new ideas based on evidence, and
- Encouraging students to reflect upon how their ideas have evolved

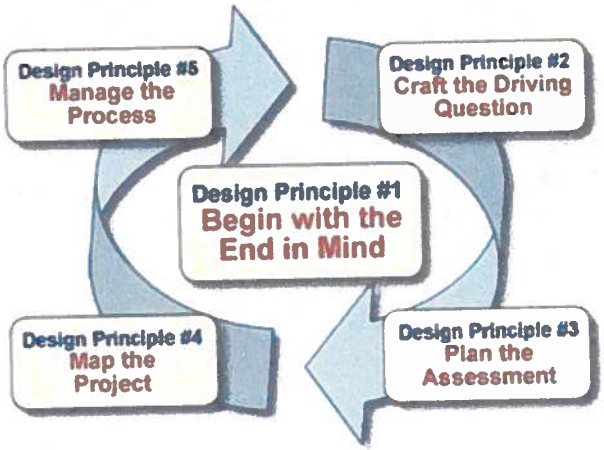
It appears, based on national trends, that the common understanding for Career Technical Education will likely include a hands-on, project based learning (PBL) model.

edutopia™

Edutopia offers a section on project-based learning at http://www.edutopia.org/project-based-learning

BUCK INSTITUTE FOR EDUCATION
PROJECT BASED LEARNING FOR THE 21st CENTURY

The Buck institute offers resources for project-based learning at http://www.bie.org/ This diagram represents their view of PBL:



WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Literacy & Numeric Learning

Research from ACT indicates that nearly all jobs require the following skills:

- Applied Mathematics
- Reading for Information
- Locating Information

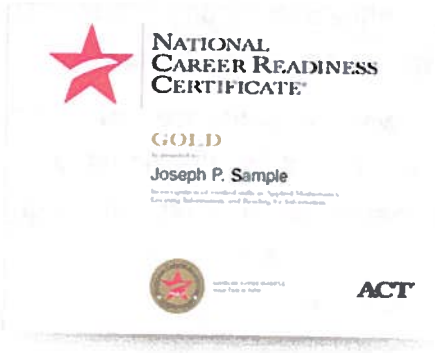
ACT developed the WorkKeys® assessment to measure skills in these three areas.

There are seven levels on the Applied Mathematics and Reading for Information assessments and six levels on the Locating Information assessment.

ACT has analyzed the requirements of over 12,000 jobs and assigned a level for each of the jobs. For example:

Job Title	Applied Mathematics	Locating Information	Reading for Information
Accountants	6	5	5
Automotive Body and Related Repairers	3	3	3
Licensed Practical and Licensed Vocational Nurses	4	4	4

Based on the score on the three assessments, ACT issues a Career Readiness Certificate with three levels - Gold, Silver and Bronze.



With few exceptions, Jobs that pay more than $30 per hour require a Gold Career Readiness Certificate, Jobs that pay $20-30 per hour require a Silver and jobs that pay $10-20 per hour require a Bronze.

Employers use the Career Readiness Certification to screen employees, for hiring and promotion and to target employees for training and development.

WorkKeys® also offers assessments of employability skills specific to individual jobs.

For more information on the WorkKeys® assessment, go to http://www.act.org/certificate/

To learn how the WorkKeys® assessment is being used in Wyoming, go to:

http://www.wyomingworkforce.org/crc/

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Marketing

A NEW VISION FOR CAREER TECHNICAL EDUCATION

The National Association of State Directors of Career Technical Education Consortium (NASDCTEc) has undertaken a national effort to market CTE.

The Wyoming Department of Education supports and endorses the NASDCTEc marketing program.

To watch the video and learn more, go to

http://careertech.org/sharethevision/

Reflect, Transform, Lead:

A New Vision for Career Technical Education

This vision will advance CTE to be an innovative education system that prepares individuals to succeed in education and their careers so that the United States flourishes in this global, dynamic economy.

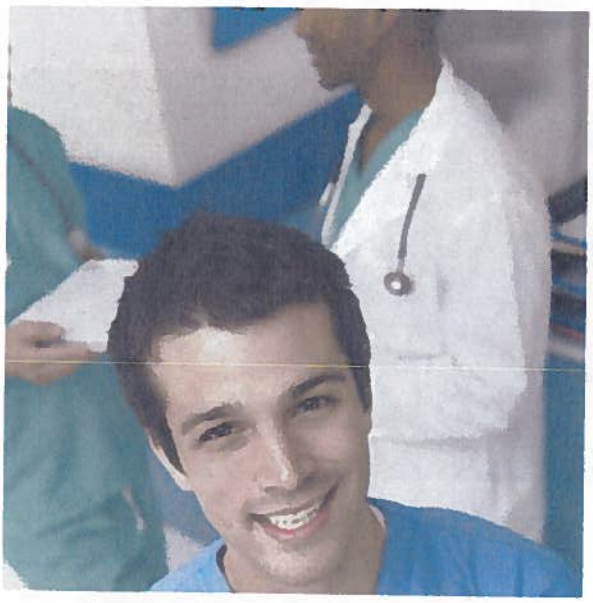
- **Our Vision's core principles are:**
- CTE is critical to ensuring that the United States leads in global competitiveness.
- CTE actively partners with employers to design and provide high-quality, dynamic programs.
- CTE prepares students to succeed in further education and careers.
- CTE is delivered through comprehensive programs of study aligned to The National Career Clusters framework.
- CTE is a results-driven system that demonstrates a positive return on investment.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Non-Traditional

A required use of Perkins funds is preparing non-traditional students in current and emerging fields leading to high skill and high wage occupations.



The WDE focused professional development in 2009-2010 on developing CTE teacher's skills in working with non-traditional students.

Workshops included: Career Pathway Frameworks, Leadership Certification, and Leadership Skills in the Classroom (negotiation, conflict resolution and team building), Curriculum Integration and Project-based Learning.

Conferences included: Non-Traditional Career Exploration, Finding Formulas for Innovation, Career Academies and Small Learning Communities. The conferences offered keynote and breakout sessions that addressed the promises and challenges of career academies, teaching strategies for 21st century students, convergence of academic and career technical education and rigor, relevance and relationships as keys to student academic success. In-state and out-of-state presenters provided additional guidance on effective models and practices of career academies and small learning communities.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

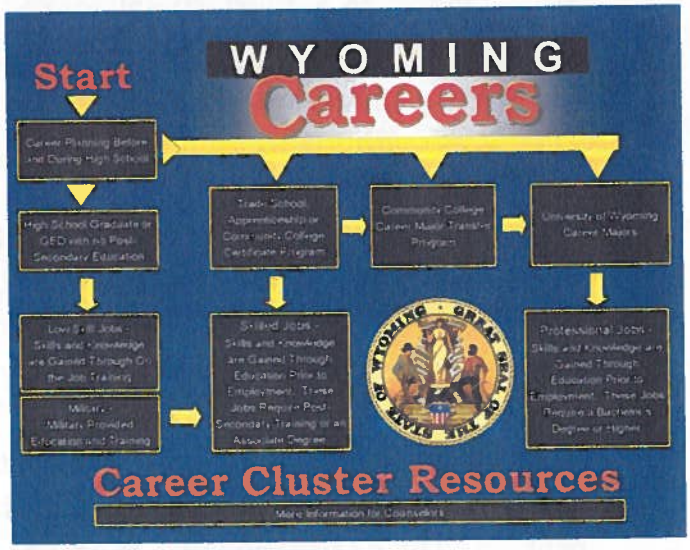
Occupational Information

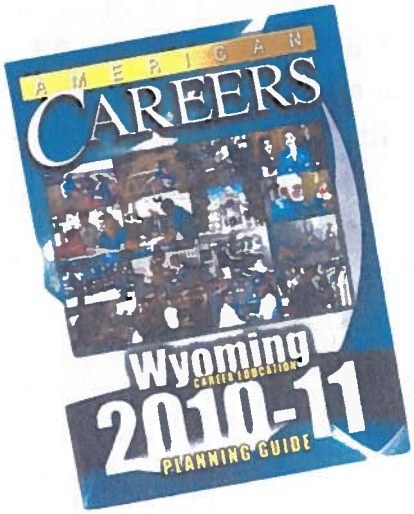
The WDE, Career Technical Education section has addressed the need for occupational information through both printed materials and web-based resources.

From 2006 through 2009, the predominant method of disseminating occupational information was through "Career Cluster Guides".

In 2010, the Wyoming Careers Web Site was launched to provide occupational information and guidance resources specific to Wyoming.

http://tinyurl.com/wycareers





American Careers Magazines are distributed annually to all eighth graders and sophomores in Wyoming to provide career exploration information. American Careers is the foundation of the Hathaway Scholarship 8th Grade Career Unit of Study.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Office for Civil Rights for CTE

Beginning in 1973, various civil rights advocacy groups, including the Legal Defense Fund of the NAACP, sued the United States Department of Health, Education and Welfare (now the Department of Education) on behalf of a plaintiff, alleging that the federal government was not enforcing the federal civil rights laws in education.

The Federal District Court of Washington, D.C. settled the case by issuing a consent decree in 1977 which required the U.S. Education Department's Office for Civil Rights to publish Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Career and Technical Education Programs. Published in its final form in 1979, the Guidelines continue to remain in force.

The Guidelines require that each state is required to implement a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex, handicap in vocational education programs operated by recipients of federal financial assistance.

The reviews are intended to ensure that students have access to career and technical education without regard to their race, color, national origin, sex, or disability. The onsite review is conducted to ensure that institutions of higher education are in compliance with federal civil rights laws.

http://www.highered.nysed.gov/klap/colldev/VTEA/CarlD.PerkinsCareerandTechnicalEducationCivilRightsCompliance.htm
Retrieved February 9, 2010

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Partnerships

Educators are encouraged to form partnerships to provide students with an opportunity to learn based on industry standards and to become better equipped to enter the workforce and higher education.

Partnerships, for CTE purposes, can be defined as an agreed upon relationship between two or more parties who combine resources to support student learning, career pathway development and knowledge and skill development to keep the United States competitive.

Perkins IV introduces partnerships as one of two new purposes for the law. The law clearly declares the major theme of supporting partnerships among secondary schools, postsecondary institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries.

WDE Career Technical Education (CTE) Partners

Wyoming State Government	U.S. Government	Wyoming Community Colleges	CTE Student Organizations	Wyoming School Districts	Professional Organizations
WDE Staff DWS PTSB Other Agencies Legislature Public	Office of Vocational and Adult Ed - USDE Congress Wyoming State Delegation	Students Instructors 7 CC Coordinators WCCC	Student Members Local Advisors State Advisors	K-12 Students Teachers District Superintendents, Principals and Coordinators	Wyoming State Board of Vocational Education WACTE and WACTE Divisions ACTE NRCCTE NASDCTEc

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Professional Development

The Wyoming Department of Education partners with the Wyoming Association of Career Technical Educators (WACTE) to provide an annual professional development conference in June. In addition, technical skill specific workshops and trainings are provided by the WDE.

Promotional flyer for 2011 Conference

The WDE Professional Development Conference is held in conjunction with the annual WACTE Conference in June. The WACTE Board of Directors chooses a different location annually.

The WDE Pre-session is provided free of charge by the Wyoming Department of Education.

Technical skill training and workshop information will be provided by email to teachers as it becomes available.

Conference information is available at the WACTE web site - www.wacte.net

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Program Quality

The Wyoming Department of Education Career Technical Education (CTE) Section recognizes there are several components that constitute a quality program.

Below is a suggested program criteria checklist that can be used to determine which components of quality CTE programs are in place at the local level.

CAREER TECHNICAL PROGRAM QUALITY CRITERIA

PROGRAM EDUCATOR QUALITY	
Criteria #1	All instructors are licensed and appropriately endorsed.
Criteria #2	Instructors participate in appropriate professional association and professional development activities.
PROGRAM INSTRUCTION AND PARTICIPATION	
Criteria #3	Curriculum, instruction, and evaluation are aligned to state Career Technical Education standards.
Criteria #4	Equal access is provided to all students, including non-traditional and special populations.
Criteria #5	Students have the opportunity to concentrate on career-clusters and a state-approved course sequence within the cluster.
Criteria #6	Intra-curricular student leadership training opportunities are provided through the related Career and Technical Student Organization (CTSO).
Criteria #7	Students are provided opportunities for entrepreneurial and work-based learning experiences specific to the career cluster and occupational interest area
PROGRAM INSTRUCTIONAL RESOURCES	
Criteria #8	The program has an annual operating budget.
Criteria #9	Proper equipment, instructional technology and adequate supplies are available to maintain and support the program.
Criteria #10	Appropriate instructional materials are available to achieve the objectives of the program.
PROGRAM FACILITIES	
Criteria #11	Classrooms, laboratories, and storage areas provide adequate, quality, and safe learning environments to meet program objectives.
Criteria #12	Safe practices are understood and implemented.
PROGRAM PLANNING AND ADVISING	
Criteria #13	There is a 3- to 5-year written plan that provides program direction and improvement.
Criteria #14	The program utilizes an advisory committee. Functions of the advisory committee may include annual program evaluation, long-range planning, marketing, and recommendations.
PROGRAM ADMINISTRATION	
Criteria #15	District and school administration understand and demonstrate support for the program.
Criteria #16	Reasonable enrollment and appropriate student/instructor ratios are maintained to ensure that program objectives are met in a safe and effective manner.

** These criteria were modified for Wyoming based on the Utah CTE Program Approval Standards*

Perkins IV Federal legislation requires monitoring for quality and compliance of Perkins funded programs. The WDE CTE Section regularly monitors the appropriate use of Perkins funds.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Special Populations

The Wyoming Department of Education supports and promotes the Multitier System of Supports (MTSS), also known as Wyoming System of Instructional Supports (WYSIS) in Wyoming and Response to Intervention (RtI) in other states for all students.

The definition for RtI provided by the National Center for Response to Intervention is as follows:

"Response to intervention integrates assessment and intervention within a multi -level prevention system to maximize student achievement and to reduce behavioral problems. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities."

http://www.rti4success.org/ Retrieved 2/9/10

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Strategic Planning

Quality Career Technical Education programs include effective use of advisory committees. One of the primary roles of an advisory committees is strategic planning.

A STRATEGIC PLAN ADDRESSES THREE BASIC QUESTIONS

- **Where are we now?**
- **Where do we want to be?**
- **How do we get there?**

Where are we now?

Who does your program serve or who are your key stakeholders?

What are their requirements of your program?

What specific people from each stakeholder group should be included in this discussion?

Do you have a written statement of core values, mission, motto, vision, purpose, etc. currently, and if so what are they?

Is there currently a method in place to measure whether you are achieving these key objectives and, if so, what is it?

What the mind of man can conceive and believe, it can achieve.
Napoleon Hill

Where do we want to be?

Create, revise or reaffirm your core values.

Create, revise or reaffirm your mission to match your core values.

Determine a few specific goals that support your organization mission.

What performance measures could be used to determine if you are reaching your goals?

What data is or could be collected to substantiate goal attainment?

How could this data be converted to information to share with stakeholders?

How do we get there?

Determine the major areas of performance and goal attainment

Write specific action plans and track progress toward goal attainment

Use quality tools and processes to achieve specific objectives

The Wyoming Department of Education Career Technical Education section will provide assistance to you in strategic planning and effective use of advisory committees at your request.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Teacher Certification

Efforts are underway between the Wyoming Department of Education and the Professional Teaching Standards Board (PTSB) to simplify and clarify CTE Teacher certification and align it with the Career Clusters. Shown on these two pages is the alignment between the common areas of teacher endorsement, the Career Cluster and the instructional categories from the Secondary Classification for Exchange of Data (SCED) system.

AGR - AGRICULTURE

Agriculture, Food and Natural Resources

- Plant Systems
- Animal Systems
- Agribusiness
- Agriculture Products/Processing
- Agriculture Mechanics and Construction
- Natural Resources

BUS – BUSINESS EDUCATION

Business Management and Administration

- Management
- Administration

Finance

- Finance

Information Technology

- Management Information Systems
- Network Systems
- Computer Science/Programming
- Media Technology
- Information Support and Services

HME – FAMILY AND CONSUMER SCIENCE

Hospitality and Tourism

- Restaurant, Food and Beverage Services
- Lodging
- Travel and Tourism
- Recreation, Amusement and Attractions

Human Services

- Child and Elder Care
- Cosmetology
- Apparel and Furnishings

INA – INDUSTRIAL TECHNOLOGY

Architecture and Construction

- Architecture and Drafting
- Construction
- Air Conditioning, heating and plumbing
- Electricity/Electronics

Manufacturing

- Manufacturing Technology
- Processing/Production
- Production Systems
- Metalwork
- Repair

Transportation, Distribution and Logistics

- Operation
- Mechanics and Repair
- Distribution and Logistics

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Teacher Certification

HEO – HEALTH OCCUPATIONS

Health Science

- Therapeutic Services
- Diagnostic Services
- Health Information
- Support Services
- Health Sciences

MKT - MARKETING

Marketing, Sales and Service

- Marketing
- Sales

COMMUNICATIONS TECHNOLOGY

Arts, A/V Technology and Communications

- Audio and Video Technology and Film
- Journalism and Broadcasting
- Printing Technology and Production

PROFESSIONAL INDUSTRY CERTIFICATION ONLY

Government and Public Administration

- Government Service

Education and Training

- Education

Law, Public Safety and Security

- Law Enforcement
- Public Safety and Security
- Fire Management

Science, Technology, Engineering and Mathematics

- Engineering
- Technology

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Technical Assistance

- The Wyoming Department of Education (WDE) Career Technical Education (CTE) Section provides ongoing technical assistance to Perkins IV funds recipients and to CTE Demonstration Grant recipients.
- In addition, the CTE Section of the WDE plans to visit all high schools and community colleges biennially and provide technical assistance to teachers on an individual basis.
- Please don't hesitate to contact any of us with your questions, comments or concerns.

Name	Title	Email	Phone
Teri Wigert	CTE State Director	twiger@educ.state.wy.us	307-777-7808
Linda Scott	Education Consultant	lscott@educ.state.wy.us	307-777-5329
Joe Baker	Education Consultant	jbaker1@educ.state.wy.us	307-777-6808
Guy Jackson	Education Consultant	gjacks@educ.state.wy.us	307-777-3655
Bill Pannell	Education Consultant	bpanne@educ.state.wy.us	307-777-3549

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Technical Skill Attainment

Perkins IV requires developing assessments for and assessing student technical skills.

> ..."core indicators of performance...that are **valid and reliable**... measures of each of the following:"
>
> "Student attainment of career and technical **skill proficiencies**, including student achievement on technical assessments, which are **aligned with industry-recognized standards**, if available and appropriate."

The WDE Career Technical Section is in the process of developing and implementing technical skills assessments for the programs of study offered in the state. Secondary teachers and postsecondary instructors served on workgroups in the development of technical skills assessments.

CTE Assessment Timeline for Development: Phase I

Cluster	Pathway	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Manufacturing	Precision Machining	♦	♥				
	Welding	♦	♥		♣♠		
Architecture & Construction	Residential & Commercial Carpentry	♦	♥		♣♠		
	Cabinetmaking & Woodworking	♦	♥		♣♠		
	Technical Drafting	♦	♥		♣♠		
	Architectural Drafting	♦	♥		♣♠		
Agriculture & Natural Resources	Ag Mechanics	♦	♥		♣♠		
	Ag Business	♦	♥		♣♠		
	Natural Resource Management	♦	♥				
	Plant Science	♦	♥		♣♠		
	Animal Science	♦	♥		♣♠		
Auto Technology	General Service Technician			♦	♦	♥	♣♠
	Auto Body			♦	♦	♥	
	Hybrid/Alternative Fuels			♦	♦		
	Diesel Tech			♦			

Symbol Key:

- ♦ Competency Development and Review
- ♥ Assessment Review and/or Development
- ♣ Pilot Testing
- ♠ Final Online Assessment Deployed

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Technology

One of the required uses of Perkins IV funds is to develop, improve or expand the use of technology in CTE, which may include training to use technology, providing students with the skills needed to enter technology fields, and encouraging schools to collaborate with technology industries to offer internships and mentoring programs.

Use of Perkins funds to enhance technology has been and will likely continue to be a priority of Wyoming school districts.

A recent technology project for the Wyoming Department of Education, Career Technical Education section was the development and implementation of an online program to negotiate adjusted levels of performance with all local Perkins secondary and postsecondary grant recipients.

TEACHERS & TECHNOLOGY MINI-GRANTS

In Partnership with Qwest Communications, the Wyoming Department of Education, Distance Education section offers Teachers & Technology Mini-Grants. The objectives of the Teachers & Technology Mini-Grants are to improve student achievement through the use of today's technology; build a real-world team problem-solving environment; and set the groundwork for future technology integration projects. This grant recognizes, at the classroom level, those teachers integrating technology into their daily curriculum and would like to expand or enhance the student's learning experience using technology.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Work-Based Learning

Work-based learning gives students the opportunity to connect what they learn in Career Technical Education classes with the "real world". Ideally, students are able to build upon the career skills learned through work-based experiences that lead to an exciting and rewarding career in their area of interest.

There are several types of work-based learning:

- Employment
- Short –term internships
- Apprenticeships
- Entrepreneurial enterprises
- Research studies
- Job Shadowing
- School-based enterprises

Paris and Mason (1995) describe the importance of linking work-based learning with the school experience:

"In an information-based and highly technical society, young people are excluded from work environments until their teen years when they are first able to assume part-time jobs. This separation first took place when the Industrial Revolution centralized work activities, taking them out of the home and out of view from young people. Work-based learning is an essential part of school-to-work transition because it provides a dimension of reality that schools alone have difficulty providing for students. . . . Work experience in the community, whether paid or unpaid, should be an integral part of every student's school-to-work transition experience...The spectrum of work-based learning includes youth apprenticeship, paid work experience, cooperative education, job shadowing, business and industry mentoring, simulated work tasks at school or through vocational student organizations, school-based enterprises, and community service.

Through work experience, students have an opportunity to see firsthand how what they learn in school is used in the work world. It provides them the opportunity to develop their skills in communication and problem-solving and puts them in contact with adults who may act as mentors and positive role models. It gives students a taste of what various careers entail on a day-to-day basis, which alone may be an invaluable career exploration activity. Through work-experience activities, students often identify careers they do not wish to pursue, which is part of the total career decision-making process." (p. 4-6)

Source: *Planning and Implementing Youth Apprenticeship and Work-Based Learning*, by Kathleen A. Paris and Sarah A. Mason, 1995, Madison, WI: Center on Education and Work, University of Wisconsin.

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Notes

WYOMING CAREER TECHNICAL EDUCATION

Reflect, Transform, Lead

Notes

Cindy Hill, Superintendent of Public Instruction

Wyoming Department of Education

2300 Capitol Avenue, Hathaway Building 2nd Floor, Cheyenne WY 82002-0050
307-777-7675 Office 307-777-6234 Fax http://edu.wyoming.gov

The Wyoming Department of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission or access to, or treatment of employment in its programs or activities. Inquiries concerning Title VI, Title IX, Section 504, and ADA may be referred to Wyoming Department of Education, Office for Civil Rights Coordinator, 2300 Capitol Ave., Cheyenne, WY, 82002-0050 or 307-777-7673, or the Office of Civil Rights, Region VIII, U. S. Department of Education, Federal Building, Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582, or 303-844-5695 or TDD 303-844-3417. This information will be provided in an alternative format upon request.

Future versions of this publication may be modified in terms of content and format based on stakeholder input. Please direct all suggestions and inquires to:

Career Technical Education Section
Wyoming Department of Education
2300 Capitol Avenue
Hathaway Building, 2nd Floor
Cheyenne, WY 82002-0050

Tab H

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: April 12, 2011

ISSUE: Approval of Agenda

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

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

SUPPORTING INFORMATION ATTACHED:

- Agenda

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

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

STATE BOARD OF EDUCATION
Holiday Inn Convention Center
1809 Sugarland Drive, Sheridan

BUSINESS MEETING AGENDA

April 12, 2011

	BOARD MEETING			8:30 a.m.
1.	Call to Order – Joe Reichardt • Pledge of Allegiance • Roll Call		Action	
2.	Approval of Agenda – Joe Reichardt	Tab H	Action	
3.	Approval of Minutes – Joe Reichardt Approval of Minutes from February 22, 2011 Teleconference	Tab I	Action	
4.	Approval of Treasurer's Report – Larry McGarvin Approval of Treasurer's Report Ending 3/31/11	Tab J	Action	
5.	Board Updates and Public Comment		Information	9:00 a.m.
6.	State Superintendent's Report – Cindy Hill		Information	9:30 a.m.
	BREAK			10:00 a.m.
7.	Vice-Chair Elections - Joe Reichardt	Tab K	Action	10:15 a.m.
8.	Set Annual Meeting Schedule - Joe Reichardt		Information	10:45 a.m.
9.	Review/Update Strategic Plan - Joe Reichardt/Roger Clark	Tab L	Information	11:15 a.m.
	LUNCH			11:45 a.m.
10.	BOCES Service Agreements • Oyster Ridge BOCES • Powell Valley Community Education BOCES • Western/Sublette No. 9 BOCES • Uinta County School District #1 BOCES • Uinta County School Districts #4 & #6 BOCES • Central Wyoming College BOCES/BOCHES • Campbell County BOCES	Tab M	Action	12:30 p.m.
11.	Legislative Changes - Roger Clark, Fred Hansen & John Shumway	Tab N	Information	1:30 p.m.
12.	ADJOURNMENT			2:30 p.m.

Tab I

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: April 12, 2011

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the February 22, 2011 State Board of Education meeting held by teleconference.

SUPPORTING INFORMATION ATTACHED:

- Minutes of February 22, 2011

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

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

WYOMING STATE BOARD OF EDUCATION
Teleconference
February 22, 2011

Wyoming State Board of Education members present: Phil Orton, Bill Anthony, Jan Torres, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Matt Garland, Roger Clark, WDE (designee for Cindy Hill), and Joe Reichardt

Also present: Teri Wigert, Wyoming Department of Education (WDE); Guy Jackson, WDE; Joe Baker, WDE; Linda Scott, WDE; Teresa Canjar, WDE; Tom Martin, WDE; Bill Pannell, WDE; Annie Akerley, WDE; and John Shumway, Attorney General's Office (AG)

CALL TO ORDER

Chairwomen Sandra Barton called the meeting to order at 10:12 a.m.

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

OATH OF OFFICE

Chairwoman Sandra Barton administered the Oath of Office to incoming Chairman Joe Reichardt.

APPROVAL OF AGENDA

Bill Anthony moved to add Changes to Policies of Governance to the agenda, seconded by Phil Orton, motion carried.

APPROVAL OF MINUTES

Minutes from the January 14, 2011 State Board of Education meeting held at the Herschler Building in Cheyenne were presented for approval.

Sandy Barton moved that the minutes be approved, seconded by Jan Torres, motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer Jan Torres presented the treasurer's report ending January 31, 2011, with an ending balance of $176,422.48.

Jan Torres moved to approve the report as submitted, seconded by Bill Anthony, motion carried.

UPDATE ON DROPOUT MEDIA TRAIN-THE-TRAINER WORKSHOPS

Joe Reichardt thanked Teresa Canjar, Bill Anthony, and Superintendent Strahorn for their critique of the training in Gillette. The training in Riverton was modified from this feedback. The last training is scheduled for Thursday, February 24, 2011 in Cheyenne at Laramie County Community College. We need to follow-up with attendees to gage our success. The hope is the new board will continue with this effort. There was a discussion with Ernie Over to add an interactive piece to our website for public comment.

CHANGE TO POLICIES OF GOVERNANCE

Bill Anthony moved we amend the Policies of Governance, Section 7. Method of Election of Officers to add item 11 "The current Board Chair will swear in and administer the Oath of Officers of the Board to the newly elected board members immediately following the election", seconded by Sandy Barton, motion carried.

AMENDED FREMONT COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES AGREEMENT

Jan Torres made a motion to approve Amendment of the Fremont County Board of Cooperative Educational Services Agreement as submitted, seconded by Bill Anthony. Sandy Barton abstained from the vote. Motion carried.

The board will need to follow-up on receipt of the requested agreements. The deadline is May 31, 2011.

The next Wyoming State Board of Education meeting will be April 11 and 12, 2011 at the Holiday Inn in Sheridan.

The State Board of Education adjourned at 10:27 a.m.

Tab J

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: April 12, 2011

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board of Education budget for the period ending March 31, 2011 shows a balance of $169,319.86.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Reports as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary through March 31, 2011
- State Board Budget Expense Report February 1, 2011 through March 31, 2011

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

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

State Board of Education Expenditures
February 1, 2011 through March 31, 2011

DATE	DESCRIPTION OF EXPENSES	AMOUNT
2/3/2011	WY Trophy & Engraving	$83.54
2/3/2011	Albertsons-supplies	$9.98
2/3/2011	Office Depot	$61.32
2/3/2011	Staples	$95.97
2/3/2011	Walmart	$80.91
2/3/2011	WY Trucking Assn-Books	$11.00
2/3/2011	Jan Torres-Cheyenne	$631.22
2/3/2011	Joe Reichardt-Cheyenne/Mileage	$142.80
2/9/2011	Joe Reichardt-Arlington VA	$537.40
2/14/2011	SW Properties-Catering	$560.00
2/14/2011	Teresa Canjar-Gillette/Douglas	$289.78
2/14/2011	Bill Anthony-Gillette/Mileage	$138.72
2/24/2011	Telecom	$47.46
2/25/2011	Joe Reichardt/Cheyenne-Riverton/Mileage	$376.38
3/11/2011	Motorpool	$105.00
3/15/2011	Airline Tickets/Joe Reichardt	$1,656.80
3/16/2011	Office Supplies	$63.98
3/16/2011	Leaderphone/teleconference	$4.13
3/16/2011	Business Cards/Larry & Joe	$45.70
3/16/2011	Subway-Drop Out Media Training	$250.00
3/16/2011	WY Trophy & Engraving	$21.00
3/16/2011	School Outfitters-portable PA system	$200.09
3/16/2011	Quiznos-Drop Out Media Training	$316.98
3/23/2011	Telecom	$47.46
3/24/2011	Pioneer BBQ-Orientation	$156.40
3/29/2011	Sue Belish/Cheyenne	$620.20
3/29/2011	Ron Micheli/Cheyenne	$405.60
3/29/2011	Joe Reichardt/Cheyenne Mileage	$142.80

TOTAL EXPENDITURES $7,102.62

$176,422.48	Balance 1/31/11
$169,319.86	Balance 3/31/11
$7,102.62	TOTAL EXPENDITURES

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

DESCRIPTION	BUDGETED	EXPENDED	REMAINING BALANCE
Supportive Services (200 series)			
Teleconference (0203)	300.00	68.71	231.29
Communications (204)	5,625.00	33.85	5,591.15
Professional Development & Training (207)	31,758.00	3,009.52	28,748.48
Advertising (208)	3,700.00	3,319.09	380.91
State Employee In-State Travel Reimbursement (221)	51,127.00	12,573.51	38,553.49
State Employee Out-of-State Travel Reimbursement (222)	28,474.00	5,083.93	23,390.07
Supplies (230-239)	2,083.00	2,020.37	62.63
Computer Equipment (242)	2,000.00	1,949.96	50.04
Education, Recreational & Technical Equipment (246)	500	200.09	299.91
Awards, Prizes (257)	2,384.00	284.60	2,099.40
Data Processing Charges (400 series)			
Data Processing (400-440)	1,432.00	409.10	1,022.90
Professional Services (900 series)			
Professional & Consulting Services (901)	71,091.00	2,201.41	68,889.59
TOTAL	**200,474.00**	**31,154.14**	**169,319.86**

Tab K

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: April 12, 2011

ISSUE: Election of Vice Chairman

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

SUGGESTED MOTION/RECOMMENDATION: It is recommended that the Wyoming State Board of Education offer nominations and vote for the position of Vice-Chairman at the April 12, 2011 meeting of the Wyoming State Board of Education.

SUPPORTING INFORMATION ATTACHED:

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

APPROVED BY: _____
Roger Clark
State Board of Education Liaison

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

COMMENTS:

Tab L

One Team, One Effort

Wyoming Public Education
Strategic Plan 2009 through 2014
Adopted by the Wyoming State Board of Education

VISION: **By 2014 the Wyoming public education system will be recognized as the best education system in America based upon overall student performance and citizenship.**

CRITICAL STATE EDUCATION ISSUES

- Statewide PAWS proficiency levels are below expectations
- Graduation rates are declining
- Remediation rates for high school graduates attending postsecondary education are too high
- Students continue to report high levels of alcohol use

STATE GOAL –
Governor's Quality of Life Result: Students are successfully educated and prepared for life's opportunities.

State Goals	Department & Districts' Focus Areas	Performance Measures
To Improve Student Performance	**- Improve attendance rates** **- Increase graduation rates** - Increase Hathaway Scholarship eligibility **- Improve 3rd grade reading proficiency** - Improve 8th grade math proficiency - Increase % of advanced and comprehensive diplomas awarded	**- Annual State Attendance Rate (B 94% - T 96%)** **- Annual State Graduation Rate (B 79.3% - T 85%)** - Annual Hathaway Scholarship % **-Annual PAWS Reading Proficiency Rate (B 60% - T 65%)** - Transcript Endorsements %
To Ensure Efficient and Effective Operations	**- Improve the system capacity of Districts and the Department by Implementing the Performance Excellence/ Baldrige Management System** **- Improve North Central Accreditation (NCA) average score** - Improve customer service ratings - Improve performance on special education core indicator results - Increase the # of schools & districts making AYP	**- Department System Check III (B 2.05 – T 3.05)** - Krenek Organizational Assessment (OA) **- NCA Average Score (B 3.05 – T 3.25)** - WDE Annual Customer Service Survey - Annual Core indicators: graduation, dropouts, PAWS proficiency, and discipline - Annual AYP Federal Report
To Ensure Safe, Orderly, and Healthful School Environments	**- Adopt and implement policies and programs to reduce bullying** -Improve prevention & intervention activities to reduce alcohol and chemical use rates	**- Bullying: Youth Risk Behavior Survey (YRBS) & Prevention Needs Assessment (PNA)** **(B 29.1% (HS) – T 24.1%)** **(B 50.0% (MS) - T 45.0%)**

B = Baseline; T = Target; Bold items = 2009-2010 School Year Initiatives

MISSION: **The Wyoming Department of Education will model the highest possible character, integrity and leadership focused on the support of continuous academic achievement.**

MISSION ELEMENTS: **Professionalism – Continuous Improvement – Effective Teamwork**

Rev. – June 1, 2010

Wyoming Department of Education
Strategic Five Year Planning Document
2009 through 2014

Year 1	Year 2	Year 3	Year 4	Year 5
Student Performance 1. Improve state average attendance rate. 2. Improve state graduation rate 3. Improve 3rd grade reading proficiency	***Student Performance*** 1. Improve 8th grade math proficiency	***Student Performance*** 1. Increase Hathaway Scholarship eligibility	***Student Performance*** 1. Increase % of advanced and comprehensive diplomas awarded	***Student Performance***
Effective & Efficient Operations 1. Improve Department System Check III scores 2. Improve school state average NCA system scores	***Effective & Efficient Operations*** 1. Improve WDE customer service ratings 2. Improve Districts OA state average scores	***Effective & Efficient Operations*** 1. Improve performance in special education core indicators	***Effective & Efficient Operations*** 1. Increase the number of districts and schools making AYP	***Effective & Efficient Operations***
Safe, Orderly and Healthful School Environments 1. Reduce bullying	***Safe, Orderly and Healthful School Environments*** 1. Reduce alcohol use rates supported by state partners	***Safe, Orderly and Healthful School Environments***	***Safe, Orderly and Healthful School Environments*** 1. Reduce all chemical use rates supported by state partners	***Safe, Orderly and Healthful School Environments***

Rev. – November 16, 2009

Student Performance

Year 1

1. Improve Average Attendance Rate

School_Year	Attendance Rates
2007-08	94.10%
2008-09	94.30%
2009-10	93.30%

Source: Every Student Counts

2. Improve state graduation rate

School_Year	Graduation Rate
2007-08	79.29%
2008-09	81.35%
2009-10	80.42%

Source: PDFs in Data Reporting section of WDE website

3. Improve 3rd grade reading proficiency

School_Year	Grade	Subject	Percent_Proficient_and_Advanced
2007-08	3	Reading	61.70%
2008-09	3	Reading	53.71% *
2009-10	3	Reading	55.49% *

Source: FUSION

* Note: We allowed students to test more than once in the same year.

Year 2

1. Improve 8th grade math proficiency

School_Year	Grade	Subject	Percent_Proficient_and_Advanced
2007-08	8	Math	67.70%
2008-09	8	Math	62.05% *
2009-10	8	Math	64.62% *

Source: FUSION

* Note: We allowed students to test more than once in the same year.

Vince Meyer
(307) 777-6232
vmeyer@educ.state.wy.us

Wyoming Department of Education
System Check Level III Results & Planning Items
Draft#6, July 12, 2009

Components	Indicators	Scores	Potential Improvement Strategies
1.0 Leadership	1.1 Department develops a mission, improvement goals and performance measures	Progressing = 2	Discuss in Units the department goals and measures. Units should have a mission, and customer service goal/s and Team system check III EE improvement goal/s
	1.2 Department reviews and monitors performance and reports progress to all stakeholders	Progressing = 2	Convene cross functional Efficient & Effective and Customer Service goal teams and WDE system check III improvement work
	1.3 Department uses quality improvement principles	Progressing = 2	Monitor the use of PDSA and quality tools
2.0 Strategic Planning	2.1 Department sets direction by aligning goals to stakeholder requirements	Progressing = 2	McRel regional focus groups define customer requirements/core competencies and develop annual survey
	2.2 Department works with staff and stakeholders to develop action plans to accomplish goals	Progressing = 2	Set up goal teams to begin improvement planning and implementation
3.0 Customer and Market Focus	3.1 Department gathers data from staff and stakeholders to identify priorities	Proficient = 3	McRel regional focus groups and annual survey
	3.2 Department systematically builds positive relationships with key stakeholders	Proficient = 3	McRel regional focus groups and annual survey
	3.3 Department monitors stakeholder satisfaction	Progressing = 2	McRel regional focus groups and WDE annual survey
4.0 Measurement, Analysis, and Knowledge Management	4.1 Department collects and uses data to improve performance and guide decision making.	Progressing = 2	Units and work groups report trend data to SAC quarterly. Develop a reporting form and process.

	4.2 Department collects data to compare performance to similar and benchmark departments and organizations	Not Yet = 1	Need to improve department data collection, management and analysis. Create new Unit.
5.0 Workforce	5.1 Department recognizes staff contributions toward achieving department goals.	Not Yet = 1	Develop a WDE staff recognition program
	5.2 Department creates a team environment that promotes personal growth and highest staff performance	Proficient = 3	Develop and pilot a new staff goal setting process that supports performance excellence
	5.3 Department trains and educates staff to achieve department improvement goals and contribute to high performance.	Progressing = 2	Develop an annual department training and professional plan
	5.4 Department monitors levels of staff well-being and satisfaction	Progressing = 2	Develop and implement a staff satisfaction survey
6.0 Process Management	6.1 Department uses PDSA a continuous improvement processes to improve processes and achieve goals	Progressing = 2	Monitor the use of PDSA's in Units
	6.2 Department uses a Plan-Do-Study-Act (PDSA) to design new processes	Progressing = 2	Monitor the use of PDSA's in Units
7.0 Performance Results	7.1 Department performance results are improving compared to past performance results.	Progressing = 2	Continue to report trend data to SAC with a reporting form
	7.2 Department performance is improving as compared to similar departments and organizations	Not Yet = 1	Identify other state department that are working on performance excellence

PERFORMANCE EXCELLENCE (BALDRIGE) CROSS WALK

CATERGORY 1: LEADERSHIP

Education Items	AdvancED/NCA Standards & Indicators	Krenek Organizational Assessment - Components & Elements	Shipley and Associates Criteria & Indicators
1.1 Senior Leadership: *How do senior leaders lead?*	**Standard 2: Governance & Leadership** 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness 2.9 Creates and supports collaborative networks of stakeholders to support system programs 2.10 Provides direction, assistance, and resources to align, support, and enhance all parts of the system in meeting organizational and student performance goals 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership 2.12 Assesses and addresses community expectations and stakeholder satisfaction 2.13 implements an evaluation system that provides for the professional growth of all personnel	**Component 1: Leadership** 1.1 There is a clear vision and laser-like focus about increasing student performance and closing the achievement gap in all schools. 1.2 The District leadership facilitated development of the shared vision through a process that includes stakeholders. 1.7 District administrators define and articulate high standards with bold, equitable student achievement goals to increase student achievement and close the gap. 1.10 District leaders (at all levels) regularly review organizational performance against the district goals.	**1.0 Leadership** 1.1 Develops a district mission and improvement goals. 1.2 Reviews and monitors performance and reports progress to all stakeholders. 1.3 Uses quality improvement principles.
1.2 Governance and Social Responsibility: *How do you govern and fulfill your societal responsibilities?*	**Standard 2: Governance & Leadership** 2.1 Establishes and communicates policies and procedures that provide for the effective operation of the system 2.2 Recognizes and preserves the executive, administrative, and leadership authority of the administrative head of the system	**Component 1: Leadership** 1.4 The Superintendent and Board have a shared vision, which guides and informs policy and district practices. 1.5 Board processes and procedures are in place to enable majority Board consensus toward the shared vision of high performance. 1.6 Board executes its role in	1.1 Develops a district mission and improvement goals and performance measures

	2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations 2.4 Implements policies and procedures that provide for the orientation and training of the governing board 2.5 Builds public support, secures sufficient resources, and acts as a steward of the system's resources 2.6 Maintains access to legal counsel to advise or obtain information about legal requirements and obligations 2.7 Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations	setting policy and monitoring district performance against its established goals. 1.8 Leaders are reflective of the cultural context of the community, and in their decision making processes and policy making, explicit consideration of the community's cultural context is evident. **Component 4: Stakeholder Engagement** 4.2 District leadership develops, implements and manages processes to facilitate relationships with external stakeholders including funders, non-profit organizations serving youth, higher education, healthcare, faith-based institutions, community, and businesses to build a high performing district. 4.3 District has effective listening and learning methods to identify current and future stakeholders' needs.	

CATERGORY 2: STRATEGIC PLANNING

Education Items	AdvancED/NCA Standards & Indicators	Krenek Organizational Assessment - Components & Elements	Shipley and Associates Criteria & Indicators
2.1 Strategy Development: *How do you develop your strategy?*	**Standard 2: Governance & Leadership** 2.8 Provides for systematic analysis and review of student performance and school and system effectiveness	**Component 2: Strategic Planning** 2.1 There is a strategic plan that is implemented through an integrated planning, implementation, and review cycle. 2.2 The district has a strategic planning approach and on-going review approach that engages multiple segments of internal and external stakeholders. 2.3 The strategic plan identifies and implements key district priorities. An initial priority is a focus on literacy.	**2.0 Strategic Planning** 2.1 Strategic goals are aligned to state performance standards and stakeholder needs.
2.2 Strategy Deployment: *How do*	**Standard 7: Commitment to Continuous Improvement**	**Component 2: Strategic Planning** 2.6 School and department	2.2 Works with staff and stakeholders to develop action plans to accomplish

you deploy your strategy?	7.1 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results)	plans are integrated and aligned with the district's strategic plan and include both short and long-term objectives. 2.7 District level, school level, and department plans are regularly reviewed and monitored. 2.8 District administrators provide direction and support to principals as they implement school reform efforts that are aligned with the district's bold student achievement goals.	goals.

CATERGORY 3: CUSTOMER FOCUS

Education Items	AdvancED/NCA Standards & Indicators	Krenek Organizational Assessment - Components & Elements	Shipley and Associates Criteria & Indicators
3.1 **Customer Engagement:** *How do you engage students and stakeholders to serve their needs and build relationships?*	**Standard 6: Stakeholder Communications and Relationships** 6.1 Fosters collaboration with community stakeholders to support student learning 6.2 Uses system-wide strategies to listen to and communicate with stakeholders 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the system 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders 6.5 Provides information that is meaningful and useful to stakeholders	**Component 4: Stakeholder Engagement** 4.1 District leadership develops, implements, and manages processes to improve engagement with internal stakeholders, including students, teachers, employee organizations, parents, and Board membership to build a high performing district and ownership for reform. 4.2 District leadership develops, implements, and manages processes to facilitate relationships with external stakeholders including funders, non-profit organizations serving youth, higher education, healthcare, faith-based institutions, community, and businesses to build a high performing district. **Component 3: Curriculum and Teaching** 3.9 The district and school sites have proactive mechanisms to create safe and nurturing learning environments where all students and	**3.0 Customer and Market Focus** 3.1 Priorities are based on state performance standards and key stakeholder requirements. 3.2 Systematically builds positive relationships with all stakeholders.

		families feel welcome and supported.	
3.2 Voice of the Customer: *How do you obtain and use information from your students and stakeholders?*	**Standard 7: Commitment to Continuous Improvement** 7.2 Engages stakeholders in the processes of continuous improvement 7.6 Monitors and communicates the results of improvement efforts to stakeholders **Standard 2: Governance & Leadership** 2.9 Creates and supports collaborative networks of stakeholders to support system programs 2.11 Provides internal and external stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership 2.12 Assesses and addresses community expectations and stakeholder satisfaction	**Component 4: Stakeholder Engagement** 4.3 District has effective listening and learning methods to identify current and future stakeholders' needs. 4.4 District considers and acts on feedback from internal and external stakeholders for continuous improvement.	3.3 Monitors stakeholder satisfaction.

CATERGORY 4: MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

Education Items	AdvancED/NCA Standards & Indicators	Krenek Organizational Assessment - Components & Elements	Shipley and Associates Criteria & Indicators
4.1 Measurement, Analysis, and Improvement of Organizational Performance: *How do you measure, analyze, and then improve organizational performance?*	**Standard 4: Documenting and Using Results:** 4.1 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free	**Component 3: Curriculum and Teaching** 3.5 The district has a validated approach for increasing quality teaching and a way to measure its effectiveness in every classroom. **Component 4: Stakeholder Engagement** – Active Engagement of Internal and External Stakeholders 4.1 District leadership develops, implements, and manages processes to improve engagement with internal stakeholders, including students, teachers, employee organizations, parents, and Board membership to build a high performing district and ownership for reform.	**4.0 Measurement, Analysis, and Knowledge Management** 4.1 Collects and uses data to improve performance and guide decisions. 4.2 Collects data to compare district performance to similar and benchmark districts.

		4.2 District leadership develops, implements, and manages processes to facilitate relationships with external stakeholders including funders, non-profit organizations serving youth, higher education, healthcare, faith-based institutions, community, and businesses to build a high performing district. 4.3 District considers and acts on feedback from internal and external stakeholders for continuous improvement. **Component 6: Effective and Efficient Processes** 6.5 District measures, evaluates, and has a continuous cycle of improvement of its business processes.	
4.2 Management of Information, Knowledge and Information Technology: *How do you manage your information, organizational knowledge, and information technology?*	**Standard 4: Documenting and Using Results:** 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning 4.3 Conducts a systematic analysis of instructional and organizational effectiveness, including support systems, and uses the results to improve student and system performance 4:4 Provides a system of communication which uses a variety of methods to report student performance and system effectiveness to all stakeholders 4.5 Uses comparison and trend data from comparable school systems to evaluate student performance and system effectiveness 4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence 4.7 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations	**Component 3: Curriculum and Teaching** 3.8 Principals and teachers use data and professional judgment to diagnose achievement challenges and implement instructional responses that result in high student achievement. **Component 5: Stellar People** 5.3 Professional development is in place to enable use and analysis of data throughout the organization. **Component 7: Accountability** 7.3. District collects, reports, and analyzes key human resource measures or indicators. These measures may include measures of retention, professional development, level of satisfaction, and used for improvement. 7.4 District collects, reports, and analyzes key indicators of operational performance and uses these results for improvement. 7.11 Measures of student performance are disaggregated by student subgroups and aligned to core instructional	4.1 Collects and uses data to improve performance and guide decisions. 4.2 Collects data to compare district performance to similar and benchmark districts.

		objectives.	

CATERGORY 5: WORKFORCE FOCUS

Education Items	AdvancED/NCA Standards & Indicators	Krenek Organizational Assessment - Components & Elements	Shipley and Associates Criteria & Indicators
5.1 Workforce Engagement: *How do you engage your workforce to achieve organizational and personal success?*	**Standard 5: Resources and Support Systems** 5.1 Establishes and implements processes to recruit, employ, retain, and mentor qualified professional and support staff to fulfill assigned roles and responsibilities	**Component 5: Stellar People** 5.3 Professional development is in place to enable use and analysis of data throughout the organization. 5.6 Key human resource measures have been implemented to track staff performance and alignment with district goals. **Component 2: Strategic Planning** 2.3 The district has a strategic planning approach and on-going review approach that engages multiple segments of internal and external stakeholders.	**5.0 Workforce Focus** 5.1 Recognizes and rewards staff contributions toward achieving district goals. 5.2 Creates a team environment that promotes personal growth and high performance.
5.2 Workforce environment: *How do you build an effective and supportive workforce environment?*	5.2 Establishes and implements a process to assign professional and support staff based on district needs and staff qualifications as may be required by federal and state law and regulations (i.e., professional preparation, ability, knowledge, and experience) 5.3 Establishes and implements a process to design, evaluate, and improve professional development and ensures participation by all faculty and staff 5.4 Ensures that staff are sufficient in number to meet the vision and purpose of the school system and to meet federal and state law and regulations, if applicable	**Component 5: Stellar People** 5.7 Collaborative approaches are implemented as integral parts of the district's faculty and staff working effectively. 5.8 Mechanisms are in place to manage organizational knowledge, share best practices, and common approaches. 5.9 The district has developed and implemented a multifaceted, differentiated strategy for building internal capacity at all levels of the organization to support sustainability of their vision and long-term strategic direction. **Component 2: Strategic Planning** 2.4 A related strategic communication plan is developed and implemented. **Component 7: Accountability** 7.3 District collects, reports, and analyzes key human resource measures or indicators. These measures may include	5.1 Recognizes and rewards staff contributions toward achieving district goals. 5.3 Has systems to train and educate staff to achieve district goals and contribute to continual improvement. 5.4 Monitors levels of staff well-being and satisfaction

		measures of retention, professional development, level of satisfaction, and used for improvement. 7.4 District collects, reports, and analyzes key indicators of operational performance and uses these results for improvement.	

CATERGORY 6: PROCESS MANAGEMENT

Education Items	AdvancED/NCA Standards & Indicators	Krenek Organizational Assessment – Components & Elements	Shipley and Associates Criteria & Indicators
6.1 Work Systems: *How do you design your work systems?*	**Standard 3: Teaching and Learning** 3.1 Develops, articulates, and coordinates curriculum based on clearly defined expectations for student learning, including essential knowledge and skills	**Component 6: Effective and Efficient Processes** 6.1 District has aligned and linked core business processes to support academic performance indicators. 6.2 District is fiscally sound and maintains an awareness of financial status and compliance through timely, accurate, and meaningful transaction processing and reporting.	**6.0 Process Management** 6.1 Uses a continuous improvement approach (Plan-Do-Study-Act or PDSA) to improve district operations.
6.2 Work Processes: How do you design, manage, and improve your key organizational work processes?	3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning 3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels 3.4 Supports instruction that is research-based and reflective of best practice 3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity 3.6 Allocates and protects instructional time to support student learning 3.7 Maintains articulation among and between all	**Component 5: Stellar People** 5.8 Mechanisms are in place to manage organizational knowledge, share best practices, and common approaches. **Component 6: Effective and Efficient Processes** 6.3 Operational processes such as finance, facility management, and logistics align to support rigorous planning and equitable, effective, and efficient resource allocation decisions and to enable principals to be effective instructional leaders. 6.4 Processes and practices in Human Resources such as recruiting, selecting, hiring, retaining, and terminating are in place and used effectively throughout the system. 6.5 District measures, evaluates, and has a continuous cycle of improvement of its	6.2 Staff uses a continuous improvement approach (Plan-Do-Study-Act or PDSA) to improve operational support processes.

	levels of schooling to monitor student performance and ensure readiness for future schooling or employment 3.8 Supports the implementation of interventions to help students meet expectations for student learning 3.9 Maintains a system-wide climate that supports student learning 3.10 Ensures that curriculum is reviewed and revised at regular intervals 1.3 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction **Standard 7: Commitment to Continuous Improvement** 7.2 Engages in a continuous process of improvement that articulates the vision and purpose the system is pursuing (Vision); maintains a rich and current description of students, their performance, system effectiveness, and the community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform future improvement efforts (Results) 7.3 Engages stakeholders in the processes of continuous improvement 7.4 Ensures that each school's plan for continuous improvement is aligned with the system's vision and expectations for student learning 7.5 Ensures that each school's plans for continuous improvement include a focus on increasing learning for all students and closing gaps between current and expected student	business processes.	

	performance levels 7.6 Provides research-based professional development for system and school personnel to help them achieve improvement goals 7.7 Monitors and communicates the results of improvement efforts to stakeholders 7.8 Evaluates and documents the effectiveness and impact of its continuous process of improvement 7.9 Allocates and protects time for planning and engaging in continuous improvement efforts system-wide 7.10 Provides direction and assistance to its schools and operational units to support their continuous improvement efforts		

CATERGORY 7: RESULTS

Education Items	AdvancED/NCA Standards & Indicators	Krenek Organizational Assessment – Components & Elements	Shipley and Associates Criteria & Indicators
7.1 Student Learning Outcomes: *What are your student learning results?*	**Standard 2: Governance & Leadership** 4.2 Establishes and implements a comprehensive assessment system, aligned with the system's expectations for student learning, that yields information which is reliable, valid, and bias free	**Component 7: Accountability** 7.1 District tracks and trends key performance measures of student achievement. Data is disaggregated by student requirements for reporting and other key equity indicators. 7.7 Measures of student performance are disaggregated by student subgroups and aligned to core instructional objectives.	**7.0 Performance Results** 7.1 Performance results are improving compared to past performance results.
7.2 Customer Focused Outcomes: What is your student and stakeholder focused performance results?	**Standard 4: Documenting and Using Results** 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning	**Component 7: Accountability** 7.1 District tracks and trends key performance measures of student achievement. Data is disaggregated by student requirements for reporting and other key equity indicators. 7.5 District tracks current levels and trends in stakeholder engagement and satisfaction and uses these results for	7.1 Performance results are improving compared to past performance results.

		improvement.	
7.3 Budgetary, Financial, and Market Outcomes: What are your budgetary, financial, and market performance results?	**Standard 5: Resources and Support Services** 5.5 Engages in long-range budgetary planning and annually budgets sufficient resources to support its educational programs and to implement its plans for improvement 5.6 Ensures that all financial transactions are safeguarded through proper budgetary procedures and audited accounting measures 5.7 Maintains sites, facilities, services, and equipment to provide a safe, orderly, and healthy environment 5.8 Establishes and implements written security and crisis management plans with appropriate training for stakeholders 5.9 Implements processes and plans for maintaining and improving sites, facilities, and equipment 5.10 Provides technology infrastructure and equipment that is up-to-date and sufficient to accomplish the system's goals 5.11 Provides and coordinates support services that meet the health, counseling, nutrition, safety, co-curricular, transportation, and special learning needs of all students 5.12 Provides student support services coordinated with the school, home, and community	**Component 6: Effective and Efficient Processes** 6.2 District is fiscally sound and maintains an awareness of financial status and compliance through timely, accurate, and meaningful transaction processing and reporting. **Component 7: Accountability** 7.2 District collects, reports, and analyzes measures and indicators of financial performance and fiscal accountability and uses these results for improvement.	7.2 Performance is improving as compared to similar districts.
7.4 Workforce Focused Outcomes: What are your workforces focused performance results?	**Standard 4: Documenting and Using Results** 4.2 Ensures that student assessment data are used to make decisions for continuous improvement of teaching and learning 4.5 Uses comparison and trend data from comparable school systems to evaluate	**Component 5: Stellar People** 5.5 District tracks current levels and trends in stakeholder engagement and satisfaction and uses these results for improvement. **Component 7: Accountability** 7.9. Individuals, departments, and schools in the system are clear about	7.2 Performance is improving as compared to similar districts.

	student performance and system effectiveness	expectations, use of monitoring mechanisms, take personal and systems responsibility, and are able to link their work to the strategic plan/vision.	
7.5 Process Effectiveness Outcomes: What are your process effectiveness results?	4.6 Demonstrates verifiable growth in student performance that is supported by multiple sources of evidence	**Component 6: Effective and Efficient Processes** 6.5 District measures, evaluates, and has a continuous cycle of improvement of its business processes.	7.2 Performance is improving as compared to similar districts.
7.6 Leadership Outcomes: What are your leadership results?	**Standard 1: Vision and Purpose** 1.1 Establishes a clear and compelling vision and purpose for the system in collaboration with its stakeholders 1.2 Communicates the system's vision and purpose to build stakeholder understanding and support 1.3 Identifies system-wide goals and measures to advance the vision 1.4 Develops and continuously maintains a profile of the system, its students, and the community 1.5 Ensures that the system's vision and purpose guide the teaching and learning process and the strategic direction of schools, departments, and services. 1.6 Reviews its vision and purpose systematically and revises them when appropriate	**Component 1: Leadership** 1.11 Leaders are reviewed and evaluated for performance to improve leadership effectiveness and the leadership system of the district against the established goals. **Component 7: Accountability** 7.8 Performance management goals, processes, and assessments are aligned and linked to district goals.	7.2 Performance is improving as compared to similar districts.

Safe, Orderly and Healthful School Environments

Year 1

1. Reduce bullying

Wyoming Youth Risk Behavior Survey: Strategic Plan 2009 though 2014.
(Baseline 29.1% (HS) – Target 24.1%) (Baseline 50% (MS) – Target 45%)

Percentage of students who had ever been bullied on school property. In 2007 the middle school was 50%, in 2009 it went up to 53.2%. The high school reported 29.1% in 2007, and it went down to 24.4% in 2009.

The 2011 results should give us a much clearer trend analysis based on the modified format. The data should be available October of 2011.

Nathaniel Castellanos
(307) 777-6391
ncaste@educ.state.wy.us

Wyoming Public Education

Strategic Plan 2009-2014
April, 2011

State goal: To ensure efficient and effective operations

- Improve North Central Accreditation (NCA) average score
  - *NCA Average Score (Baseline 3.05-Target 3.25)*

Quality Assurance Review (QAR) Teams representing the North Central Association and Commission on Accreditation and School Improvement (NCA-CASI), a division of AdvancED, visited schools within 11 Wyoming districts during the 2009-10 school year. The Teams examined the school's systems and processes in relation to the seven AdvancED standards:

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

The QAR Team reviews the school's self-assessment, conducts interviews, reviews student performance data and other documentation, and observes practices and operations. The AdvancED standards are used as a guideline and scores are provided for adherence to the individual standards.

(4) **Highly Functional**: Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

(3) **Operational:** Evidence indicates practices and procedures are actively implemented

(2) **Emerging:** Evidence indicates early or preliminary stages of implementation of practice

(1) **Not Evident:** Little or no evidence exists

Following the visit, the QAR Team provides a written report to the school describing the evidence reviewed, recognition of successful practices, and opportunities for improvement.

Performance Measures

Year	*# Districts*	*NCA Average Score*
2008-09	9 districts	**3.05**
2009-10	11 districts	**3.25**

(Source: AdvancED)

Tab M

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

OYSTER RIDGE BOARD OF COOPERATIVE EDUCATIONAL SERVICES AGREEMENT

This agreement entered into by and between the Board of Trustees, Lincoln County School District Number One (hereinafter referred to as "District No. 1") and Board of Trustees, Western Wyoming Community College (hereinafter referred to as "Western Wyoming Community College").

WITNESSETH

WHEREAS, Wyoming Statutes Section 21-20-101 et. seq. (Repub. Ed. 1997) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to, vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, District No. 1 and Western Wyoming Community College have each passed resolutions indicating a desire to establish a board of cooperative educational services for the propose of providing cooperative educational services and finding that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, a joint meeting was called by the chair of the boards of trustees of both District No. 1 and Western Wyoming Community College which was held on the 9th day of September, 1997, after proper legal notice had been given; and

WHEREAS, at the joint meeting held by District No. 1 and Western Wyoming Community College, a majority of the members of the respective boards voted in favor of entering into an agreement to form a board of cooperative educational services to be called "Oyster Ridge Board of Cooperative Educational Services" and directed that an agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. Creation of Oyster Ridge Board of Cooperative Educational Services
   The Board of Trustees for Lincoln County School District Number One and the Board of Trustees of Western Wyoming Community College, hereby form the "Oyster Ridge Board of Cooperative Educational Services", (hereinafter referred to as "Oyster Ridge"), to conduct a joint or cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. Length of Term of Agreement
   The duration of this agreement shall be perpetual subject to the provision contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of each District

Each District shall have an equal right of access, benefit an use of materials and services provided by Oyster Ridge. In addition, each district shall have all rights, responsibilities and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et.seq. (Repub. Ed. 1997) as amended from time to time. Be it further understood that Western Wyoming Community College shall have, via a separate Memorandum of Understanding, certain rights regarding supervision of the supervisor pertaining to the offering of credit classes in Lincoln County.

4. Types of Services to be Rendered

The education services to be provided by Oyster Ridge may include, but will not be limited to, vocational-technical education, adult education, distance learning, high school concurrent enrollment, establishing a regional Wide Area Network, and teacher inservice and training.

5. Procedure for Establishment of Additional Services

When either of the districts determine there is an additional service that should be provided more effectively through a cooperative effort, the chair of that board shall call a joint meeting of the boards of trustees. At the joint meeting, if a majority of those members of the respective boards vote in favor of doing so, additional services may be performed by Oyster Ridge. The additional of such services shall be reduced to writing.

6. Members of Oyster Ridge Board

The Oyster Ridge board shall be composed of five members. Four members shall be elected from District No. 1 and one member shall be elected from Western Wyoming Community College. The election shall be held by secret ballot. Each participating board of trustees, regardless of its number of members, is entitled to cast five votes in the selection of each of the members of Oyster Ridge board of trustees. In the event one additional district shall be included, each school district shall be entitled to two members on Oyster Ridge. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective terms of office upon their boards of trustees. As the terms of office expire, or as vacancies occur, new members of the board of cooperative educational services shall be elected by the members of the participating boards of trustees.

7. Procedure for inclusion of Additional Members

Whenever an outside board of trustees as allowed by statute desires to join with District No. 1 and Western Wyoming Community College for the purpose of providing the cooperative educational services which are provided by Oyster Ridge created hereunder, the chair of the board of trustees of the outside district shall request a joint meeting with the boards of trustees of District No. 1 and Western Wyoming Community College. At the meeting held in accordance with state law, it will be incumbent upon the board seeking to join

Oyster Ridge to establish that the inclusion of the outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of Oyster Ridge. At the conclusion of the joint meeting, the boards of trustees of District No. 1 and Western Wyoming Community College shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. If a third district is added to the agreement, the terms of office of all members of the existing board shall expire. Thereafter, the chairs of the boards of trustees agreeing to participate in Oyster Ridge shall call a meeting of the members of the participating boards of trustees for the purpose of electing members to Oyster Ridge in conformity with the provisions of this agreement. Board membership will continue to be five persons.

8. Organizational Meeting

Promptly upon election of its members, Oyster Ridge shall meet, organize and elect from its membership a chair, vice-chair, secretary, and treasurer. The secretary of the board shall notify the parties hereto of the board's organization and file a certificate showing its organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk and the Secretary of State of the State of Wyoming.

9. Powers Vested in Oyster Ridge

Oyster Ridge is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. Oyster Ridge shall have such powers and duties as prescribed by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et. seq (Repub. Ed. 1997) as amended from time to time.

10. Liability

No individual member of Oyster Ridge shall be personally liable for any action or procedure of the Oyster Ridge Board of Cooperative Educational Services.

11. Meetings

Meetings of the board of cooperative educational services shall be called, held and conducted as provided by law for the meeting of the boards of trustees of school districts within this state. A majority of the duly appointed and acting Oyster Ridge members shall constitute a quorum for the transaction of business. No action shall be valid unless such action shall receive the approval of a majority of the members elected to Oyster Ridge.

12. Fiscal Year

Oyster Ridge shall operate on a fiscal year, July 1 to June 30.

13. Information, Statistics, and Reports

Upon request of Oyster Ridge and approval of the respective boards of trustees, elected and appointed officers and employees of the parties hereto shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with Oyster Ridge

14. Reports to Member Boards

Oyster Ridge shall make regular reports to the member boards. Upon request of one or more member boards, Oyster Ridge shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

15. Financing of Facilities, Equipment and Services: Inventory of Oyster Ridge Equipment and Property

Oyster Ridge shall be financed by the participating districts on a basis agreed upon by the boards of the participating districts which shall include, but not be limited to, the levy of a special school district tax not to exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (b) (Repub. Ed. 1997) as may be amended from time to time. The amount of the mill levy shall be determined in accordance with the provisions of W.S. 21-20-109 (b) (Repub. Ed. 1997) as amended from time to time.

16. Withdrawal or Termination of Agreement

One (1) year advance notice shall be given by any participating board of trustees before withdrawing from the funding of the cooperative educational services. Property shall be redistributed to participating districts in the respective proportion in which it was contributed by each participating district during the term of this agreement.

17. Authorization

District No. 1 and Western Wyoming Community College each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

18. Effective Date

This agreement shall become effective on the date when both parties have executed the agreement and written approval of the agreement has been received from the State Board of Education, the Wyoming Community College Commission, and the Wyoming Attorney General.

BOARD OF TRUSTEES
LINCOLN COUNTY SCHOOL DISTRICT #1
STATE OF WYOMING

By: Elizabeth Quealy
Chairman

ATTEST:

Kathy Jo Yorgeneen
Secretary

Date: 12-3-97

BOARD OF TRUSTEES
WESTERN WYOMING COMMUNITY COLLEGE
STATE OF WYOMING

By: [illegible]
Chairman

ATTEST:

Robert L. Gordon
Secretary

Date: November 20, 1997

APPROVED: WYOMING COMMUNITY COLLEGE COMMISSION

By: [illegible]
Thomas Henry, Executive Director

Date: 11/26/97

ACTION SUMMARY SHEET

STATE BOARD OF EDUCATION

DATE: November 4, 1997

ISSUE: Lincoln County School District #1 requests the approval of the State Board of Education of the recently formed Oyster Ridge Board of Cooperative Education Services between Western Wyoming Community College and Lincoln County School District #1.

BACKGROUND:

A majority of the members of the respective boards voted in favor of entering into an agreement to form "Oyster Ridge Board of Cooperative Educational Services" to provide cooperative services including, but not limited to, distance learning, adult education, high school concurrent enrollment, establishing a regional Wide Area Network, and teacher inservice and training.

SUGGESTED MOTION: Approve the Oyster Ridge BOCES.

SUPPORTING INFORMATION ATTACHED:

A. Oyster Ridge BOCES proposal.

PREPARED BY: Joe Simpson

ACTION TAKEN: 11/19/97 10:15 a.m.

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

PVCE Powell Valley Community Education BOCES
Board of Cooperative Educational Services

MAILING ADDRESS: c/o Northwest College ▪ 231 W 6th Street BLDG 25 ▪ Powell, WY 82435
OFFICE LOCATION: West Campus, 1397 Fort Drum Drive ▪ PHONE: 307-754-6469

FAX: 307-754-7839 ▪ E-MAIL: pvce@northwestcollege.edu
WEB SITE: www.northwestcollege.edu/pvce

February 5, 2011

State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

RE: BOCES agreements

As requested, you will find enclosed copies of all available agreements between participating districts and boards of trustees pertaining to our Board of Cooperative Educational Services agreement since approximately 1993.

Powell Valley Community Education has been entitled many creative ways on various documents over the years. Therefore, in 2008 I wrote to the IRS for confirmation of the correct name that goes with our EIN number. They clarified that from that point forward, all of our official documentation should reflect the name of Powell Valley Community Education BOCES.

Our member districts are the Park County School District #1 and Northwest College. We are not to be confused with what is called the Northwest BOCES, which operates out of Thermopolis, Wyoming.

Please provide confirmation in writing that you have received this documentation and that it meets with your request. Within this documentation, one can find elements listed in your letter of February 1, 2011. Should you find it lacking in any way, please notify me promptly so we can be confidently in full compliance by your deadline of May 31, 2011.

Thank you for assembling records from BOCES across the state.

Ingrid Eickstedt

Ingrid Eickstedt
Executive Director

Powell Valley Community Education BOCES

BOCES agreements and amendments since 1993.

(starting with most recent)

Assembled by Ingrid Eickstedt

February 5, 2011

2001

CONSTITUTION AND BY-LAWS

PARK COUNTY SCHOOL DISTRICT NO. 1

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section 1. Name. The name of this organization shall be Park County School District No. 1 Board of Cooperative Educational Services.

Section 2. Location. The Park County School District No. 1 Board of Cooperative Educational Services shall be located and coordinated from the offices of Powell Valley Community Education, 231 W. 6th Street, in Powell, Wyoming.

ARTICLE II

Definition

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meanings given herein.

1. "Board" shall mean the Park county School District No. 1 Board of Cooperative Educational Services composed of directors representing each member district.

2. "Coordinator" means the individual designated by the Board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Park County School District No. 1 Board of Cooperative Educational Services.

3. "Director" shall mean the individual or individuals selected by the member districts to serve on the Park County School District No. 1 Board of Cooperative Educational Services.

4. "Member District" shall mean any member district whose name shall appear or be added hereafter in accordance with the terms contained herein.

ARTICLE III

Term

The term of Park County School District No. 1 Board of Cooperative Educational Services shall be perpetual or as may otherwise be provided or limited by statute.

ARTICLE IV

Section 1. Voluntariness. The decision to participate in the Park County School District No. 1 Board of Cooperative Educational Services is a voluntary one.

Section 2. Participation. A member district may participate in and pay for only those programs and services approved by the board of trustees of the member district. The Board of Cooperative Educational Services shall determine member district's prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district has been provided with a proposal and/or tentative budget for such services, and to the extent possible, all tax revenue generated within a member district to support the activities of the Board shall be used within the member district, unless otherwise agreed to or contemplated under the by-laws adopted by the Board.

Section 3. Voting Policy. Each director shall have one (1) vote in determining the policies and the scope of cooperative activities to be conducted by the Park County

School District No. 1 Board of Cooperative Educational Services and shall be bound by the duly adopted resolutions of the district he or she represents.

Section 4. Additional Services. All services which have not been approved by the Board will not be furnished by the Park County School District No. 1 Board of Cooperative Educational Services until and unless a majority of all directors shall approve the additional service or the change to an existing service.

ARTICLE V

Powers

The Board shall have all the powers and duties granted by the provisions of W.S. §21-20-101 through 21-20-109, and any subsequent legislation enacted. In the event of dissolution of the Park County School District No. 1 Board of Cooperative Educational Services, all assets shall be divided among member districts according to contributions made by each member district, which amount is to be determined by the Board.

ARTICLE VI

Purposes

The purpose of the Park County School District No. 1 Board of Cooperative Educational Services shall be to provide member districts and their patrons with opportunities for educational services, including but not limited to post-secondary education, vocational-technical education, and community education.

ARTICLE VII

Northwest College

No program or services necessitating participation by Northwest College shall be binding upon the college unless first formally approved by its board of trustees. Any program or services necessitating participation by the college may be terminated by the college for lack of personnel, funding or continued feasibility of program or services upon thirty (30) days prior written notice to the Board and affected members.

ARTICLE VIII

Membership

Membership in the Park County School District No. 1 Board of Cooperative Educational Services shall be in accordance with the provisions of W.S. §21-20-101 through 21-20-109, and any subsequent legislation. Member districts are:

Park County School District No. 1

Northwest College

The Board shall be composed of five directors. There must be at least one director from each Member district on the Board. At the initial joint meeting of the Board of Trustees of the College and the District, the participating Boards of Trustees shall select from among the members of the Boards so assembled, a Board of Cooperative Educational Services. Each participating Board of Trustees, regardless of its number of members, is entitled to cast five votes in the selection of each member of the Board. The term of office of each director elected to the Board shall be coterminous with their respective terms of office upon their Boards of Trustees. As the terms of office

expire or as vacancies occur, new directors of the Board shall be elected by the members of the participating Boards of Trustees at a joint meeting called for that purpose.

ARTICLE IX

Section 1. Voting Rights. Each director shall have one (1) vote in determining policies and the scope of cooperative services among school districts to be conducted by the Park County School District No. 1 Board of Cooperative Educational Services. Each member district Board of Trustees shall designate an alternate representative to vote the proxy of its duly appointed director in the event the duly appointed director is unable to attend a meeting or meetings. All proxies shall be in writing and shall be submitted to the clerk of the Board prior to the call of the roll at the regular or special meeting of the Board.

Section 2. Termination of Membership. The Board, by affirmative vote of a quorum of all directors of the Board, may suspend or expel any member district who shall be in default of contractual obligations.

Section 3. Resignation. Any member district may resign, effective one year in the future, by filing a written resignation with the clerk, but such resignation shall not relieve the member so resigning of the obligation to pay encumbrances, assessments, or other charges theretofore contracted for or assumed and remaining unpaid.

Section 4. Reinstatement. The Board may, by affirmative vote of a quorum, reinstate a former member district to membership upon such terms as the Board may deem appropriate.

Section 5. New Membership. Any district which has not joined the Park County School District No. 1 Board of Cooperative Educational Services prior to February 1,

1997, may submit an application for membership with the Clerk of the Board and, by affirmative vote of a quorum of the directors of the Board, shall be granted membership to the Park County School District No. 1 Board of Cooperative Educational Services. Membership shall be upon such terms as the Board may deem appropriate and all such districts shall fulfill all contractual and other obligations imposed by the Board.

ARTICLE X

The contractual obligations imposed under this constitution and these by-laws shall be deemed to continue as to a member district until their successors in reorganization shall notify the clerk of the Park County School District No. 1 Board of Cooperative Educational Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Park County School District No. 1 Board of Cooperative Educational Services when member districts cease to exist.

ARTICLE XI

Amendment or Repeal

This constitution may be amended or repealed by a majority vote of the Directors of the Park County School District No. 1 Board of Cooperative Educational Services.

BY-LAWS

PARK COUNTY SCHOOL DISTRICT NO. 1

BOARD OF COOPERATIBE EDUCATIONAL SERVICES

Officers

In accordance with W.S. §21-20-101 through 21-20-109 and any subsequent legislation, officers of the Board shall be: Chairman, Vice-Chairman, Clerk and Treasurer, elected from the Board Membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the Chairman, Vice-Chairman, Clerk and Treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969 as amended.

ARTICLE I

Chairman

The Chairman shall be a director of the Board of Cooperative Educational Services. The Chairman shall preside at all regular and special meetings of the Board. He/she shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall have been authorized by the board and shall execute all official reports of the district when otherwise provided by law.

ARTICLE II

Vice-Chairman

The Vice-Chairman shall be a director of the Board of Cooperative Educational Services. In the absence or inability of the Chairman, the Vice-Chairman shall have and perform all of the powers and duties of the Chairman.

ARTICLE III

Clerk

The Clerk shall be a director of the Board of Cooperative Educational Services. In the absence or inability of the Clerk, any officers of the Board designated by the Chairman shall perform the duties of the Clerk.

ARTICLE IV

Treasurer

The Treasurer shall be a director of the Board of Cooperative Educational Services. In the absence or inability of the Treasurer, any officer of the Board designated by the Chairman shall perform the duties of the Treasurer.

ARTICLE V

Committees

A standing committee may be appointed by the Chairman for each program or service proposed, considered or approved to consist of the affected members or such

person as the member may designate to make recommendation on matters requested by the Board. Special committees may be appointed by the Chairman when required.

ARTICLE VI

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meetings shall be held on the third Tuesday (or other available, agreeable date) in June and January. Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The Clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the Board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered.

Every June, the Board shall present to the participating member districts' Boards of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the Park County School District No. 1 Board of Cooperative Educational Services.

Quorum

A quorum of directors for transacting business shall be a majority of three (3) directors of the affected member districts. The directors may vote by proxy if they are unable to attend a meeting or meetings in person or by telephone. All proxies shall be in writing and submitted to and verified by the Clerk of the Board of Cooperative

Educational Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Educational Services.

Vacancies

A vacancy on the Board shall be filled by the Member Districts.

Minutes

The Clerk, or some person designated by the Clerk, shall send out, following a meeting, a copy of the minutes of said meeting to each director and to the Chief Executive officer of each member district.

Administration

The Board of Cooperative Educational Services may designate, select or hire a coordinator and any other personnel that are necessary to provide the desired services. The Coordinator shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be by contribution from the participating school districts on the basis of payment established by the Board of Cooperative Educational Services accepted and approved by affected member districts and Northwest Wyoming College.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purpose set forth in the Constitution and By-Laws including the actual and necessary expenses of the Board of Cooperative Educational Services. This may include employing a coordinator and such other persons as are necessary, and acquiring

equipment and office space. All accounts of the agency shall be paid on vouchers signed by the PVCE Coordinator and one BOCES board member.

Each participating agency agrees to have the Park County School District No. 1 Board of Cooperative Educational Services named as an additional insured on their current insurance coverage policy or policies.

Services

A new program shall be undertaken by the Board of Cooperative Educational Services only if it is consistent with the purpose of the Park County School District No. 1 Board of Cooperative Educational Services as set forth in the Constitution and By-Laws. Those services provided by the College and paid for through the Board of Cooperative Educational Services or provided by the Board of Cooperative Educational Services shall be deemed to have been approved and authorized by Park County School District No. 1.

Contracts

The Coordinator of the Board of Cooperative Educational Services may execute or deliver any instrument in the name of and on behalf of the Board, after such contract or instrument is approved by the Board.

ARTICLE VII

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such

change shall not violate any provision of W.S. §21-20-101 through § 21-20-109 or any subsequent legislation.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Park County School District No. 1 Board of Cooperative Educational Services, hereby assent to the foregoing Constitution and By-laws of the Park County School District No. 1 Board of Cooperative Educational Services.

The foregoing Constitution and By-Laws shall constitute an agreement among the participating districts set forth below. The agreement and the Constitution and By-Laws shall become effective upon written approval of the Wyoming Department of Education and, the Wyoming Community College Commission.

For: Park County School District No. 1

Chairman | Clerk | Date

For: Northwest College

Laurence D. Earhart | William B. Shutt | 1-17-01

Chairman | Clerk | Date

APPROVED BY: WYOMING COMMUNITY COLLEGE COMMISSION

Chairman | Clerk | Date

APPROVED BY: STATE OF WYOMING BOARD OF EDUCATION

Constitution Changes Requested at: PCSD #1/NWC BOCES Board Meeting

Thursday, June 8, 2000

NWC Orendorff Building, Room 135

Members Present: Bill Sheets, Gloria Hedderman, Duane Edmonds, and Mark Payler
Members Absent: Larry Earhart

According to Article VII, Amendment or Repeal: "These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. §21-20-101 through §21-20-109 or any subsequent legislation." Please consult your copy of the constitution/by-laws/statutes for details.

I'm providing the changes below as I believe the Board of Cooperative Educational Services wanted them. Please review them carefully so possible adjustments can be made, if necessary, before going continuing with the amendment process.

++

Amendments to the Constitution and By-Laws

Signing of Vouchers:

Ingrid brought page 12 of the constitution and by-laws to the attention of the board, which indicates that present voucher signing practices are a violation of the constitution. Mark moved, Gloria seconded, and it was passed that the constitution and by-laws be amended to require the signatures of one BOCES board member and the PVCE Coordinator for vouchers written on the PVCE's FNB checking account. (This is account #0143816801, for which all board members and the coordinator have signing privileges and two signatures are required. This is the account that is managed by the PVCE staff and not the account from which PVCE Coordinator and Administrative Assistant are paid.)

The sentence: "All accounts of the agency will be paid on vouchers signed by the Chairman and Treasurer.", shall be changed to read: "All accounts of the agency shall be paid on vouchers signed by the PVCE Coordinator and one BOCES board member."

Stipulated Meeting dates:

Ingrid brought to the attention of the board that page 10 of the constitution and by-laws dictate required specific meeting dates to which the board has not adhered. It was unanimously voted to amend Article VI, Meetings to read as follows:

"Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meetings shall be held on the third Tuesday (or another available, agreeable date) in June and January. Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered. Every June, the Board shall present to the participating member districts' Boards of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the Park County School District No. 1 Board of Cooperative Educational Services."

++

I William B. Sheets, as a Board Member of the Board of Cooperative Educational Services holding the position of President on this date of Dec 7 2000, indicate my approval of the June 8, 2000 requested changes made in the Constitution and By Laws as indicated above.

William B Sheets

Signature

Constitution Changes Requested at:
PCSD #1/NWC BOCES Board Meeting
Thursday, June 8, 2000
NWC Orendorff Building, Room 135

Members Present: Bill Sheets, Gloria Hedderman, Duane Edmonds, and Mark Payler
Members Absent: Larry Earhart

According to Article VII, Amendment or Repeal: "These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. §21-20-101 through §21-20-109 or any subsequent legislation." Please consult your copy of the constitution/by-laws/statutes for details.

I'm providing the changes below as I believe the Board of Cooperative Educational Services wanted them. Please review them carefully so possible adjustments can be made, if necessary, before continuing with the amendment process.

++

Amendments to the Constitution and By-Laws

Signing of Vouchers:

Ingrid brought page 12 of the constitution and by-laws to the attention of the board, which indicates that present voucher signing practices are a violation of the constitution. Mark moved, Gloria seconded, and it was passed that the constitution and by-laws be amended to require the signatures of one BOCES board member and the PVCE Coordinator for vouchers written on the PVCE's FNB checking account. (This is account #0143816801, for which all board members and the coordinator have signing privileges and two signatures are required. This is the account which is managed by the PVCE staff and not the account from which PVCE Coordinator and Administrative Assistant are paid.)

The sentence: "All accounts of the agency will be paid on vouchers signed by the Chairman and Treasurer.", shall be changed to read: "All accounts of the agency shall be paid on vouchers signed by the PVCE Coordinator and one BOCES board member."

Stipulated Meeting dates:

Ingrid brought to the attention of the board that page 10 of the constitution and by-laws dictate required specific meeting dates to which the board has not adhered. It was unanimously voted to amend Article VI, Meetings to read as follows:

"Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meetings shall be held on the third Tuesday (or another available, agreeable date) in June and January. Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered. Every June, the Board shall present to the participating member districts' Boards of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the Park County School District No. 1 Board of Cooperative Educational Services."

++

I Mark Payler, as a Board Member of the Board of Cooperative Educational Services holding the position of Board Member on this date of 12-13-00, indicate my approval of the June 8, 2000 requested changes made in the Constitution and By Laws as indicated above.

Signature

Constitution Changes Requested at:
PCSD #1/NWC BOCES Board Meeting
Thursday, June 8, 2000
NWC Orendorff Building, Room 135

Members Present: Bill Sheets, Gloria Hedderman, Duane Edmonds, and Mark Payler
Members Absent: Larry Earhart

According to Article VII, Amendment or Repeal: "These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. §21-20-101 through §21-20-109 or any subsequent legislation." Please consult your copy of the constitution/by-laws/statutes for details.

I'm providing the changes below as I believe the Board of Cooperative Educational Services wanted them. Please review them carefully so possible adjustments can be made, if necessary, before continuing with the amendment process.

++

Amendments to the Constitution and By-Laws

Signing of Vouchers:

Ingrid brought page 12 of the constitution and by-laws to the attention of the board, which indicates that present voucher signing practices are a violation of the constitution. Mark moved, Gloria seconded, and it was passed that the constitution and by-laws be amended to require the signatures of one BOCES board member and the PVCE Coordinator for vouchers written on the PVCE's FNB checking account. (This is account #0143816801, for which all board members and the coordinator have signing privileges and two signatures are required. This is the account which is managed by the PVCE staff and not the account from which PVCE Coordinator and Administrative Assistant are paid.)

The sentence: "All accounts of the agency will be paid on vouchers signed by the Chairman and Treasurer.", shall be changed to read: "All accounts of the agency shall be paid on vouchers signed by the PVCE Coordinator and one BOCES board member."

Stipulated Meeting dates:

Ingrid brought to the attention of the board that page 10 of the constitution and by-laws dictate required specific meeting dates to which the board has not adhered. It was unanimously voted to amend Article VI, Meetings to read as follows:

"Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meetings shall be held on the third Tuesday (or another available, agreeable date) in June and January. Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered. Every June, the Board shall present to the participating member districts' Boards of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the Park County School District No. 1 Board of Cooperative Educational Services."

++

I Gloria Hedderman, as a Board Member of the Board of Cooperative Educational Services holding the position of Vice President on this date of 12/14/00, indicate my approval of the June 8, 2000 requested changes made in the Constitution and By-Laws as indicated above.

Gloria Hedderman
Signature

Constitution Changes Requested at:
PCSD #1/NWC BOCES Board Meeting
Thursday, June 8, 2000
NWC Orendorff Building, Room 135

Members Present: Bill Sheets, Gloria Hedderman, Duane Edmonds, and Mark Payler
Members Absent: Larry Earhart

According to Article VII, Amendment or Repeal: "These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. §21-20-101 through §21-20-109 or any subsequent legislation." Please consult your copy of the constitution/by-laws/statutes for details.

I'm providing the changes below as I believe the Board of Cooperative Educational Services wanted them. Please review them carefully so possible adjustments can be made, if necessary, before continuing with the amendment process.

++

Amendments to the Constitution and By-Laws

Signing of Vouchers:

Ingrid brought page 12 of the constitution and by-laws to the attention of the board, which indicates that present voucher signing practices are a violation of the constitution. Mark moved, Gloria seconded, and it was passed that the constitution and by-laws be amended to require the signatures of one BOCES board member and the PVCE Coordinator for vouchers written on the PVCE's FNB checking account. (This is account #0143816801, for which all board members and the coordinator have signing privileges and two signatures are required. This is the account which is managed by the PVCE staff and not the account from which PVCE Coordinator and Administrative Assistant are paid.)

The sentence: "All accounts of the agency will be paid on vouchers signed by the Chairman and Treasurer.", shall be changed to read: "All accounts of the agency shall be paid on vouchers signed by the PVCE Coordinator and one BOCES board member."

Stipulated Meeting dates:

Ingrid brought to the attention of the board that page 10 of the constitution and by-laws dictate required specific meeting dates to which the board has not adhered. It was unanimously voted to amend Article VI, Meetings to read as follows:

"Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meetings shall be held on the third Tuesday (or another available, agreeable date) in June and January. Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered. Every June, the Board shall present to the participating member districts' Boards of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the Park County School District No. 1 Board of Cooperative Educational Services."

++

I Duane S. Edmonds, as a Board Member of the Board of Cooperative Educational Services holding the position of Treasurer on this date of 12-12-2000, indicate my approval of the June 8, 2000 requested changes made in the Constitution and By Laws as indicated above.

Duane S Edmonds
Signature

Constitution Changes Requested at:
PCSD #1/NWC BOCES Board Meeting
Thursday, June 8, 2000
NWC Orendorff Building, Room 135

Members Present: Bill Sheets, Gloria Hedderman, Duane Edmonds, and Mark Payler
Members Absent: Larry Earhart

According to Article VII, Amendment or Repeal: "These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. §21-20-101 through §21-20-109 or any subsequent legislation." Please consult your copy of the constitution/by-laws/statutes for details.

I'm providing the changes below as I believe the Board of Cooperative Educational Services wanted them. Please review them carefully so possible adjustments can be made, if necessary, before continuing with the amendment process.

++

Amendments to the Constitution and By-Laws

Signing of Vouchers:

Ingrid brought page 12 of the constitution and by-laws to the attention of the board, which indicates that present voucher signing practices are a violation of the constitution. Mark moved, Gloria seconded, and it was passed that the constitution and by-laws be amended to require the signatures of one BOCES board member and the PVCE Coordinator for vouchers written on the PVCE's FNB checking account. (This is account #0143816801, for which all board members and the coordinator have signing privileges and two signatures are required. This is the account which is managed by the PVCE staff and not the account from which PVCE Coordinator and Administrative Assistant are paid.)

The sentence: "All accounts of the agency will be paid on vouchers signed by the Chairman and Treasurer.", shall be changed to read: "All accounts of the agency shall be paid on vouchers signed by the PVCE Coordinator and one BOCES board member."

Stipulated Meeting dates:

Ingrid brought to the attention of the board that page 10 of the constitution and by-laws dictate required specific meeting dates to which the board has not adhered. It was unanimously voted to amend Article VI, Meetings to read as follows:

"Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meetings shall be held on the third Tuesday (or another available, agreeable date) in June and January. Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered. Every June, the Board shall present to the participating member districts' Boards of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the Park County School District No. 1 Board of Cooperative Educational Services."

++

Lawrence D. Earhart as a Board Member of the Board of Cooperative Educational Services holding the position of Board member on this date of 12/12/00, indicate my approval of the June 8, 2000 requested changes made in the Constitution and By Laws as indicated above.

Lawrence D. Earhart
Signature

2000

D.E.L.T.A. Program Transfer Agreement

Conditions of Dedicated to Experiential Learning Through Adventure Program (D.E.L.T.A.) Transfer from Powell Valley Community Education to Northwest College:

- **INSPECTION COSTS -** Costs for inspection of Cabre Gym and Mickelson Field Camp rope courses by Tom Leahy in August of 1999 cost Powell Valley Community Education (P.V.C.E.) $500 per site plus $606.45 for inspector-related expenses, for a total of $1606.45. The longevity of inspection value has been estimated at one to two years. Northwest College agrees to reimburse P.V.C.E. one half of the inspection costs ($803.22) based on the stated two year value of the inspection.

- **EQUIPMENT -** P.V.C.E. and B.O.C.E.S. relinquish ownership rights to Northwest College of any and all equipment donated to or acquired by the D.E.L.T.A. program while under the P.V.C.E. administrative umbrella.

- **ACCOUNTS RECEIVABLE -** Northwest College agrees to purchase P.V.C.E.'s D.E.L.T.A. related receivable accounts. This consists of the remaining $250 debt for training services received of Tom Leahy in the Facilitator Training Workshop of August of 1999, by continuing D.E.L.T.A. staff for which P.V.C.E. has not yet been paid.

According to the above conditions, Northwest College agrees to pay B.O.C.E.S./P.V.C.E. the amount of **$1052.22** and B.O.C.E.S./P.V.C.E. agrees to relinquish administration and any equipment ownership claims. In addition, P.V.C.E. will provide Northwest access to past D.E.L.T.A. clientele contact information and administrative advice, if requested.

Transfer of D.E.L.T.A. is effective upon mutual Northwest College and B.O.C.E.S. approval as indicated by signatures below and the full payment of stipulated funds. Parties involved look forward to a smooth transition and the successful continuance of a valuable and enriched D.E.L.T.A. program.

X Frances Feinerman
President Fran Feinerman
On behalf of Northwest College

Date: 6/15/00

X [illegible]
William Sheets, (NWC Board Rep.)
Chairman, B.O.C.E.S.

Date: 6/19/00

X Gloria Hedderman
Gloria Hedderman, (PCSD#1 Board Rep.)
B.O.C.E.S., Vice Chairperson

Date: 6/21/00

2000

Services Agreement
between
Northwest College
and
Park County School District #1 Board of Cooperative Education Services
in Support of the
Powell Valley Community Education Program

In support of the Park County School District #1 Board of Cooperative Education Services (BOCES) and its program, Powell Valley Community Education (PVCE), Northwest College (NWC) agrees to provide the following In-Kind Services. This support is to be in compliance with and subject to the conditions of the Constitution and By-Laws for the Park County School District #1 Board of Cooperative Education Services, as approved in January 1997.

Northwest College agrees to provide:

1. **Office Space**
   NWC agrees to provide PVCE with one standard-size office and to service this space in accordance with the standard maintenance and custodial services in place. In addition, the colleges agrees to furnish this office with basic office furnishings and equipment. PVCE is responsible for providing its own computer and other personal electronic equipment it may deem necessary.

2. **Utilities and Communications Support**
   NWC agrees to provide PVCE with heat, electricity and lighting, basic telephone services, college LAN service and access to Internet services via the college's local network. PVCE is responsible for all long distance telephone charges and charges incurred via the Internet resulting from its use of these services.

3. **Facilities and Equipment Support**
   NWC agrees to provide PVCE with reasonable classroom space, facilities and equipment as needed, subject to availability after scheduling of NWC classes and events, at no cost to PVCE.

4. **Public Relations and Publications Support**
   NWC agrees to provide public relations support services including news releases, advertisement development, and inclusion in public events calendars. In addition, NWC agrees to provide, on a fee for service basis, printing and publication services through the NWC Publications department.

5. **Tuition Benefits**
NWC agrees to extend to PVCE employees, but not to their spouses or dependents, NWC Tuition Benefits in accordance with NWC's Tuition Benefits Policy. In general, this provides PVCE employees contracted for 1040 or more hours per year with tuition for one course or any combination of courses up to a maximum of three credits, per semester (subject to change in NWC policy).

Park County School District #1 Board of Cooperative Education Services agrees to provide:

1. **Registration Information**
BOCES, through its PVCE staff, given reasonable notice, agrees to work with NWC by providing registration information to be incorporated into enrollment reports in the format required by the Wyoming Community College Commission.

Pledge of Cooperation

NWC and Park County School District #1 Board of Cooperative Education Services agree to work toward the transfer of the DELTA Program from the Cooperative Education program to the college. This transfer will eventually include a transfer of the various responsibilities, duties and obligations related to the successful operation of the DELTA Program. Both NWC and Cooperative Education Services are committed to protecting and enhancing this important community resource. A transfer will be finalized when the elements are in place for the successful operation of DELTA by NWC. Until a formal transfer agreement is signed, the current cooperative arrangement shall remain in place. After the transfer is finalized, Cooperative Education Service will be able to coordinate with the college to utilize DELTA resources for BOCES member districts and their patrons.

Northwest College and Park County School District #1 Board of Cooperative Education Services, are entered into this agreement by those whose signatures are affixed below, on the date(s) indicated.

Frances Feinerman — 1/31/00

Frances Feinerman, Northwest College President — Date

William B. Sheets — 1/28/2000

William Sheets, Chair-Park Co School District #1 BOCES — Date

A:\NWC & BOCES Agreement 1.00D.doc
Last printed 01/27/00 2:27 PM

Ingrid's copy

CONSTITUTION AND BY-LAWS

PARK COUNTY SCHOOL DISTRICT NO. 1

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

1997

ARTICLE I

Section 1. Name. The name of this organization shall be Park County School District No. 1 Board of Cooperative Educational Services.

Section 2. Location. The Park County School District No. 1 Board of Cooperative Educational Services shall be located and coordinated from the offices of Powell Valley Community Education, 231 W. 6th Street, in Powell, Wyoming.

ARTICLE II

Definition

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meanings given herein.

1. "Board" shall mean the Park County School District No. 1 Board of Cooperative Educational Services composed of directors representing each member district.

2. "Coordinator" means the individual designated by the Board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Park County School District No. 1 Board of Cooperative Educational Services.

3. "Director" shall mean the individual or individuals

selected by the member districts to serve on the Park County School District No. 1 Board of Cooperative Educational Services.

4. "Member District" shall mean any member district whose name shall appear or be added hereafter in accordance with the terms contained herein.

ARTICLE III

Term

The term of Park County School District No. 1 Board of Cooperative Educational Services shall be perpetual or as may otherwise be provided or limited by statute.

ARTICLE IV

Section 1. Voluntariness. The decision to participate in the Park County School District No. 1 Board of Cooperative Educational Services is a voluntary one.

Section 2. Participation. A member district may participate in and pay for only those programs and services approved by the board of trustees of the member district. The Board of Cooperative Educational Services shall determine member district's prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district has been provided with a proposal and/or tentative budget for such services, and to the extent possible, all tax revenue generated within a member district to support the activities of the

Board shall be used within the member district, unless otherwise agreed to or contemplated under the by-laws adopted by the Board.

Section 3. Voting Policy. Each director shall have one (1) vote in determining the policies and the scope of cooperative activities to be conducted by the Park County School District No. 1 Board of Cooperative Educational Services and shall be bound by the duly adopted resolutions of the district he or she represents.

Section 4. Additional Services. All services which have not been approved by the Board will not be furnished by the Park County School District No. 1 Board of Cooperative Educational Services until and unless a majority of all directors shall approve the additional service or the change to an existing service.

ARTICLE V

Powers

The Board shall have all the powers and duties granted by the provisions of W.S. §21-20-101 through 21-20-109, and any subsequent legislation enacted. In the event of dissolution of the Park County School District No. 1 Board of Cooperative Educational Services, all assets shall be divided among member districts according to contributions made by each member district, which amount is to be determined by the Board.

ARTICLE VI

Purposes

The purpose of the Park County School District No. 1 Board of

Cooperative Educational Services shall be to provide member districts and their patrons with opportunities for educational services, including but not limited to post-secondary education, vocational-technical education, and community education.

ARTICLE VII

Northwest College

No program or services necessitating participation by Northwest College shall be binding upon the college unless first formally approved by its board of trustees. Any program or services necessitating participation by the college may be terminated by the college for lack of personnel, funding or continued feasibility of program or services upon thirty (30) days prior written notice to the Board and affected members.

ARTICLE VIII

Membership

Membership in the Park County School District No. 1 Board of Cooperative Educational Services shall be in accordance with the provisions of W.S. §21-20-101 through §21-20-109, and any subsequent legislation. Member districts are:

Park County School District No. 1

Northwest College

The Board shall be composed of five directors. There must be at least one director from each Member district on the Board. At the initial joint meeting of the Board of Trustees of the College

and the District, the participating Boards of Trustees shall select from among the members of the Boards so assembled, a Board of Cooperative Educational Services. Each participating Board of Trustees, regardless of its number of members, is entitled to cast five votes in the selection of each member of the Board. The term of office of each director elected to the Board shall be coterminous with their respective terms of office upon their Boards of Trustees. As the terms of office expire or as vacancies occur, new directors of the Board shall be elected by the members of the participating Boards of Trustees at a joint meeting called for that purpose.

ARTICLE IX

Section 1. Voting Rights. Each director shall have one (1) vote in determining policies and the scope of cooperative services among school districts to be conducted by the Park County School District No. 1 Board of Cooperative Educational Services. Each member district Board of Trustees shall designate an alternate representative to vote the proxy of its duly appointed director in the event the duly appointed director is unable to attend a meeting or meetings. All proxies shall be in writing and shall be submitted to the clerk of the Board prior to the call of the roll at the regular or special meeting of the Board.

Section 2. Termination of Membership. The Board, by affirmative vote of a quorum of all directors of the Board, may suspend or expel any member district who shall be in default of contractual obligations.

Section 3. Resignation. Any member district may resign, effective one year in the future, by filing a written resignation with the clerk, but such resignation shall not relieve the member so resigning of the obligation to pay encumbrances, assessments, or other charges theretofore contracted for or assumed and remaining unpaid.

Section 4. Reinstatement. The Board may, by affirmative vote of a quorum, reinstate a former member district to membership upon such terms as the Board may deem appropriate.

Section 5. New Membership. Any district which has not joined the Park County School District No. 1 Board of Cooperative Educational Services prior to February 1, 1997, may submit an application for membership with the Clerk of the Board and, by affirmative vote of a quorum of the directors of the Board, shall be granted membership to the Park County School District No. 1 Board of Cooperative Educational Services. Membership shall be upon such terms as the Board may deem appropriate and all such districts shall fulfill all contractual and other obligations imposed by the Board.

ARTICLE X

The contractual obligations imposed under this constitution and these by-laws shall be deemed to continue as to a member district until their successors in reorganization shall notify the clerk of the Park County School District No. 1 Board of Cooperative Educational Services otherwise, in accordance with this

constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Park County School District No. 1 Board of Cooperative Educational Services when member districts cease to exist.

ARTICLE XI

Amendment or Repeal

This constitution may be amended or repealed by a majority vote of the Directors of the Park County School District No. 1 Board of Cooperative Educational Services.

BY-LAWS

PARK COUNTY SCHOOL DISTRICT NO. 1

BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Officers

In accordance with W.S. §21-20-101 through 21-20-109 and any subsequent legislation, officers of the Board shall be: Chairman, Vice-Chairman, Clerk and Treasurer, elected from the Board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the Chairman, Vice-Chairman, Clerk and Treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969 as amended.

ARTICLE I

Chairman

The Chairman shall be a director of the Board of Cooperative Educational Services. The Chairman shall preside at all regular and special meetings of the Board. He/she shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall have been authorized by the board and shall execute all official reports of

the district when otherwise provided by law.

ARTICLE II

Vice-Chairman

The Vice-Chairman shall be a director of the Board of Cooperative Educational Services. In the absence or inability of the Chairman, the Vice-Chairman shall have and perform all of the powers and duties of the Chairman.

ARTICLE III

Clerk

The Clerk shall be a director of the Board of Cooperative Educational Services. In the absence of inability of the Clerk, any officers of the Board designated by the Chairman shall perform the duties of the Clerk.

ARTICLE IV

Treasurer

The Treasurer shall be a director of the Board of Cooperative Educational Services. In the absence or inability of the Treasurer, any officer of the Board designated by the Chairman shall perform the duties of the Treasurer.

ARTICLE V

Committees

A standing committee may be appointed by the Chairman for each

program or service proposed, considered or approved to consist of the affected members or such person as the member may designate to make recommendation on matters requested by the Board. Special committees may be appointed by the Chairman when required.

ARTICLE VI

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meetings shall be held on the third Tuesday (or other available agreeable date) in ~~April~~ June and ~~December,~~ January Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The Clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the Board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered.

Every ~~May,~~ June the Board shall present to the participating member districts' Boards of Trustees a proposal setting forth the upcoming budgetary needs and proposed activities of the Park County School District No. 1 Board of Cooperative Educational Services.

Quorum =3

A quorum of directors for transacting business shall be a

majority of three (3) directors of the affected member districts. The directors may vote by proxy if they are unable to attend a meeting or meetings in person or by telephone. All proxies shall be in writing and submitted to and verified by the Clerk of the Board of Cooperative Educational Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Educational Services.

Pg 10

Vacancies

A vacancy on the Board shall be filled by the Member Districts.

Minutes

The Clerk, or some person designated by the Clerk, shall send out, following a meeting, a copy of the minutes of said meeting to each director and to the Chief Executive officer of each member district.

Pg 11

Administration

The Board of Cooperative Educational Services may designate, select or hire a coordinator and any other personnel that are necessary to provide the desired services. The Coordinator shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be by contribution from the participating school districts on the basis of payment established by the Board of Cooperative Educational Services

accepted and approved by affected member districts and Northwest Wyoming College.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purpose set forth in the Constitution and By-Laws including the actual and necessary expenses of the Board of Cooperative Educational Services. This may include employing a coordinator and such other persons as are necessary, and acquiring equipment and office space. All accounts of the agency shall be paid on vouchers signed by the Chairman and Treasurer.

S/B Ded

Each participating agency agrees to have the Park County School District No. 1 Board of Cooperative Educational Services named as an additional insured on their current insurance coverage policy or policies.

Services

A new program shall be undertaken by the Board of Cooperative Educational Services only if it is consistent with the purpose of the Park County School District No. 1 Board of Cooperative Educational Services as set forth in the Constitution and By-Laws. Those services provided by the College and paid for through the Board of Cooperative Educational Services or provided by the Board of Cooperative Educational Services shall be deemed to have been approved and authorized by Park County School District No. 1.

Contracts

The coordinator of the Board of Cooperative Educational Services may execute or deliver any instrument in the name of and

on behalf of the Board, after such contract or instrument is approved by the Board.

ARTICLE VII

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. §21-20-101 through §21-20-109 or any subsequent legislation.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Park County School District No. 1 Board of Cooperative Educational Services, hereby assent to the foregoing Constitution and By-laws of the Park County School District No. 1 Board of Cooperative Educational Services.

The foregoing Constitution and By-Laws shall constitute an agreement among the participating districts set forth below. The agreement and the Constitution and By-Laws shall become effective upon written approval of the Wyoming Department of Education and, the Wyoming Community College Commission.

For: Park County School District No. 1

Duane L Edmonds — Chairman

Mike Blome — Clerk

1/14/97 — Date

For: Northwest College

Laurence D. Earhart — [signature] — 1/13/97

Chairman — Clerk — Date

APPROVED BY: WYOMING COMMUNITY COLLEGE COMMISSION

W. H. Vines — Deborah Iverson — 1-17-97

Chairman — Clerk — Date

APPROVED BY: STATE OF WYOMING BOARD OF EDUCATION

[signature] — Judy Richard — 2-3-97

Chairman — Clerk — Date

1993

CONSTITUTION AND BY-LAWS

NORTHWEST WYOMING BOARD OF COOPERATIVE EDUCATIONAL SERVICES

ARTICLE I

Section 1. Name. The name of this organization shall be Northwest Wyoming Board of Cooperative Educational Services. (BOCES)

Section 2. Location. The Northwest Wyoming Board of Cooperative Educational Services shall be located at and coordinated from the office of Extended Campus at Northwest College in Powell, Wyoming.

ARTICLE II

Definition

As used in this constitution and the by-laws appended hereto, unless otherwise specifically noted, the following terms shall have the meanings given herein.

1. "Board" shall mean the Northwest Wyoming Board of Cooperative Educational Services composed of directors representing each member district.

2. "Coordinator" means the individual designated by the Board to fulfill the administrative and executive functions necessary in the day-to-day operation of the Northwest Wyoming Board of Cooperative Educational Services.

3. "Director" shall mean the individual selected by the member district to serve on the Northwest Wyoming Board of Cooperative Educational Services, in accordance with ss 21-20-105, W.S. 1977 as amended.

4. "Member District" shall mean any member district whose name shall appear or be added hereafter in accordance with the terms contained herein.

5. "Affected Member" shall mean one whose district suffers a detriment or receives benefits as a result of the program or services to be terminated. Each affected member district shall determine the use of revenue generated within each member district. No money shall be expended outside the district of the affect member.

ARTICLE III

Term

The term of Northwest Wyoming Board of Cooperative Educational Services shall be perpetual or as may otherwise be provided or limited by statute.

ARTICLE IV

Section 1. Voluntariness. The decision to participate in the Northwest Wyoming Board of Cooperative Educational Services is a voluntary one.

Section 2. Participation. A member district may participate in and pay for only those programs and services approved by the board of trustees of the member district. The Board of Cooperative Educational Services shall determine member districts' prorated share of costs of the cooperative programs and assess such costs against each participating district. No costs shall be assessed against a district for cooperative programs unless the member district enters into a contract for such services and to the extent possible, all tax revenue generated within a member district to support the activities of the Board shall be used within the member district, unless otherwise agreed to or contemplated under the by-laws adopted by the Board.

Section 3. Voting on Policy. Each director shall have one (1) vote in determining policies and scope of cooperative activities to be conducted by the Northwest Wyoming Board of Cooperative Educational Services and shall be bound by the duly adopted resolutions of the district he or she represents.

Section 4. Additional Services. No service shall be furnished by the Northwest Wyoming Board of Cooperative Educational Services until and unless a majority of all directors shall approve additions or changes in scope and policies concerning the cooperative activities to be furnished under this constitution and the by-laws of the Board.

ARTICLE V

Powers

The Board shall have all the powers and duties granted by the provisions of ss 21-20-101 through 21-20-109, W.S. 1977, and any subsequent legislation enacted. In the event of dissolution of the Northwest Wyoming Board of Cooperative Educational Services, all assets shall be divided among member districts on a pro rata basis to be determined by the Board.

ARTICLE VI

Purposes

The purpose of the Northwest Wyoming Board of Cooperative Educational Services shall be to provide member districts and their patrons with opportunities for educational services, including but not limited to post-secondary education, vocational-technical education and adult education.

ARTICLE VII

Northwest College

No program or services necessitating participation by Northwest College shall be binding upon the college unless first formally approved by its board of trustees. Any program or services necessitating participation by the college may be terminated by the college for lack of personnel, funding or continued feasibility of program or services upon thirty (30) days' prior written notice to the Board and affected members.

ARTICLE VIII

Membership

Membership in the Northwest Wyoming Board of Cooperative Educational Services shall be in accordance with the provisions of ss 21-20-101 through 21-20-109, W.S. 1977, Cooperative Services Act of 1969 and any subsequent legislation and shall be by district whereby each member district is entitled to one director. Member districts are:

Big Horn County School District No. 2 Lovell
Park County School District No. 1 Powell
Northwest College

Terms of office of all directors shall be coterminous with their respective terms of office on their respective boards of trustees. As the directors' terms of office expire, new directors of the Board shall be elected from the membership of the board of the member district, at or before the next regular meeting of the member district's board of trustees.

ARTICLE IX

Section 1. Election. Directors shall be elected from the membership of the board of trustees of the district that they represent, and shall be elected in accordance with ss 21-20-105, W.S. 1977.

Section 2. Voting Rights. Each member district shall have one (1) vote in determining policies and scope of cooperative activities among school districts to be conducted by the Northwest Wyoming Board of Cooperative Educational Services. Each member district board of trustees shall designate an alternate representative to vote the proxy of its duly appointed member in the event the duly appointed member is unable to attend a meeting or meetings. All proxies shall be in writing and shall be submitted to the clerk of the Board of Cooperative Educational Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Educational Services.

Section 3. Termination of Membership. The Board of Cooperative Educational Services, by affirmative vote of a quorum of all directors of the Board, may suspend or expel any member district who shall be in default of contractual obligations.

Section 4. Resignation. Any member district may resign, effective one year in the future, by filing a written resignation with the clerk, but such resignation shall not relieve the member so resigning of the obligation to pay encumbrances, assessments, or other charges theretofore contracted for or assumed and remaining unpaid.

Section 5. Reinstatement. The Board of Cooperative Educational Services may, by affirmative vote of a quorum of the Board, reinstate a former member district to membership upon such terms as the Board of Cooperative Educational Services may deem appropriate.

Section 6. New membership. Any district which has not joined the Northwest Wyoming Board of Cooperative Educational Services prior to July 1, 1993, may submit an application for membership with the Clerk of the Board and, by affirmative vote of a quorum of the directors of the Board, shall be granted membership to the Northwest Wyoming Board of Cooperative Educational Services. Membership shall be upon such terms as the Board of Cooperative Educational Services may deem appropriate and all such districts shall fulfill all contractual and other obligations imposed by the Board.

Section 7. Seal. The Directors of Northwest Wyoming Board of Cooperative Educational Services may adopt and approve a seal.

ARTICLE X

The contractual obligations imposed under this constitution and these by-laws shall be deemed to continue as to a member district until their successors in reorganization shall notify the clerk of the Northwest Wyoming Board of Cooperative Educational Services otherwise, in accordance with this constitution and by-laws, and such successor districts shall be responsible for the assessments set by the Northwest Wyoming Board of Cooperative Educational Services when member districts cease to exist.

ARTICLE XI

Amendment or Repeal

This constitution may be amended or repealed by the member districts' board of trustees in any meeting assembled in accordance with the procedures outlined in ss 21-20-104, W.S. 1977, as amended.

BY-LAWS

NORTHWEST WYOMING BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Officers

In accordance with W.S. ss 21-20-101 through 21-20-109 and any subsequent legislation, officers of the Board shall be: Chairman, Vice-Chairman, Clerk and Treasurer, elected from the Board membership to serve terms of one year, unless their terms of office as school board members expire earlier, in which case the officership shall similarly expire.

Powers and Duties

Duties of the Chairman, Vice-Chairman, Clerk and Treasurer shall be the same as those set forth for similar officers of board of trustees in Chapter 3 of the Wyoming Education Code of 1969 as amended.

ARTICLE I

Chairman

The Chairman shall be a director of the Board of Cooperative Educational Services. The Chairman shall preside at all regular and special meetings of the Board. He/she shall execute any written contract to which the Board of Cooperative Educational Services may be a party when such contract shall have been authorized by the board and shall execute all official reports of the district when otherwise provided by law.

ARTICLE II

Vice-Chairman

The Vice-Chairman shall be a director of the Board of Cooperative Educational Services. In the absence or inability of the Chairman, the Vice-Chairman shall have and perform all of the powers and duties of the Chairman.

ARTICLE III

Clerk

The Clerk shall be a director of the Board of Cooperative Educational Services. The duties of the clerk will be the same as those set forth for similar officers in Chapter 3 of the Wyoming Educational Code of 1969, as amended, except where inappropriate. In the absence or inability of the clerk, any

officers of the Board designated by the Chairman shall perform the duties of the Clerk.

ARTICLE IV

Treasurer

The Treasurer shall be a director of the Board of Cooperative Educational Services. The duties of the Treasurer shall be the same as those set forth for the similar officer in Chapter 3, of the Wyoming Education code of 1969, as amended, except where inappropriate. In the absence or inability of the Treasurer, any officer of the Board designated by the Chairman shall perform the duties of the Treasurer.

ARTICLE V

Committees

A standing committee may be appointed by the Chairman for each program or service proposed, considered or approved to consist of the affected members or such person as the member may designate to make recommendation on matters requested by the Board. Special committees may be appointed by the Chairman when required.

ARTICLE VI

Meetings

Meetings shall be called, held, and conducted as set forth in Chapter 3 of the Wyoming Education Code of 1969, as amended. The annual meeting shall be held on the third Tuesday in January. Special meetings may be called by the Chairman at any time, and shall be called upon written request of a majority of the directors of the Board. The Clerk of the Board shall cause telephone notice of any special meeting to be called to each director of the Board stating the time, place and purpose of the meetings, no later than forty-eight (48) hours prior to the hour set for the meeting. Meetings may be participated in by any director by telephone conference call and such participation shall be deemed as present by such director for a quorum, voting and all business considered.

Quorum

A quorum of directors for transacting business shall be a majority of three (3) directors of the affected member districts. The directors may vote by proxy if they are unable to attend a meeting or meetings in person or by telephone. All proxies shall be in writing and submitted to and verified by the Clerk of the Board of Cooperative Educational Services prior to the call of the roll at any regular or special meeting of the Board of Cooperative Educational Services.

Vacancies

A vacancy on the Board shall be filled by the member district.

Policies

The Board of Cooperative Educational Services shall provide, in writing, policies and procedures for all programs.

Minutes

The Clerk, or some person designated by the Clerk, shall send out, following the meeting, a copy of the minutes of said meeting to each director and to the Chief Executive officer of each member district.

Administration

The Board of Cooperative Educational Services may designate, select or hire a coordinator and any other personnel that are necessary to provide the desired services. The Coordinator shall be responsible directly to the Board of Cooperative Educational Services.

Finance

Financing of the services performed under the direction of the Board of Cooperative Educational Services shall be by contribution from the participating school districts on the basis of payment established by the Board of Cooperative Educational Services accepted and approved by affected member districts and Northwest Wyoming College.

The Board of Cooperative Educational Services shall authorize expenditures of money for the purpose set forth in the agreement for the actual and necessary expenses of the Board of Cooperative Educational Services and coordinator, and for the acquisition of equipment, space and personnel. All accounts of the agency shall be paid on vouchers signed by the Chairman and Treasurer.

Services

A new program shall be undertaken by the Board of Cooperative Educational Services only if it promises to improve the quality or opportunity for education in the communities to be served. A cooperative program or services should be considered as having matured and ready for transfer to the local district's responsibility when it can be more efficiently provided by the local district than by the Board of Cooperative Educational Services.

Contracts

The coordinator of the Board of Cooperative Educational Services may execute or deliver any

instrument in the name of and on behalf of the Board, after such contract or instrument is approved by the Board.

ARTICLE VII

Amendment or Repeal

These by-laws may be amended or repealed by a majority vote of the Board at any regular or special meeting, after prior written notice of said change has been served on all members of the Board at least ten (10) days before the meeting, provided that such change shall not violate any provision of W.S. ss 21-20-102 through 21-20-109 any subsequent legislation.

KNOW ALL MEN BY THESE PRESENTS:

That the undersigned, being all members of the Northwest Wyoming Board of Cooperative Educational Services, hereby assent to the foregoing Constitution and By-Laws of the Northwest Wyoming Board of Cooperative Educational Services.

The foregoing Constitution and By-Laws shall constitute an agreement among the participating districts set forth below. The agreement and the Constitution and By-Laws shall become effective upon written approval of the Wyoming Department of Education and, the Wyoming Community College Commission.

For: Big Horn County School District No. 2

Chairman	Clerk	Date

For: Park County School District No. 1

Chairman	Clerk	Date
	Marie L. Lynn	6/28/94

For: Northwest College

Chairman	Clerk	Date

Northwest College

POWELL, WYOMING

Resolution to Amend the Board of Cooperative Education Services Agreement

WHEREAS, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to post secondary, vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, BIG HORN COUNTY SCHOOL DISTRICT NO. 2 (Hereinafter referred to as the "District") and the BOARD OF TRUSTEES, NORTHWEST COLLEGE (Hereinafter referred to as the "College") did enter into an agreement to establish a board of cooperative educational services on July 13, 1992; and

NOW, THEREFORE, said "Board", as stipulated in Section 9 and 10 of the original agreement wishes to amend the agreement by adding PARK COUNTY SCHOOL DISTRICT NO. 1. A majority vote of the Board of Trustees of the District, a majority vote of the Board of Trustees of the College, and a majority vote of the Board of Trustees of PARK COUNTY SCHOOL DISTRICT NO. 1 were obtained.

NOW, THEREFORE, this document shall serve as an amendment to the original agreement signed and dated July 13, 1992. All provisions under the original agreement apply to all parties specified and indicated below.

Authorization: The Districts and the College each certify that they are entering this agreement after being duly authorized to do so according to law.

Effective Date: This amendment to the agreement shall become effective upon the date when the final approval as required by law is obtained.

BOARD OF TRUSTEES,
BIG HORN COUNTY SCHOOL DISTRICT NO. 2

ATTEST:

BY: [signature]
Chairman

[signature]
Clerk

Date: July 21, 1992

Resolution to Amend the Board of Cooperative Education Services Agreement

BOARD OF TRUSTEES, NORTHWEST COLLEGE **ATTEST:**

By: [illegible] Chairman

[illegible] Clerk

Date: June 14, 1993

BOARD OF TRUSTEES,
PARK COUNTY SCHOOL DISTRICT NO. 1 **ATTEST:**

BY: [illegible] Chairman

Marie L. Lynn Clerk

Date: June 8, 1993

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

WESTERN/SUBLETTE NO. 9
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
AGREEMENT

This agreement entered into by and between the Board of Trustees, Sublette County School District No. Nine (hereinafter referred to as "District No. 9") and Board of Trustees, Western Wyoming Community College (hereinafter referred to as "Western Wyoming Community College".)

WITNESSETH

WHEREAS, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to distance learning, adult education, college credit courses, high school concurrent enrollment, staff in-service, curriculum development, alignment and mapping services, data entry and analysis services, maintenance of an area network and computer services including software licensing, hardware replacement, upgrades as well as expansion to the network system, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, District No. 9 and Western Wyoming Community College have each passed resolutions indicating a desire to establish a board of cooperative education services for the purpose of providing cooperative educational services and finding that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, during the public business meeting held on the 18 day of July, 2001, the chair of the board of trustees of Sublette County School District No. 9 appointed four members to the BOCES Board and during the public business meeting held on the 18 day of July, 2001, the chair of the board of Western Wyoming Community College appointed one member to the BOCES Board; and

WHEREAS, at the respective meetings the boards voted in favor of entering into an agreement to form a board of cooperative educational services and directed that an agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. **Creation of Board of Cooperative Educational Services:**
   The Board of Trustees for Sublette County School District Number Nine and the Board of Trustees of Western Wyoming Community College, hereby form the "Western/Sublette No. 9 Board of

Cooperative Educational Services," (hereinafter referred to as "Western/Sublette No. 9 BOCES"), to conduct a joint or cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. Length of Term of Agreement:
   The duration of this agreement shall be perpetual subject to the provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of each District:
   Each district shall have an equal right of access, benefit and use of materials and services provided by Western/Sublette No. 9 BOCES. In addition, each district shall have all rights, responsibilities and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et. seq. (1977 Repub. Ed.) as amended from time to time.

4. Types of Services to be Rendered:
   The education services to be provided by Western/Sublette No. 9 BOCES may include, but will not be limited to adult education, college credit courses for the community, including distance learning and high school concurrent enrollment, staff in-service, curriculum development, alignment, and mapping services, and maintenance of an area network and computer services including software licensing, hardware replacement, upgrades as well as expansion to the network system.

5. Procedure for Establishment of Additional Services:
   When either of the districts determines there is an additional service that could be provided more effectively through a cooperative effort, the chair of that board shall call a joint meeting of the boards of trustees. At the joint meeting, if a majority of those members of the respective boards votes in favor of doing so, additional services may be performed by Western/Sublette No 9 BOCES. The addition of such services shall be reduced to writing.

6. Members of Western/Sublette No. 9 BOCES Board:
   The Western/Sublette No. 9 BOCES Board shall be composed of five members. Four members shall be elected from District No. 9 and one member shall be elected from Western Wyoming Community College. The election shall be held by secret ballot. In the event one additional district shall be included, each school district shall be entitled to two members on Western/Sublette No. 9 BOCES. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective terms of office upon their

boards of trustees. As the terms of office expire, or as vacancies occur, new members of the board of cooperative educational services shall be elected by the members of the respective boards of trustees.

7. **Procedure for the Inclusion of Additional Members:**
Whenever an outside board of trustees as allowed by statute desires to join with District No. 9 and Western Wyoming Community College for the purpose of providing the cooperative educational services which are provided by Western/Sublette No. 9 BOCES created hereunder, the chair of the board of trustees of the outside district shall request a joint meeting with the Boards of Trustees of School District No. 9 and Western Wyoming Community College. At the meeting held in accordance with state law, it will be incumbent upon the board seeking to join Western/Sublette No. 9 BOCES to establish that the inclusion of the outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of Western/Sublette No. 9 BOCES. At the conclusion of the joint meeting, the boards of trustees of District No. 9 and Western Wyoming Community College shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. If a third district is added to the agreement, the terms of office of all members of the existing board shall expire. Thereafter, the chairs of the boards of trustees agreeing to participate in the Western/Sublette No. 9 BOCES shall call a meeting of the members of the participating boards of trustees for the purpose of electing members to Western/Sublette No. 9 BOCES in conformity with the provisions of this agreement. Board membership will continue to be five persons.

8. **Organizational Meeting:**
Promptly upon election of its members, the Western/Sublette No. 9 BOCES shall meet, organize and elect from its membership a chair, vice-chair, secretary and treasurer. The secretary of the board shall notify the parties hereto of the board's organization and file a certificate showing its organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk and the Secretary of State of the State of Wyoming.

9. **Powers Vested in Western/Sublette No. 9 BOCES:**
Western/Sublette No. 9 BOCES is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. Western/Sublette No.9 BOCES shall have such powers and duties as prescribed by the Cooperative Educational

Services Act, Wyoming Statute 21-20-101 et. seq. (1977 Repub. Ed.) as amended from time to time.

10. **Liability:**
No individual member of the Western/Sublette No. 9 BOCES shall be personally liable for any action or procedure of the Western/Sublette No. 9 BOCES.

11. **Meetings:**
Meetings of the board of cooperative educational services shall be called, held and conducted as provided by law for the meeting of the boards of trustees of school districts within this state. A majority of the duly appointed and acting Western/Sublette No. 9 BOCES members shall constitute a quorum for the transaction of business. No action shall be valid unless such action shall receive the approval of a majority of the members elected to Western/Sublette No. 9 BOCES.

12. **Fiscal Year:**
Western/Sublette No. 9 BOCES shall operate on a fiscal year, July 1 to June 30.

13. **Information, Statistics, and Reports:**
Upon request of Western/Sublette No. 9 BOCES and approval of the respective boards of trustees, elected and appointed officers and employees of the parties hereto shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with Western/Sublette No. 9 BOCES.

14. **Reports to Member Boards:**
Western/Sublette No. 9 BOCES shall make regular reports to the member boards. Upon request of one or more member boards, Western/Sublette No. 9 BOCES shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

15. **Financing of Facilities, Equipment and Services: Inventory of Western/Sublette No. 9 BOCES Equipment and Property:**
Western/Sublette No. 9 BOCES shall be financed by the participating districts on a basis agreed upon by the boards of the participating districts which shall include but not be limited to the levy of a special school district tax not to exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (1977 Repub. Ed.) as may be amended from time to time. The amount of the mill levy shall be determined in accordance with the

provisions of W.S. 21-20-109 (b) (1977 Repub. Ed.) as may be amended from time to time.

16. **Withdrawal or Termination of Agreement:**
One (1) year advance notice shall be given by any participating board of trustees before withdrawing from the funding of the cooperative education services. Property shall be redistributed to participating districts in the respective proportion in which it was contributed by each participating district during the term of this agreement.

17. **Authorization:**
District No. 9 and Western Wyoming Community College each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

18. **Effective Date:**
This agreement shall become effective on the date when both parties have executed the agreement and written approval of the agreement has been received from the State Board of Education.

Approved by:

[signature] 10-25-01

State Board of Education, Chairman — Date

Sublette County School District No. 9 Board of Trustees, Chair — Date

Western Wyo. Community College Board of Trustees, President — Date

October 18, 2001

Western/Sublette No. 9 Board of Cooperative Education Services
Sublette County
P. O. Box 706
350 Piney Drive
Big Piney, Wyoming 83113

Board of Trustees

Chairman	Bill Krieger
Vice Chairman	Bob Beiermann
Clerk	David Burnett
Treasurer	Curt Parsons
Board Member	Dick Boettcher

Administration

Director	B. Weldon Shelley
Co-Director	Mack Rawhouser
Administrative Assistant	Penny Tefertiller

Tax Identification number: ("Applied For")

WESTERN/SUBLETTE NO. 9 BOCES
BOARD OF TRUSTEES

Sublette County School District No. 9 Trustees:

Bob Beiermann (307) 276-5444
161 Norris
Big Piney, WY 83113

David Burnett (307) 276-3306
17 W. 3rd St.
Marbleton, WY 83113

Curt Parsons (307) 276-3331
1540 Belco Drive
Big Piney, WY 83113

Bill Krieger (307) 386-2959
18 miles SW County Road 23-145
LaBarge, WY 83123

Western Wyoming Community College Trustee:

Dick Boettcher (307) 382-6211
1220 Hilltop Dr.
Rock Springs, WY 82901

Speaker Phone Number (307) 382-1601

Tex Boggs (307) 382-1601

WESTERN/SUBLETTE NO. 9 BOARD OF COOPERATIVE EDUCATIONAL SERVICES
2001-2002 Budget

REVENUES

1/2 MILL SUBLETTE DIST. NO. 9	$ 205,793.66

EXPENDITURES

	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies	500 Capital Outlay	600 Other Objects
1000 - INSTRUCTION						
504 programs	$ 1,200.00	$ 259.20	$ 1,040.80			
Extended Learning Ed. Program	$ 14,000.00	$ 3,024.00	$ 8,976.00			
Technology				$ 5,000.00	$ 35,000.00	
PT Facilitators for Video Courses			$ 2,500.00			
Incentive Grants for Adults			$ 3,500.00			
Purchase Services			$ 5,200.00			
Reserve	$ 2,000.00	$ 432.00	$ 3,568.00	$ 2,000.00	$ 2,000.00	
2000 - INSTRUCTIONAL SUPPORT						
Tech-contract			$ 34,500.00			
Staff In-Service			$ 10,000.00			
Dist. Ed. Maint. Agreement			$ 2,100.00			
Concurrent Program Support			$ 1,492.96			
Purchase Services			$ 2,500.00			
Reserve	$ 1,000.00	$ 216.00	$ 784.00	$ 2,000.00	$ 2,000.00	
3000 - GENERAL SUPPORT						
Director	$ 11,070.00	$ 2,391.12				
Co. Director	$ 8,610.00	$ 1,859.76				
Admin. Assistant	$ 7,000.00	$ 1,512.00				
Travel			$ 1,500.00			
Insurance			$ 1,037.12			
Accountant Services			$ 4,500.00			
Purchase Services			$ 2,320.70			
Supplies				$ 1,200.00		
Equipment					$ 6,500.00	
Reserve	$ 3,000.00	$ 648.00	$ 2,352.00	$ 2,000.00	$ 2,000.00	
4000 - COMMUNITY PROGRAMS						
SUB TOTAL	$ 47,880.00	$ 10,342.08	$ 87,871.58	$ 12,200.00	$ 47,500.00	
TOTAL					$ 205,793.66	

WESTERN/SUBLETTE NO. 9 BOARD OF EDUCATIONAL SERVICES
2001-2002 BUDGET

REVENUES

1/2 mill $ 205,793.66

OBJECTS	100 Salaries	200 Benefits	300 Purchased Services	400 Supplies	500 Capital Outlay	Sub Totals and Total
Director	$ 11,070.00					$ 11,070.00
Wyo. Ret.		$ 1,549.80				$ 1,549.80
S.S.& Medicare		$ 841.32				$ 841.32
Co-Director	$ 8,610.00					$ 8,610.00
Wyo. Ret.		$ 1,205.40				$ 1,205.40
S.S.& Medicare		$ 654.36				$ 654.36
Admin. Assistant	$ 7,000.00					$ 7,000.00
Wyo. Ret.		$ 980.00				$ 980.00
S.S. & Medicare		$ 532.00				$ 532.00
Travel			$ 1,500.00			$ 1,500.00
Insurance			$ 1,037.12			$ 1,037.12
Accountant Services			$ 4,500.00			$ 4,500.00
Supplies				$ 1,200.00		$ 1,200.00
Purchase Services			$ 2,320.70			$ 2,320.70
Equipment					$ 6,500.00	$ 6,500.00
Reserve	$ 3,000.00	$ 648.00	$ 2,352.00	$ 2,000.00	$ 2,000.00	$ 10,000.00
Sub Total: BOCES	$ 29,680.00	$ 6,410.88	$ 11,709.82	$ 3,200.00	$ 8,500.00	$ 59,500.70
Tech-contract			$ 34,500.00			$ 34,500.00
504 programs	$ 1,200.00	$ 259.20	$ 1,040.80			$ 2,500.00
Extended Learn Ed. Program	$ 14,000.00	$ 3,024.00	$ 8,976.00			$ 26,000.00
Technology				$ 5,000.00	$ 35,000.00	$ 40,000.00
Staff In-service			$ 10,000.00			$ 10,000.00
Purchase Services			$ 5,200.00			$ 5,200.00
Reserve	$ 2,000.00	$ 432.00	$ 3,568.00	$ 2,000.00	$ 2,000.00	$ 10,000.00
Sub Total: Sublette No. 9	$ 17,200.00	$ 3,715.20	$ 63,284.80	$ 7,000.00	$ 37,000.00	$ 128,200.00
PT Facilitators for Video Courses			$ 2,500.00			$ 2,500.00
Dist. Ed. Maint. Agreement			$ 2,100.00			$ 2,100.00
Incentive Grants for Adults			$ 3,500.00			$ 3,500.00
Concurrent Program Support			$ 1,492.96			$ 1,492.96
Purchase Services			$ 2,500.00			$ 2,500.00
Reserve	$ 1,000.00	$ 216.00	$ 784.00	$ 2,000.00	$ 2,000.00	$ 6,000.00
Sub Total: W.W.C.C.	$ 1,000.00	$ 216.00	$ 12,876.96	$ 2,000.00	$ 2,000.00	$ 18,092.96
Total:	$ 47,880.00	$ 10,342.08	$ 87,871.58	$ 12,200.00	$ 47,500.00	$ 205,793.66

WESTERN/SUBLETTE NO. 9
PROPOSED BUDGET
FY 2001-2002

WESTERN/SUBLETTE NO. 9
SUBLETTE NO. 9
WESTERN WYOMING COMMUNITY COLLEGE

WESTERN/SUBLETTE			**$ 205,793.66**
	Director's Salary	$ 11,070.00	$ 194,723.66
	Co-Director's Salary	$ 8,610.00	$ 186,113.66
	Administrative Assistant's Salary	$ 7,000.00	$ 179,113.66
	Benefits,Wy.Ret.,S.S.and Medicare	$ 5,762.88	$ 173,350.78
	Travel	$ 1,500.00	$ 171,850.78
	Supplies	$ 1,200.00	$ 170,650.78
	Equipment	$ 6,500.00	$ 164,150.78
	Insurance	$ 1,037.12	$ 163,113.66
	Accountant Services	$ 4,500.00	$ 158,613.66
	Purchase Services	$ 2,320.70	$ 156,292.96
	Reserve	$ 10,000.00	$ 146,292.96
		$ 59,500.70	
SUBLETTE NO. 9			
	Tech Contract	$ 34,500.00	$ 111,792.96
	504 program	$ 2,500.00	$ 109,292.96
	Extended Learning Ed. Program	$ 26,000.00	$ 83,292.96
	Technology	$ 40,000.00	$ 43,292.96
	Staff In-service	$ 10,000.00	$ 33,292.96
	Purchase Services	$ 5,200.00	$ 28,092.96
	Reserve	$ 10,000.00	$ 18,092.96
		$ 128,200.00	
W.W.C.C.			
	PT Facilitators for Video Courses	$ 2,500.00	$ 15,592.96
	Distance Ed. Maint. agreement	$ 2,100.00	$ 13,492.96
	Incentive Grants for Adults $100	$ 3,500.00	$ 9,992.96
	Concurrent Program Support	$ 1,492.96	$ 8,500.00
	Purchase Services	$ 2,500.00	$ 6,000.00
	Reserve	$ 6,000.00	$ (0.00)
		$ 18,092.96	

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

Office of the Attorney General

Governor
Dave Freudenthal

Attorney General
Patrick J. Crank

Human Services Division
123 State Capitol
Cheyenne, Wyoming 82002
(307) 777-6397 Telephone
(307) 777-3435 Fax

Chief Deputy Attorney General
Elizabeth C. Gagen

Deputy Attorney General
Robin Sessions Cooley

April 23, 2007

Mr. Douglas Galvin
President, Board of Trustees
Western Wyoming Community College
1008 Palomino
Rock Springs, WY 82901

Mr. Clayton Thomas
Chairman, Board of Trustees
Uinta County School District No. One
115 Apache Drive
Evanston, WY 82930

RE: Amended and Restated Uinta County School District No. One Board of Co-operative Education Service Agreement

Dear Mr. Galvin and Mr. Thomas:

I am writing to inform you that your proposed Amended and Restated Uinta County School District No. One Board of Co-operative Education Service Agreement has been approved by the State Board of Education. I apologize for not informing you earlier and providing you with these copies.

The Board approved your agreement on January 30, 2007. Ruby Calvert, the Chair of the Board on that date, signed a Notice of Approval of the agreement. Attached is a copy for both of your records. The original will remain with the Board. I am also sending the agreement that you provided to the Board back to Mr. Galvin.

If you have any questions, please feel free to call me at (307) 777-3730.

Sincerely,

Jennifer Stone

Jennifer K. Stone
Senior Assistant Attorney General

enclosures

cc: Jennifer Duncan, Secretary to the Board
(original Notice of Approval)

NOTICE OF APPROVAL
OF THE STATE BOARD OF EDUCATION APPROVING THE AMENDED AND RESTATED UINTA COUNTY SCHOOL DISTRICT NO. ONE BOARD OF CO-OPERATIVE EDUCATION SERVICES AGREEMENT

The State Board of Education, acting pursuant to Wyo. Stat. § 21-20-104, finds as follows:

I. The State Board of Education received the AMENDED AND RESTATED UINTA COUNTY SCHOOL DISTRICT NO. ONE BOARD OF CO-OPERATIVE EDUCATION SERVICES AGREEMENT (agreement) on December 29, 2006.

II. The State Board of Education found the following in its determination of whether to approve the agreement:

A. The agreement specifies, among other things, that the length of term of the agreement is perpetual, subject to the terms of withdrawal or termination in Section 22 of the agreement.

B. The agreement specifies the rights, responsibilities and obligations of each participating district in Section 4 of the agreement.

C. The agreement specifies the types of services to be rendered in Section 9 of the agreement.

D. The agreement specifies the procedure for the establishment of additional services in Section 11 of the agreement.

E. The agreement specifies the procedure for the inclusion of additional districts within the cooperative educational services program in Section 15 of the agreement.

F. The agreement also provides a method for the amendment and dissolution of the agreement with the consent of each participating district as specified in paragraph A above and in Section 15 of the agreement.

G. The boards of trustees of the interested districts, Uinta County School District No. 1 and Western Wyoming Community College, held meetings and a majority of the members of the respective boards voted in favor of entering into this agreement to form a board of cooperative educational services.

Therefore, the State Board of Education finds that the agreement is in compliance with Wyoming Statutes and pursuant to Wyo. Stat. § 21-20-104, approves the AMENDED AND RESTATED UINTA COUNTY SCHOOL DISTRICT NO. ONE BOARD OF CO-OPERATIVE EDUCATION SERVICES AGREEMENT.

DATED this 30th day of January, 2007

Ruby Calvert

Ruby Calvert
Chair, Wyoming State Board of Education

RECEIVED
DEC 19 2000
WY DEPARTMENT OF EDUCATION
DIVISION OF COMMUNICATION, PO. CY & GOVERNANCE

AMENDED AND RESTATED UINTA COUNTY SCHOOL DISTRICT NO. ONE
BOARD OF CO-OPERATIVE EDUCATION SERVICES AGREEMENT

THIS AGREEMENT, entered into by and between the BOARD OF TRUSTEES, UINTA COUNTY SCHOOL DISTRICT NO. ONE (hereinafter referred to as "District No. 1") and the BOARD OF TRUSTEES, WESTERN WYOMING COMMUNITY COLLEGE DISTRICT (hereinafter referred to as "College District" or "WWCC").

WITNESSETH:

WHEREAS, Wyoming Statutes Section 21-20-101 et seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to post secondary education, vocational-technical education, adult education, including adult community and continuing education (credit and non-credit), and services for children with disabilities, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, Uinta BOCES #1, ("BOCES"), was formed by joint agreement with an effective date of May 20, 1986, between the Uinta County School District No. 1 Board of Trustees and the Western Wyoming Community College District Board of Trustees, is an auxiliary agency of the two district boards and as such shall serve as an instrument through which the two district boards may achieve goals;

WHEREAS, District No. 1 and the College District has

3. Establishment of Goals and Meetings of the Administrators. On an annual basis, after solicitating comments from WWCC, District No. 1 shall reduce to writing goals and financial objectives to provide the educational services as described above, (the "Goals"). The Goals are to be carried out and implemented by BOCES in accordance with the terms and conditions of this agreement and BOCES shall regularly, (no less than quarterly), report to District No. 1 and WWCC on its progress towards achieving the Goals. In addition, the administrators from District No. 1, WWCC and BOCES shall meet not less than quarterly to review the status of all programs, pending programs and other pertinent matters.

4. Rights, Responsibilities and Obligations of each District. Each district shall have an equal right of access, benefit and use of materials and services provided by BOCES. In addition, each district shall have all rights, responsibilities and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et seq. (1977 Repub. Ed.) as amended from time to time.

5. Mill Levies. District No. 1 will consider annually the amount of voter approved levy to be assessed, taking into consideration the amount of money needed to

appropriate, and which are in compliance with this Agreement and Wyoming Statutes.

7. Members of BOCES Board. The BOCES Board shall be composed of seven (7) members. Four (4) members shall be elected from District No. 1 and three (3) members shall be elected from WWCC. The election shall be held by secret ballot. In the event one additional district shall be included, each district shall be entitled to two (2) members on BOCES. In the event there are four (4) districts involved, the number of board members shall be increased to eight (8) and each district shall be entitled to two (2) members. In the event there are more than four (4) but less than nine (9) districts involved, the number of members on BOCES shall become equal to the number of districts involved and each district shall be entitled to have one (1) member on the board. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective terms of office upon their boards of trustees. As the terms of office expire, or as vacancies otherwise occur, new members of the board of cooperative educational services shall be elected by the members of the participating boards of trustees.

10. Contracts for Services.

A. The BOCES Board may contract with WWCC for the following post secondary education programs, if available:

(1) Lower division credit courses and programs and support services to deliver the credit courses and programs.

(2) Technical and vocational programs for traditional and adult students in Evanston.

(3) Concurrent and Dual Credit courses in cooperation with the District No. 1, including support for post secondary professional development opportunities for District No. 1 faculty and staff.

(4) On-line post-secondary education courses and programs.

(5) LPN and RN nursing programs for Evanston students.

B. The BOCES Board may contract with the University of Wyoming for upper division and graduate programs, if available or if services are unavailable in Wyoming, with an accredited college or university outside of Wyoming.

C. Equipment purchases for post secondary vocational and technical programs offered at Evanston High

School, and affiliated facilities, shall be considered authorized post secondary education mill expenditures, and such funds shall be distributed directly to vendors by BOCES, unless otherwise mutually agreed by the parties.

11. Procedure for Establishment of Additional Services. When the BOCES determines there is an additional service that could be provided more effectively through a cooperative effort, then after receiving a recommendation from the respective District Boards the BOCES board shall consider and approve or disapprove the provisions of additional service.

12. Powers Vested in BOCES. BOCES is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. BOCES shall have such powers and duties as prescribed by the Cooperative Educational Services Act, Wyoming Statute 21-20-101 et seq. (1977 Repub. Ed.) as amended from time to time.

13. Executive Director ("Director"). The BOCES director shall supervise the non-credit continuing education programs, ABE-GED programs, and the facility's operations, maintenance, and management. The Director shall also be responsible for identifying and offering non-credit enrichment courses and programs. Additionally, the

Director shall be responsible for coordinating graduate and upper division college courses and lower division programs not available through WWCC. The Director shall be nominated by the BOCES board and shall be approved or disapproved by District No. 1 Board.

14. Procedure for the Amendment of the BOCES Agreement. Whenever the Boards of Trustees of the participating Districts desire to amend the BOCES agreement, the respective Boards shall approve or disapprove the amended agreement at their respective board meetings. Upon approval of the amended agreement by both Boards, the agreement shall take effect upon approval by the Wyoming State Board of Education.

15. Procedure for Inclusion of Additional Members. Whenever one or more outside boards of trustees as permitted by statute desire to join with District No. 1 and WWCC for the purposes of providing the cooperative educational services which are provided by BOCES created hereunder, the chair of the board of trustees of the outside district shall request a meeting of the BOCES. At the meeting, held in accordance with state law, it will be incumbent upon the board seeking to joint BOCES to establish that the inclusion of the outside district will

19. Employees. BOCES may employ technical, legal, administrative and clerical assistance, instructors and other necessary personnel and engage the services of research and consultant agencies within the limits of its authorized and available funds. In the performance of its duties, the BOCES may utilize the services of any officer or employee of any of the parties hereto with the approval of the respective boards of trustees. Upon request of BOCES and approval of the appropriate Board or Boards, the applicable Board shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with BOCES.

20. Reports to Member Boards. BOCES shall make regular reports to the member boards. Upon request of one or more member boards, BOCES shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

21. Financing of Facilities, Equipment and Services; Inventory of BOCES Equipment and Property. BOCES shall be financed by the levies of special school district taxes not to exceed the mill levies established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-101, et. Seq. (1977 Repub. Ed.) as

immunity and defenses available to them pursuant to W.S. 1-39-104 and all the State laws.

24. Authorization. District No. 1 and the College District each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

25. Effective Date. This amended agreement shall become effective upon the date when both parties have executed the agreement and written approval of the agreement has been received from the Wyoming Department of Education, the Wyoming Attorney General, and the Wyoming Community College Commission.

BOARD OF TRUSTEES
UINTA COUNTY SCHOOL DISTRICT
NO. ONE, STATE OF WYOMING

Clayton B. Thomas
Chairman

ATTEST:

Michael B. Dan
Clerk
Date: 11-14-06

Contracted Services Agreement Between
The Uinta County School District #1 BOCES
And Western Wyoming Community College
February, 2007

Part 1

The Amended and Restated Uinta County School District Number One Board of Co-operative Services Agreement states that "the BOCES Board may contract with *WWCC for the following post secondary education programs, if available:*

> *(1) Lower division credit courses and programs and support services to deliver the credit courses and programs.*
> *(2) Technical and vocational programs for traditional and adult students in Evanston.*
> *(3) Concurrent and Dual Credit courses in cooperation with the District No. 1, including support for post secondary professional development opportunities for District No. 1 faculty and staff,*
> *(4) On-line post-secondary education courses and programs.*
> *(5) LPN and RN nursing programs for Evanston students."*

Any post-secondary credit courses not offered by Western Wyoming Community College can be provided by BOCES through other entities as permitted by law.

A designated BOCES person shall communicate and with the WWCC Coordinator in Evanston to determine what credit courses WWCC is planning to offer, or which WWCC is willing to offer, and how those courses will be marketed in publications produced by BOCES.

WWCC agrees to submit a class schedule to BOCES and other information relevant to its programs for inclusion by BOCES in its catalog. WWCC also agrees to provide the BOCES with a monthly budget report and end-of-semester enrollment reports. After reviewing WWCC's existing articulation agreements with regional colleges and universities, the BOCES Director can request that WWCC develop or update articulation agreements with regional colleges or universities for particular programs or majors that are needed by students in Evanston. This will allow the BOCES to pursue agreements with these schools to provide upper division courses in these programs. Additionally, the BOCES may employ an auditor to audit WWCC expenditures of Uinta County School District #1 BOCES funds at anytime it so chooses. WWCC agrees to acknowledge BOCES support on all publications for Evanston.

Part 2

It is agreed that commencing effective for the fiscal year 2007-2008 and for credit courses and programs being offered beginning in the Fall of 2007, the BOCES will pay to Western Wyoming Community College the sum of **$243,380** per fiscal year in exchange for which payment Western Wyoming Community College agrees to offer to the residents of Uinta County School District #1 a program of post-secondary credit courses as described above in Part I under #1 -#5. WWCC will continue to offer a number of

post-secondary courses that are equivalent to or exceed those offered in 2006-07. The BOCES agrees to provide adequate support staff to provide the same standard of service as provided prior to this agreement. **The BOCES Director and WWCC Coordinator will work together in sharing personnel resources as necessary to fulfill the goals of each organization.**

The Contracted Services from the BOCES will be used to fund local operating expenses and WWCC's Rock Springs operating budget will fund all instructional costs. Funds for Contracted Services will continue to be deposited in a separate restricted account such that these funds can only be spent to support the WWCC postsecondary program in Evanston. WWCC will be obligated to pay all costs and expenses associated with delivering those courses and programs to students in Evanston. This shall include costs for local staff salary and benefits, furnishings and equipment, as well as office expenses including supplies, telephones, long distance telephone calls, postage, printing, advertising, in-state travel, professional development of WWCC employees, photo copies, special events, education supplies, and support for the Western Edge program. It is not intended that this is the exclusive list of local operating expenses; Western Wyoming Community College will only use the Contracted Services funds from BOCES to pay all local operating expenses. Unspent funds from this account will be carried over. WWCC carryover may not exceed a maximum reserve of **$243,380**, which is equal to an amount to allow the program to continue for one year. Any carryover funds above this amount will be returned to the BOCES as soon after the end of the fiscal year as is practical.

WWCC's Rock Springs operating budget will fund all instructional costs for faculty, or for agencies providing instructors, such as the Wyoming State Hospital. WWCC will also fund salary increases for staff and faculty that are specifically designated for salaries and benefits by the legislature. Course fees approved by the WWCC Board of Trustees and collected from students in Evanston will be spent for the Evanston credit program. WWCC's Rock Springs budget will be used to fund all the indirect support costs related to WWCC programs, such as admissions, registration, advising, financial aid, institutional scholarships, senior citizens waivers, and personnel and technology to support online and distance learning.

The BOCES agrees that WWCC will not be charged either for the space used by WWCC at the Education Center, or for the cost of using the space (The attached Schedule A lists the rooms that the BOCES has given priority to WWCC in the Education Center). If WWCC needs additional rooms, the WWCC Coordinator will work with the BOCES Director to determine availability. Conversely, if the BOCES needs to use any of the rooms assigned to WWCC, the Director and Coordinator will work together to find a solution without disrupting scheduled WWCC classes. The BOCES agrees that the cost of using the space includes the cost of utilities, janitorial services, parking lot maintenance, snow removal, necessary maintenance and repair of the space used by WWCC, etc.

It is further understood that WWCC's obligation to provide on-site credit courses shall be conditioned upon an adequate enrollment level which is currently maintained at approximately 10 students per course but which may be adjusted somewhat by Western Wyoming Community College, and is further conditioned upon Western Wyoming Community College being able to contract with available and qualified instructors. In addition to the on-site credit courses, WWCC will continue to provide a variety of online courses that significantly increase the choices for students in Evanston and facilitate students being full-time students if they wish.

It is also understood that as WWCC enrollments increase or costs increase due to inflation, WWCC can petition the BOCES for justifiable budget increases.

Part 3

WWCC will present a line item budget of proposed expenditures up to the negotiated amount including sufficient funding for one year of reserve prior to March 1st. The BOCES Board agrees to pay the annual sum in quarterly draw down requests upon receipt of itemized invoices of actual expenditures.

It is further agreed that in the event of a decline in the assessed valuation of Uinta County School District #1 of 10% or more from the assessed valuation on May 16, 2007, the terms of the contract may be renegotiated to the extent the decrease affects payments that must be paid from tax revenues generated during the year of the decrease.

Future payments by BOCES beyond June 30, 2011 will be conditioned upon the approval by the voters of Uinta County School District #1 of the optional 2 post secondary mill levy. It is agreed that this Agreement shall commence July 1, 2007 and continue through June 30, 2011.

The parties agree that they will continue to work with each other on communication issues, specifically on courses that are to be offered, on advertising and publicity and on working together to build a program that will benefit the residents of Uinta County School District #1.

UINTA COUNTY SCHOOL DISTRICT #1 BOCES

BY Kendrick West
Board Chairman

Date: 4-17-07

WESTERN WYOMING COMMUNITY COLLEGE

BY Douglas Kalen
Board President

Date: 8-1-07

Schedule A:
WWCC Evanston Outreach Room Assignment
in the Education Center

Room # 148 Office Evanston Outreach Coordinator Room # 143 Office Western Edge Coordinator Room # 144 WWCC computer Lab Room # 142 WWCC Compressed Video Room/Classroom
Room # 141 WWCC Storage Room
Room # 137 Office Evanston Gear-Up Coordinator
Room # 138 WWCC Classroom
Room # 136 WWCC Classroom
Room # 105 WWCC Compressed Video Room/Classroom
Room # 132 WWCC Nursing Program Lab & Classroom
Room # 128 WWCC Classroom
Room # 126 WWCC Classroom
Room # 124 Office WWCC Evanston Part-Time Nursing Faculty
Room # 103 Office WWCC Evanston LPN Program Coordinator
No # Assigned WWCC Reception Area Evanston Program Assistant & Office Assistant Work Area.
With coordination with the BOCES Director, WWCC also has been teaching 2 sections of COSC 1200 in Room 301 the Business Skills Institute Computer Lab.

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

UINTA COUNTY SCHOOL DISTRICT NO. 4
& UINTA COUNTY SCHOOL DISTRICT NO. 6
BOARD OF COOPERATIVE EDUCATION SERVICES AGREEMENT

This agreement entered into by and between Uinta County School District #4, hereinafter referred to as "District #4", by and through its Board of Trustees, and Uinta County School District #6, hereinafter referred to as "District #6", acting by and through its Board of Trustees, and Western Wyoming Community College, hereinafter referred to as "Western Wyoming Community College", acting by and through its Board of Trustees.

W I T N E S S E T H

WHEREAS, Wyoming Statutes Section 21-20-101 et seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination thereof to work together and cooperate to provide educational services, including but not limited to vocational-technical education, adult education and services for exceptional children, when the services can be more effectively provided through a cooperative effort; and

WHEREAS, District #4, District #6, and Western Wyoming Community College have each passed resolutions indicating a desire to establish a board of cooperative educational services for the purposes of providing cooperative educational services and finding that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, a joint meeting was called by the chair of the Boards of Trustees of District #4, District #6, and Western Wyoming Community College which was held on the 9 day of April, 1987, after proper legal notice had been given; and

WHEREAS, at a joint meeting held by District #4, District #6, and Western Wyoming Community College, a majority of the members of the respective boards voted in favor of entering into an agreement to form a board of cooperative educational services and directed that an agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. CREATION OF BOARD OF COOPERATIVE EDUCATIONAL SERVICES.
District #4, acting by and through its Board of Trustees, District #6 acting by and through its Board of Trustees, and Western Wyoming Community College, acting by and through its Board of Trustees, hereby form the "Uinta County School District #4 and Uinta County School District #6 Board of Cooperative Educational Services", (hereinafter referred to as "Uinta #4 and #6 BOCES"), to conduct a joint or cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. LENGTH OF TERM OF AGREEMENT.
The duration of this agreement shall be perpetual subject to the provisions contained herein relative to withdrawal or termination.

3. RIGHTS, RESPONSIBILITIES AND OBLIGATIONS OF EACH DISTRICT.
Each district shall have an equal right of access, benefit and use of materials and services provided by Uinta #4 and #6 BOCES. In addition, each district shall have all rights, responsibilities and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-101 et.seq. (1977 Repub. Ed.) as amended from time to time.

4. TYPES OF SERVICES TO BE RENDERED.
The educational services to be provided by Uinta #4 and #6 BOCES include, but are not limited to adult, community and continuing education.

5. PROCEDURE FOR ESTABLISHMENT OF ADDITIONAL SERVICES.

When either of the districts determine there is an additional service that could be provided more effectively through a cooperative effort, the chair of that board shall call a joint meeting of the Boards of Trustees. At the joint meeting, if a majority of those members of the respective boards vote in favor of doing so, additional services may be performed by Uinta #4 and #6 BOCES. The addition of such services shall be reduced to writing.

6. MEMBERS OF UINTA #4 AND #6 BOCES BOARD.

The Uinta #4 and #6 BOCES Board shall be composed of five members. Two members shall be elected from District #4, two members from District #6, and one member from Western Wyoming Community College. The election shall be held by secret ballot. In the event one additional district be added, each district shall be entitled to two members on Uinta #4 and #6 BOCES. In the event there are more than five districts involved in Uinta #4 and #6 BOCES, each district shall be entitled to have one member on the board. The terms of office of each of the members of the Board of Cooperative Educational Services shall be cotemporaneous with their respective terms of office upon their Boards of Trustees. As the terms of office expire, or as vacancies occur, new members of the Board of Cooperative Educational Services shall be elected by the members of the participating Boards of Trustees.

7. ORGANIZATIONAL MEETING.

Promptly upon election of its members, the Uinta #4 and #6 BOCES shall meet, organize and elect from its membership a chair, vice-chair, secretary and treasurer. The secretary of the board shall notify the parties hereto of the board's organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk and the Secretary of State of the State of Wyoming.

8. POWERS VESTED IN UINTA #4 AND #6 BOCES.

Uinta #4 and #6 is vested with the powers and duties to conduct the services to be provided pursuant to this agreement and amendments thereto. Uinta #4 and #6 BOCES shall have such powers and duties as prescribed by the Cooperative Educational Services Act, Wyoming Statute 21-20-101 et.seg. (1977 Repub. Ed.) as amended from time to time.

9. PROCEDURE FOR THE INCLUSION OF ADDITIONAL MEMBERS.

Whenever one or more outside Boards of Trustees as permitted by statute desire to join with District #4 and #6 and Western Wyoming Community College for the purposes of providing the cooperative educational services which are provided by Uinta #4 and #6 BOCES created hereunder, the chair of the Board of Trustees of the outside district shall request a joint meeting with the Board of Trustees of School District #4 and #6 and Western Wyoming Community College. At the meeting, held in accordance with state law, it will be incumbent upon the board seeking to join Uinta #4 and #6 BOCES to establish that the inclusion of the outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of Uinta #4 and #6 BOCES. At the conclusion of the joint meeting, the Boards of Trustees of District #4, #6, and Western Wyoming Community College shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. Thereafter, the chair of the Boards of Trustees agreeing to participate in the Uinta #4 and #6 BOCES shall call a meeting of the members of the participating Boards of Trustees for the purpose of electing members to Uinta #4 and #6 BOCES in conformity with the provisions of this agreement.

10. LIABILITY.

No individual member of the Uinta #4 and #6 BOCES shall be personally liable for any action or procedure of the Uinta #4 and #6 BOCES.

11. MEETINGS.

Uinta #4 and #6 BOCES shall meet at the call of the chair, upon oral or written request of a majority of Uinta #4 and #6 BOCES members, within seven days after a request is given by any of the parties hereto, or a regularly established meeting date. A majority of the duly appointed and acting Uinta #4 and #6 BOCES members shall constitute a quorum for the transaction of business. No action shall be valid unless such action shall receive the approval of a majority of the members elected to Uinta #4 and #6 BOCES.

12. FISCAL YEAR.

Uinta #4 and #6 BOCES shall operate on a fiscal year identical to that of District #4 and #6.

13. EMPLOYEES.

Uinta #4 and #6 BOCES may employ technical, legal, administrative and clerical assistance and engage the services of research and consultant agencies within the limits of its authorized and available funds. In the performance of its duties the Uinta #4 and #6 BOCES may utilize the services of any officer or employee of any of the parties hereto with the approval of the respective Boards of Trustees. Upon request of Uinta #4 and #6 BOCES and approval of the respective Boards of Trustees, elected and appointed officers and employees of the parties herto shall promptly furnish information, statistics and reports under their control and shall otherwise cooperate with Uinta #4 and #6 BOCES.

14. REPORTS TO MEMBER BOARDS.

Uinta #4 and #6 BOCES shall make regular reports to the member boards. Upon request of one or more member boards, Uinta #4 and #6 BOCES shall promptly furnish information, statistics and reports under its control to the member boards and shall fully cooperate with the member boards.

15. FINANCING OF FACILITIES, EQUIPMENT AND SERVICES; INVENTORY OF UINTA #4 AND #6 BOCES EQUIPMENT AND PROPERTY.

Uinta #4 and #6 BOCES shall be financed by the levy of a special school district tax not to exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (1977 Repub. Ed.) as may be amended from time to time, excepting Western Wyoming Community College which will make such contribution as is provided by legislative appropriation. The amount of the mill levy shall be determined in accordance with the provisions of W. S. 21-20-109(b) (1977 Repub. Ed.) as may be amended from time to time.

Uinta #4 and #6 BOCES shall at all times maintain a complete inventory of all Uinta #4 and #6 BOCES property and equipment, and all property and equipment will be labeled appropriatley so as to identify Uinta #4 and #6 BOCES ownership.

16. WITHDRAWAL OR TERMINATION OF AGREEMENT.

This agreement may be terminated or a member district may withdraw funding of Uinta #4 and #6 BOCES and the Uinta #4 and #6 BOCES be dissolved by any of the parties hereto, acting through their respective Boards of Trustees, upon one year's prior written notice, from the date of creation hereof, of intent to withdraw from funding Uinta #4 and #6 BOCES or to terminate the agreement. Within sixty days after the date set for withdrawal of funding or termination of agreement, the facilities, equipment, improvements and other property acquired, including money by Uinta #4 and #6 BOCES shall be divided equally between Districts #4 and #6.

17. AUTHORIZATION.

District #4 and #6 and Western Wyoming Community College each certifies that it has authorized entry into this agreement pursuant to resolution and according to law.

18. EFFECTIVE DATE.

This agreement shall become effective _____, 1987, or upon the date when all parties have executed the agreement and written approval of the agreement has been received from the Wyoming Department of Education and Wyoming Attorney General.

Charles E. Taylor Dated April 14, 1987
Chairman of the Board of Trustees
Uinta County School District No. 4

V.C. Terrel R. Michaelson Dated 4-18-1987
Chairman of the Board of Trustees
Uinta County School District No. 6

John Pembroke Dated 4-29-87
Chairman of the Board of Trustees
Western Wyoming Community College

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

CENTRAL Wyoming COLLEGE

2660 Peck Avenue Riverton, Wyoming 82501 307-855-2039

CWC CONCURRENT
and DUAL ENROLLMENT

09 February 2011

Joe Reichardt, Chair
Wyoming State Board of Education
Hathaway Building, 2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050

Dear Mr. Reichardt,

Central Wyoming College currently collaborates with all school districts in its service area for the purpose of offering concurrent and dual enrollment opportunities to high school students. To that end, CWC is a full partner in two organizations: Teton County BOCES for services in Teton County, and CWC BOCHES for services in Fremont and Hot Springs Counties.

In response to your letter dated February 1, 2011, I am providing the following documents to you:

1. Copy of Agreement to Establish CWC Board of Cooperative Higher Educational Services in Fremont County;
2. Copy of State Board of Education Action Summary Sheet in response to CWC's initial request to form BOCHES;
3. Copy of Third Amended Agreement to Establish CWC Board of Cooperative Higher Educational Services in Fremont and Hot Springs Counties;
4. Copy of CWC-Teton County Board of Cooperative Educational Services Agreement.

Please contact me if you have any questions, or if you require anything further.

Sincerely,

Jackie H. Meeker

Jackie H. Meeker
Director, Distance Education and BOCHES

Enclosures: 4

cc: JoAnne McFarland

AGREEMENT TO ESTABLISH CWC BOARD
OF COOPERATIVE HIGHER EDUCATIONAL SERVICES

Pursuant to Wyoming Statute Sec. 21-20-101 et seq. (1977 Repub. Ed.)., the Board of Trustees, Fremont County Community College District, State of Wyoming, with its central administration office located in Riverton, Wyoming, operating as Central Wyoming College and hereinafter referred to as "CWC," and the Boards of Trustees of Fremont County School Districts as follows:

- Fremont County School District No. 6, with its central administration office located in Pavillion, Wyoming; and
- Fremont County School District No. 21, with its central administration office located in Fort Washakie, Wyoming; and
- Fremont County School District No. 24, with its central administration office located in Shoshoni, Wyoming; and
- Fremont County School District No. 25, with its central administration office located in Riverton, Wyoming,

hereinafter the "School District(s)," hereby enter into this agreement for the purpose of working together and cooperating to provide post-secondary educational services.

IN CONSIDERATION OF THE MUTUAL COVENANTS PASSING BY AND BETWEEN THE PARTIES, THE ADEQUACY AND RECEIPT OF WHICH IS HEREBY ACKNOWLEDGED, THE PARTIES AGREE AS FOLLOWS:

1. Creation of Board of Cooperative Higher Educational Services: CWC and the District(s) hereby form a Board of Cooperative Educational Services to be known by the name of the "Central Wyoming College Board of Cooperative Higher Educational services," hereinafter referred to as the "CWC BOCHES." The CWC BOCHES is created for the purpose of providing post-secondary education services under the authority of Wyoming

Statute Sec. 21-20-102 (1977 Repub. Ed.) as that term is defined in Wyoming Statute Sec. 21-20-103(a)(iii) (1977 Repub. Ed.).

2. Length of Term of Agreement: The duration of this agreement shall be perpetual, subject to provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of CWC and the School District(s): CWC and the School District(s) shall have equal right of access, benefit and use of the materials and services provided by the CWC BOCHES. CWC, legally known as the Fremont County Community College District, includes all of Fremont County, and any revenues from any mill levy approved by the CWC Board of Trustees to support the CWC BOCHES shall provide equal right of access, benefit, and use of any CWC BOCHES services or offerings by any school district in Fremont County. In addition, CWC and the participating school district(s) shall have all rights, responsibilities, and obligations as provided by the Boards of Cooperative Educational Services Act, Wyoming Statute Sec. 21-20-101, et seq., (1977 Repub. Ed.) as amended from time to time.

4. Services to be Rendered: The educational services to be provided by the CWC BOCHES shall be limited to post secondary education services as defined in W.S. 21-20-103 (a) iii.

5. Procedure for Establishment of Additional Services: Any additional services to be performed by the CWC BOCHES shall be by written amendment to this agreement which requires approval of the CWC BOCHES Board, approval by the CWC Board of Trustees, and approval by each participating school district(s).

6. Members of the CWC BOCHES Board: The initial CWC BOCHES Board shall require a minimum of five members. Two members shall be CWC trustees selected by the

CWC Board of Trustees and one member shall be a trustee from each participating school district selected by the Board of Trustees from that School District. The elected boards of the School District(s) and CWC Board shall each select its representatives to the CWC BOCHES by formal vote of each board. Each Board's selected members must receive the requisite number of votes as is required for any action by said board. In the event additional School District(s) shall be included on the CWC BOCHES, each School District so being added shall be entitled to representation on such an expanded board, but in no case shall the membership on the expanded board exceed the same maximum number set forth in the statutes applicable to BOCES Boards.

7. Terms of Office. The terms of office of each of the members of the CWC BOCHES Board shall be coterminous with their respective terms of office upon their respective School District Board or CWC Board. As the terms of office expire, or as vacancies occur, new members of the CWC BOCHES shall be selected by the members of the participating Boards to which they belong as set forth in this Agreement and as set forth in the statutes governing BOCES boards in Wyoming.

8. Organizational Meeting: Within a reasonable time following the appointment of the initial CWC BOCHES Board members, the CWC BOCHES shall meet, organize, and elect from its appointed members officers as provided for in Wyoming Statute Sec. 21-20-105 (1977 Repub. Ed.).

9. CWC BOCHES Advisory Council: A CWC BOCHES Advisory Council of Fremont County School District and College Administrators shall be created, hereinafter known as the "CWC BOCHES Advisory Council." Membership in the CWC BOCHES Advisory Council shall include all Fremont County school superintendents and the CWC

President (or designee). The purpose of the CWC BOCHES Advisory Council is to advise the CWC BOCHES on post-secondary education offerings and services needs and to develop and recommend common criteria for eligibility for enrollment in and BOCHES funding for Fremont County high school students taking dual enrollment classes through the CWC BOCHES.

10. Powers: The CWC BOCHES is vested with all powers and duties as prescribed by the Boards of Cooperative Educational Services Act, Wyoming Statute Sec. 21-20-101, et seq. (1977 Repub. Ed.) as amended form time to time.

11. Procedure for Inclusion of Additional Members: The Board of Trustees of any organization authorized by statute to join a board of cooperative educational services shall apply to CWC BOCHES Board and to the respective boards of CWC BOCHES members' Board(s) by written request setting forth its request to be included in the cooperative provision of post-secondary education services. Approval of the CWC BOCHES Board, approval by the CWC Board of Trustees, and approval by each participating school district(s) shall be required before a new School District member may be included. If a new School District member is included, then an amendment to this agreement shall be executed forthwith specifying the status of the parties hereto as they relate to the new member district and making such other adjustments to this agreement as may be necessary.

12. Amendment of Agreement: This agreement may be amended by approval of the CWC BOCHES Board, approval by the CWC Board of Trustees, and approval by each participating school district(s).

13. Liability: No individual member of the Board shall be personally liable for any action or procedure of the Board.

14. Meetings. At its first meeting and annually thereafter the CWC BOCHES Board shall establish a regular meeting time and place. Notice of that meeting, time and place, shall be given to the public as provided by law governing public meetings of school districts in Wyoming and as per W.S. 21-6-204. CWC BOCHES Board meetings shall be called, held, and conducted as provided by law for the meeting of boards of trustees of School Districts within this state as per W.S. 21-20-105.

15. Election of Officers. At its first meeting, the CWC BOCHES Board hall proceed to elect from their membership a chairman, a vice-chairman, a clerk, and a treasurer, whose terms of office shall be for one (1) year unless their terms of office as School District or CWC Board trustees expire earlier. The duties of the chairman, vice-chairman, clerk, and treasurer of the CWC BOCHES shall be the same as the duties provided by law for similar offices of boards of trustees of School Districts within this state insofar as they are applicable.

16. Fiscal Year: The CWC BOCHES shall operate on a fiscal year basis beginning July 1 and ending June 30 of each year.

17. Employees: The CWC BOCHES may employ such employees and enter into any contracts for services as are necessary to carry out the purposes of this agreement as per W.S. 21-20-107.

18. Reports to the Member Boards: The Boards of Trustees of the members shall be entitled to access all minutes of meetings, statistics, and reports made by the CWC BOCHES Board and kept under its control, and the CWC BOCHES Board shall fully cooperate in all respects with the parties to this agreement.

19. Financing of Facilities, Equipment and Services: The costs of facilities, equipment and services to be performed under the direction of the CWC BOCHES Board

shall be financed by the participating members on a basis agreed to from time to time by the boards of trustees of the participating districts. Revenues necessary to finance the operations of the CWC BOCHES Board may be generated as provided in Wyoming Statute Sec. 21-20-109 and Sec. 21-20-110 (1977 Repub. Ed.) as may be amended from time to time. Any agreements concerning the financing of the operations of the Board shall be in writing, approved by the CWC BOCHES Board, the CWC Board of Trustees, and by a majority of the participating school district(s). Financing agreements shall be appended to this agreement.

20. Inventory of Equipment and Property: The CWC BOCHES Board shall at all times maintain a complete inventory of all property and equipment acquired by the CWC BOCHES and all such property and equipment shall be appropriately labeled for purposes of identification.

21. Withdrawal or Termination of Agreement: This agreement may be terminated by approval of the CWC Board of Trustees and each participating school district(s). Pursuant to Wyoming Statute Sec. 21-20-111, a one- year advance written notice to the CWC BOCHES must be provided by the participating member boards of CWC and/or School District before the withdrawal of any funding of board of cooperative educational services established under this agreement. Within 60 days after the date set for withdrawal of funding or termination of the agreement, the facilities, equipment, improvements and other property acquired, shall be distributed proportionately to the parties based on the ratio of their respective contributions to the total contributions made during the term of the duration of the agreement. Any member may withdraw from membership without the necessity of terminating this agreement by

providing the other member(s) written notice of their intent to withdraw at least 120 days prior to the end of the CWC BOCHES fiscal year in which withdrawal is to occur.

22. Authorization: The CWC Board of Trustees and the Boards of School District(s) each certifies that it is entering this agreement after being duly authorized to do so according to law.

23. Effective Date: This agreement shall become effective upon the date when the final approval as required by law is obtained.

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 6

By: _____
Chairman

ATTEST:

_____
Clerk
Date: 6-21-05

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 21

By: _____
Chairman

ATTEST:

_____
Clerk
Date: 6/15/05

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 24

By: _____
Chairman

ATTEST:

Rita Campbell
Clerk
Date: 6-22-05

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 25

By: Maurice Reit
Chairman

ATTEST:

Jim P. Anderson
Clerk
Date: 6-14-2005

BOARD OF TRUSTEES, FREMONT COUNTY COMMUNITY COLLEGE DISTRICT, STATE OF WYOMING

By: Deanna D. Crofts
Chairman

ATTEST:

Linda M Bender
Clerk
Date: 6-15-05

APPROVED: WYOMING BOARD OF EDUCATION

By: Duane Eckmann

Date: 6-28-05

WYOMING COMMUNITY COLLEGE COMMISSION

By: [illegible]

Date: 16 June '05

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 23, 2005

ISSUE: CWC BOCHES
Central Wyoming College (CWC) is requesting State Board of Education approval to establish a Board of Cooperative Higher Educational Services (BOCHES) called the "CWC BOCHES" as described in the CWC BOCHES Agreement.

BACKGROUND:
CWC seeks to establish a BOCHES (Board of Cooperative Higher Educational Services) with all interested Fremont County public school districts to meet the cooperative secondary/post secondary needs of all eligible Fremont County public high school students. The CWC BOCHES seeks to provide *equal access* to a broad range of high quality post secondary educational opportunities for all eligible Fremont County public high school students, regardless of specific Fremont County public school district affiliation, through both on-site and distance instructional delivery of dual enrollment, tech prep, and other appropriate offerings. The CWC BOCHES further seeks to create ways to address unique post secondary educational needs of various Fremont County public school districts and to explore opportunities to jointly enhance secondary/post secondary cooperative programs and services.

A minimum of one Fremont County public school district is needed to form the BOCHES with Central Wyoming College. That requirement has been met with the April 12, 2005, action of the Fremont County School District #21 (Ft. Washakie) to join the CWC BOCHES. Additional Fremont County public school districts are expected to join the CWC BOCHES in the near future. The CWC BOCHES agreement provides for inclusion of additional Fremont County public school districts in the cooperative. CWC has chosen to move ahead with the first public school partner, in order to meet public notice and action requirements related to anticipated CWC Board approval in July 2005 of the countywide one-half mill to support this newly-formed organization.

Approval has already been received as follows:

- **CWC Board approval to pursue BOCHES (January 19, 2005)**
- **Wyoming Community College Commission Approval (March 18, 2005)**
- **Fremont County School District #21 Fort Washakie Board Approval (April 12, 2005)**
- **CWC Board approval of Final CWC BOCHES Agreement (April 27, 2005)**

The next step requires approval (and appropriate signature on the CWC BOCHES agreement) by the State Board of Education, followed by approval of the agreement "as to form" by the Attorney General.

SUGGESTED MOTION/RECOMMENDATION: Move to grant final approval for the CWC Board of Cooperative Higher Educational Services (BOCHES) as presented, with membership including CWC, District #6, District #21, District #25, and District #24, and to

authorize the Chairman of the State Board of Education to sign the CWC BOCHES agreement to signify such approval

SUPPORTING INFORMATION ATTACHED:
Executed document.

PREPARED BY: **Jennifer Duncan**
State Board Executive Assistant

APPROVED BY: Elizabeth Skiles Parady
Elizabeth Skiles Parady, Chief of Staff
State Board Liaison

ACTION TAKEN BY STATE BOARD: Richard Edwards **DATE:** 6-28-05

COMMENTS:

THIRD AMENDED AGREEMENT TO ESTABLISH CWC BOARD OF COOPERATIVE HIGHER EDUCATIONAL SERVICES

Under The terms of Sections 11 and 12 of the original agreement to establish CWC Board of Cooperative Higher Educational Services, and upon the written request of Fremont County School District No. 1 and Fremont County School District No. 2 to join the Board of Cooperative Higher Educational Services, and after approval of the CWC BOCHES Board, the CWC Board of Trustees, and by each participating school district(s), the BOCHES agreement is hereby amended to include Fremont County School District No. 1 and Fremont County School District No. 2, as set forth in this Third Amended agreement.

Pursuant to Wyoming Statute Sec. 21-20-101 et seq. (1977 Repub. Ed.)., the Board of Trustees, Fremont County Community College District, State of Wyoming, with its central administration office located in Riverton, Wyoming, operating as Central Wyoming College and hereinafter referred to as "CWC," and the Board of Trustees for the following School Districts:

- Fremont County School District No. 6, with its central administration office located in Pavillion, Wyoming; and
- Fremont County School District No. 21, with its central administration office located in Fort Washakie, Wyoming; and
- Fremont County School District No. 24, with its central administration office located in Shoshoni, Wyoming; and
- Fremont County School District No. 25, with its central administration office located in Riverton, Wyoming,
- Fremont County School District No. 14, with its central administration office located in Ethete, Wyoming,
- Fremont County School District No. 1, with its central administration office located in Lander, Wyoming,

- Fremont County School District No. 2, with its central administration office located in Dubois, Wyoming,
- Hot Springs County School District No. 1, with its central administration office located in Thermopolis, Wyoming.

hereinafter the "School District(s)," hereby enter into this agreement for the purpose of working together and cooperating to provide post-secondary educational services.

IN CONSIDERATION OF THE MUTUAL COVENANTS PASSING BY AND BETWEEN THE PARTIES, THE ADEQUACY AND RECEIPT OF WHICH IS HEREBY ACKNOWLEDGED, THE PARTIES AGREE AS FOLLOWS:

1. Creation of Board of Cooperative Higher Educational Services: CWC and the District hereby form a Board of Cooperative Educational Services to be known by the name of the "Central Wyoming College Board of Cooperative Higher Educational services," hereinafter referred to as the "CWC BOCHES." The CWC BOCHES is created for the purpose of providing post-secondary education services under the authority of Wyoming Statute Sec. 21-20-102 (1977 Repub. Ed.) as that term is defined in Wyoming Statute Sec. 21-20-103(a)(iii) (1977 Repub. Ed.).

2. Length of Term of Agreement: The duration of this agreement shall be perpetual, subject to provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities and Obligations of CWC and the School District(s): CWC and the School District(s) shall have equal right of access, benefit and use of the materials and services provided by the CWC BOCHES. CWC, legally known as the Fremont County Community College District, includes all of Fremont County, and any revenues from any mill levy approved by the CWC Board of Trustees to support the CWC BOCHES shall provide equal right of access, benefit, and use of any CWC BOCHES services or offerings by

any school district in Fremont County. Any revenues generated by Hot Springs County School District No. 1 mill levy approved by the Hot Springs County Board of Trustees, to support CWC BOCHES, will be used for Hot Springs County students and to support CWC BOCHES operating costs as apportioned based on the number of Hot Springs County School District No. 1 students to all CWC BOCHES students. In addition, CWC and the participating school district(s) shall have all rights, responsibilities, and obligations as provided by the Boards of Cooperative Educational Services Act, Wyoming Statute Sec. 21-20-101, et seq., (1977 Repub. Ed.) as amended from time to time.

4. Services to be Rendered: The educational services to be provided by the CWC BOCHES shall be limited to post secondary education services as defined in W.S. 21-20-103 (a) iii.

5. Procedure for Establishment of Additional Services: Any additional services to be performed by the CWC BOCHES shall be by written amendment to this agreement which requires approval of the CWC BOCHES Board, approval by the CWC Board of Trustees, and approval by each participating school district(s).

6. Members of the CWC BOCHES Board: ~~The initial CWC BOCHES Board shall require a minimum of five members. Two members~~ One member shall be a CWC ~~trustees~~ trustee selected by the CWC Board of Trustees, and one member shall be a trustee from each participating school district selected by the Board of Trustees from that School District. The elected boards of the School District(s) and CWC Board shall each select its representatives to the CWC BOCHES by formal vote of each board. Each Board's selected members must receive the requisite number of votes as is required for any action by said board. In the event additional School District(s) shall be included on the CWC BOCHES, each School District

CWC

FCSD #1

FCSD #2

FCSD #6

FCSD #14

FCSD #21

FCSD #24

FCSD #25

HSCSD #1

shall be entitled to representation on such an expanded board, but in no case shall the membership on the expanded board exceed the same maximum number set forth in the statutes applicable to BOCES Boards.

7. Terms of Office. The terms of office of each of the members of the CWC BOCHES Board shall be coterminous with their respective terms of office upon their respective School District Board or CWC Board. As the terms of office expire, or as vacancies occur, new members of the CWC BOCHES shall be selected by the members of the participating Boards to which they belong as set forth in this Agreement and as set forth in the statutes governing BOCES boards in Wyoming.

8. Organizational Meeting: Within a reasonable time following the appointment of the initial CWC BOCHES Board members, the CWC BOCHES shall meet, organize, and elect from its appointed members officers as provided for in Wyoming Statute Sec. 21-20-105 (1977 Repub. Ed.).

9. CWC BOCHES Advisory Council: A CWC BOCHES Advisory Council of Fremont County School District and College Administrators shall be created, hereinafter known as the "CWC BOCHES Advisory Council." Membership in the CWC BOCHES Advisory Council shall include all Fremont County school superintendents, the Hot Springs School superintendent and the CWC President (or designee). The purpose of the CWC BOCHES Advisory Council is to advise the CWC BOCHES on post-secondary education offerings and services needs and to develop and recommend common criteria for eligibility for enrollment in and BOCHES funding for Fremont County and Hot Springs County high school students taking dual enrollment classes through the CWC BOCHES.

10. Powers: The CWC BOCHES is vested with all powers and duties as prescribed by the Boards of Cooperative Educational Services Act, Wyoming Statute Sec. 21-20-101, et seq. (1977 Repub. Ed.) as amended form time to time.

11. Procedure for Inclusion of Additional Members: The Board of Trustees of any organization authorized by statute to join a board of cooperative educational services shall apply to CWC BOCHES Board and to the respective boards of CWC BOCHES members' Board(s) by written request setting forth its request to be included in the cooperative provision of post-secondary education services. Approval of the CWC BOCHES Board, approval by the CWC Board of Trustees, and approval by each participating school district(s) shall be required before a new School District member may be included. If a new School District member is included, then an amendment to this agreement shall be executed forthwith specifying the status of the parties hereto as they relate to the new member district and making such other adjustments to this agreement as may be necessary.

12. Amendment of Agreement: This agreement may be amended by approval of the CWC BOCHES Board, approval by the CWC Board of Trustees, and approval by each participating school district(s).

13. Liability: No individual member of the Board shall be personally liable for any action or procedure of the Board.

14. Meetings. At its first meeting and annually thereafter the CWC BOCHES Board shall establish a regular meeting time and place. Notice of that meeting, time and place, shall be given to the public as provided by law governing public meetings of school districts in Wyoming and as per W.S. 21-6-204. CWC BOCHES Board meetings shall be called, held,

and conducted as provided by law for the meeting of boards of trustees of School Districts within this state as per W.S. 21-20-105.

15. Election of Officers. At its first meeting, the CWC BOCHES Board shall proceed to elect from their membership a chairman, a vice-chairman, a clerk, and a treasurer, whose terms of office shall be for one (1) year unless their terms of office as School District or CWC Board trustees expire earlier. The duties of the chairman, vice-chairman, clerk, and treasurer of the CWC BOCHES shall be the same as the duties provided by law for similar offices of boards of trustees of School Districts within this state insofar as they are applicable.

16. Fiscal Year: The CWC BOCHES shall operate on a fiscal year basis beginning July 1 and ending June 30 of each year.

17. Employees: The CWC BOCHES may employ such employees and enter into any contracts for services as are necessary to carry out the purposes of this agreement as per W.S. 21-20-107.

18. Reports to the Member Boards: The Boards of Trustees of the members shall be entitled to access all minutes of meetings, statistics, and reports made by the CWC BOCHES Board and kept under its control, and the CWC BOCHES Board shall fully cooperate in all respects with the parties to this agreement.

19. Financing of Facilities, Equipment and Services: The costs of facilities, equipment and services to be performed under the direction of the CWC BOCHES Board shall be financed by the participating members on a basis agreed to from time to time by the boards of trustees of the participating districts. Revenues necessary to finance the operations of the CWC BOCHES Board may be generated as provided in Wyoming Statute Sec. 21-20-109 and Sec. 21-20-110 (1977 Repub. Ed.) as may be amended from time to time. Any

agreements concerning the financing of the operations of the Board shall be in writing, approved by the CWC BOCHES Board, the CWC Board of Trustees, and by a majority of the participating school district(s). Financing agreements shall be appended to this agreement.

20. Inventory of Equipment and Property: The CWC BOCHES Board shall at all times maintain a complete inventory of all property and equipment acquired by the CWC BOCHES and all such property and equipment shall be appropriately labeled for purposes of identification.

21. Withdrawal or Termination of Agreement: This agreement may be terminated by approval of the CWC Board of Trustees and each participating school district(s). Pursuant to Wyoming Statute Sec. 21-20-111, a one- year advance written notice to the CWC BOCHES must be provided by the participating member boards of CWC and/or School District before the withdrawal of any funding of board of cooperative educational services established under this agreement. Within 60 days after the date set for withdrawal of funding or termination of the agreement, the facilities, equipment, improvements and other property acquired, shall be distributed proportionately to the parties based on the ratio of their respective contributions to the total contributions made during the term of the duration of the agreement. Any member may withdraw from membership without the necessity of terminating this agreement by providing the other member(s) written notice of their intent to withdraw at least 120 days prior to the end of the CWC BOCHES fiscal year in which withdrawal is to occur.

22. Authorization: The CWC Board of Trustees and the Boards of School District(s) each certifies that it is entering this agreement after being duly authorized to do so according to law.

23. Effective Date: This agreement shall become effective upon the date when the final approval as required by law is obtained.

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 6
By: [signature]
Chairman

ATTEST: Sherie Sardam
Clerk
Date: 4-19-10

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 14
By: [signature]
Chairman

ATTEST: Belle R Ferris
Clerk
Date: 4-13-10

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 21
By: [signature]
Chairman

ATTEST: Bonnie Nishkie
Clerk
Date: 4-19-10

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 24
By: Kevin Smith
Chairman

ATTEST: Tiffany Fegler
Clerk
Date: 5-17-10

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 25

By: _____
Chairman

ATTEST: _____
Clerk
Date: 4/27/2010

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 1

By: _____
Chairman

ATTEST: Joe Pallad
Clerk
Date: 4-1-10

BOARD OF TRUSTEES, FREMONT COUNTY SCHOOL DISTRICT NO. 2

By: Eileen J. Groves
Chairman

ATTEST: _____
Clerk
Date: 04-20-2010

BOARD OF TRUSTEES, HOT SPRINGS COUNTY SCHOOL DISTRICT NO. 1

By: _____
Chairman

ATTEST: Brenda Mills
Clerk
Date: 4-22-10

BOARD OF TRUSTEES, FREMONT COUNTY COMMUNITY COLLEGE DISTRICT, STATE OF WYOMING

By: Roger L. Bose M.D.
Chairman

ATTEST: Linda Bender
Clerk
Date: 4-21-10

BOARD OF TRUSTEES, CWC
BOARD OF COOPERATIVE HIGHER EDUCATIONAL SERVICES

By: Greg C Jamison
Chairman

ATTEST: Sandra J. O'Brien
Clerk
Date: 7-21-10

CWC-TETON COUNTY BOARD OF COOPERATIVE EDUCATIONAL SERVICES AGREEMENT

THIS AGREEMENT made by and between CENTRAL WYOMING COMMUNITY COLLEGE, a Wyoming Community College District, hereinafter referred to as CWC, and TETON COUNTY SCHOOL DISTRICT #1, hereinafter referred to as Jackson.

WITNESSETH

WHEREAS, Wyoming Statutes Section 21-20-102 et seq. (1977 Repub. Ed.) authorizes school districts and community college districts or any combination to work together and cooperate to provide educational services, including but not limited to vocational-technical education, secondary, and post-secondary educational services when the services can be more effectively provided through a cooperative effort; and

WHEREAS, CWC and Jackson have each passed resolutions indicating a desire to establish a board of cooperative educational services for the purpose of providing cooperative educational services and find that certain services can be provided more effectively through a cooperative effort; and

WHEREAS, Jackson, at a joint September 26, 1996, work session with CWC officials, decided to formally act on the resolution to form a BOCES with CWC at its next regular meeting of October 9, 1996, and

WHEREAS, at Jackson's regular meeting on the 9th day of October, 1996, and CWC, at its regular meeting on the 16th day of October, 1996, after proper legal notice had bene given, a majority of the members of the respective boards voted in favor of entering into an agreement to form a board of cooperative educational services and directed that this agreement be prepared.

NOW, THEREFORE, for and in consideration of the mutual covenants passing by and between the parties, the adequacy and receipt of which is hereby acknowledged, the parties agree as follows:

1. Creation of Board of Cooperative Educational Services.

   The Board of Trustees for CWC and Board of Trustees for Jackson hereby form the "Central Wyoming College/Teton County Board of Cooperative Educational Services," (hereinafter referred to as CWC-Teton County BOCES), to conduct a joint cooperative undertaking of educational services which can be provided more effectively through a cooperative effort.

2. Length of Term of Agreement.

   The duration of this Agreement shall be perpetual subject to the provisions contained herein relative to withdrawal or termination.

3. Rights, Responsibilities, and Obligations of each District.

   Each district shall have an equal right of access, benefit, and use of materials and services provided by CWC-Teton County BOCES. In addition, each district shall have all rights, responsibilities, and obligations as provided by the Cooperative Educational Services Act, Wyoming Statutes Section 21-20-102 et seq. (1977 Repub. Ed.) as amended from time to time.

4. Type of Services to be Rendered.

   The educational services to be provided by CWC-Teton County BOCES may include, but will not be limited to, vocational-technical education (tech-prep

programs including partnership with industry), secondary, and post-secondary educational services.

5. Procedure for Establishment of Additional Services.

When either of the districts determine there is an additional service that could be provided more effectively through a cooperative effort, the chair of the board shall call a joint meeting of the boards of trustees. At the joint meeting, if a majority of those members of the respective boards vote in favor of doing so, additional services may be performed by CWC-Teton County BOCES. The addition of such services shall be reduced to writing.

6. Members of CWC-Teton County BOCES Board.

The initial CWC-Teton County BOCES Board shall be composed of five members. Two members shall be selected by and from the board of trustees of CWC, and three members shall be selected by and from the board of trustees of Jackson. The selection shall be by the formal vote of each board as to its selection of its representatives to the BOCES board. Each board's selected members must receive the requisite number of votes as is required for any action by said board. In the event additional districts shall be included in the BOCES, each district so being added shall be entitled to representation on such an expanded board, but in no case shall the membership on the expanded board exceed the same maximum number set forth in the statutes applicable to BOCES boards. The terms of office of each of the members of the board of cooperative educational services shall be coterminous with their respective

terms of office upon their respective boards of trustees or community college district boards. As the terms of office expire, or as vacancies occur, new members of the board of cooperative educational services shall be selected by the members of the participating boards to which they belong as set forth in the statutes governing boards of cooperative educational services in Wyoming.

7. Procedure for the Inclusion of Additional Members.

Whenever an outside board of trustees as allowed by statute, desires to joint with CWC and Jackson for the purpose of providing the cooperative educational services which are provided by CWC-Teton County BOCES created hereunder, the chair of the board of trustees of the outside district shall request a joint meeting with the boards of trustees of CWC and Jackson. At the meeting, held in accordance with state law, it will be incumbent upon the board seeking to join CWC-Teton County BOCES to establish that the inclusion of the outside district will provide for more effective rendering of services and that a majority of the board of the outside district has passed a resolution indicating its desire to become a part of CWC-Teton County BOCES. At the conclusion of the joint meeting, the boards of trustees of CWC and Jackson shall vote whether to include the outside district. If a majority of those members of the respective boards vote in favor of including the new district, the parties shall enter into an amended agreement. Whenever there is the addition of such an additional district or districts, the board of trustees or the community college district board, whichever the case may be, which is joining the BOCES shall elect its members

to the BOCES board in the same manner as the boards who are already members to this BOCES Agreement in accordance with the terms of this Agreement and the Statutes governing BOCES boards in the State of Wyoming.

8. Organizational Meeting.

Promptly upon election of its members, the CWC-Teton County BOCES shall meet, organize, and elect from its membership a chair, vice-chair, secretary, and treasurer. The secretary of the board shall notify the parties hereto of the board's organization and file a certificate showing its organization and an executed copy of this agreement with the clerk of the board of each district, the county clerk, and the Secretary of State of the State of Wyoming.

9. Powers Vested in CWC-Teton County BOCES.

CWC-Teton County BOCES is vested with the powers and duties to conduct the services to be provided pursuant to this Agreement and amendments thereto. CWC-Teton County BOCES shall have such powers and duties as prescribed by the Cooperative Educational Services Act, Wyoming Statute 21-20-102 et seq. (1977 Repub. Ed.) as amended from time to time.

10. Liability.

No individual member of the CWC-Teton County BOCES shall be personally liable for any action or procedure of the CWC-Teton County BOCES.

11. Meetings.

Meetings of the board of cooperative educational services shall be called, held, and conducted as provided by law for the meeting of the boards of trustees of

school districts within the state. A majority of the duly appointed and acting CWC-Teton County BOCES members shall constitute a quorum for the transaction of business. No action shall be valid unless such action shall receive the approval of a majority of the members elected to CWC-Teton County BOCES.

12. Fiscal Year.

CWC-Teton County BOCES shall operate on a fiscal year, July 1, to June 30.

13. Information, Statistics, and Reports.

Upon request of CWC-Teton County BOCES and approval of the respective boards of trustees, elected and appointed officers and employees of the parties hereto shall promptly furnish information, statistics, and reports under their control and shall otherwise cooperate with CWC-Teton County BOCES.

14. Reports to Member Boards.

CWC-Teton County BOCES shall make regular reports to the member boards. Upon request of one or more member boards, CWC-Teton County BOCES shall promptly furnish information, statistics, and reports under its control to the member boards and shall fully cooperate with the member boards.

15. Financing of Facilities, Equipment, and Services; Inventory of CWC-Teton County BOCES Equipment and Property.

CWC-Teton County BOCES shall be financed by the participating districts on a basis agreed upon by the boards of the participating districts which may include but not be limited to the levy of a special school district tax not to

exceed the mill levy established by statute on the taxable valuation of the member districts, as provided by W.S. 21-20-109 (1977 Repub. Ed.) as may be amended from time to time. The amount of the mill levy shall be determined in accordance with the provisions of W.S. 21-20-109(b) (1977 Repub. Ed.) as may be amended from time to time.

16. Withdrawal or Termination of Agreement.

One (1) year advance notice shall be given by any participating board of trustees before withdrawing from the funding of the CWC-Teton County BOCES. Property shall be redistributed to participating districts in the respective proportion in which it was contributed by each participating district during the term of this Agreement.

17. Authorization.

CWC and Jackson each certifies that it has authorized entry into the Agreement pursuant to resolution and according to law.

18. Effective Date.

This Agreement shall become effective on the date when both parties have executed the Agreement and written approval of the Agreement has been received from the Wyoming Department of Education, the Wyoming Community College Commission, and the Wyoming Attorney General.

DATED this 16th day of October, 1976.

CENTRAL WYOMING COMMUNITY COLLEGE, a Wyoming Community College District,

Attest:

J. A. Pedersen
Secretary

BY Ronald T. Thom
Authorized Representative

TETON COUNTY SCHOOL DISTRICT #1,

Attest:

Christi Coats
Secretary

BY Marshall A. Gingery
Authorized Representative

Marshall A. Gingery, Chairman

APPROVED:

Howard M. Brothers
State Board of Education

William F. Viner
Community College Commission (SH)

Wyoming State Board of Education

Approval of BOCES Agreement

The Wyoming State Board of Education ("State Board"), pursuant to WYO. STAT. ANN. § 21-20-104(a), is required to approve any agreement to form a BOCES. "Any agreement to form a board of cooperative educational services entered into between the participating districts shall be approved by the state board of education." WYO. STAT. ANN. § 21-20-104(a).

☐ On _____ _____, 2011, _____ presented the State Board with an agreement to form a BOCES. After reviewing the agreement and all the necessary documentation in order to consider the formation of a BOCES, the State Board hereby approves the creation of this BOCES.

☐ On _____ _____, 2011, _____ presented the State Board with an amendment to its BOCES agreement. After reviewing the amendment and all the necessary documentation in order to consider the amendment to the BOCES agreement, the State Board hereby approves the amendment.

Dated this _____ day of _____, 2011.

_____

State Board Chairman

AGREEMENT TO ESTABLISH BOARD OF COOPERATIVE EDUCATIONAL SERVICES

Pursuant to Wyoming Statute Sec. 21-20-101 et seq. (1977 Repub. Ed.), the Board of Trustees, Campbell County School District No. 1, with its central administration office located in Gillette, Wyoming, hereinafter the "District", and the Board of Trustees, Northern Wyoming Community College District, State of Wyoming, with its central administration office located in Sheridan, Wyoming, hereinafter the "College", hereby enter into this agreement for the purpose of working together and cooperating to provide educational services, including but not limited to post secondary educational services, including but not limited to post secondary education, vocational-technical education, adult education and services for exceptional children.

IN CONSIDERATION OF THE MUTUAL COVENANTS PASSING BY AND BETWEEN THE PARTIES, THE ADEQUACY AND RECEIPT OF WHICH IS HEREBY ACKNOWLEDGED, THE PARTIES AGREE AS FOLLOWS:

1. **Creation of Board of Cooperative Educational Services:** The District and the College hereby form a Board of Cooperative Educational Services to be known by the name of the "Campbell County Board of Cooperative Higher Education Services", hereinafter referred to as the "Board". The Board

1718-

is created for any lawful purpose as defined within Wyoming Statute Sec. 21-20-102 (1977 Repub. Ed.) as amended from time to time.

2. **Length of Term of Agreement:** The duration of this agreement shall be perpetual, subject to provisions contained herein relative to withdrawal or termination.

3. **Rights, Responsibilities and Obligations of the District and the College:** The District and the College shall have equal right of access, benefit and use of the materials and services provided by the Board. In addition, the District shall have all rights, responsibilities, and obligations as provided by the Boards of Cooperative Educational Services Act, Wyoming Statute Sec. 21-20-101, et seq., (1977 Repub. Ed.) as amended from time to time.

4. **Service to be Rendered:** The educational services to be provided by the Board include, but are not limited to, higher educational services.

5. **Procedure for Establishment of Additional Services:** Any additional services to be performed by the Board shall be by written amendment to this agreement which requires a majority vote of the Board of Trustees of the District and the College.

6. **Members of the Board:** The Board shall be composed of five members. Three members shall be selected by the

Board of Trustees of the District and two members shall be selected by the Board of Trustees of the College. Two of the initial members of the Board appointed by the District shall be appointed for a two year term and the third member shall be appointed for a three year term. Appointments thereafter shall be for a three year term. On the initial appointment by the College, one member shall be for a two year term and the other member shall be for a three year term. Appointments thereafter by the College shall be a three year term. The appointing Board of Trustees shall be responsible for the replacement of any vacancy which shall occur in an appointed position, which appointment shall be for the balance of the unexpired term..

7. **Organizational Meeting:** Promptly upon the appointment of its members, the Board shall meet, organize, and elect from its membership officers as provided for in Wyoming Statute Sec. 21-20-105 (1977 Repub. Ed.).

8. **Powers:** The Board is vested with all powers and duties as prescribed by the Boards of Cooperative Educational Services Act, Wyoming Statute Sec. 21-20-101, et seq. (1977 Repub. Ed.) as amended from time to time.

9. **Procedure for Inclusion of Additional Members:** The Board of Trustees of any organization permitted by statute to join the Board shall apply to the District and the College by

written request setting forth those cooperative educational services for which the applying Board wishes to be included. A majority vote of the Board of Trustees of the District and a majority vote of the Board of Trustees of the College shall be required before the applying district may be included and in the event the vote is favorable to include said district, then an amendment to this agreement shall be executed specifying the status of the parties hereto as they relate to the additional district and making such other adjustments to this agreement as may be necessary.

10. **Amendment of Agreement:** This agreement may be amended by a majority vote of the Board of Trustees of the District and a majority vote of the Board of Trustees of the College.

11. **Liability:** No individual member of the Board shall be personally liable for any action or procedure of the Board.

12. **Meeting:** At its first meeting and annually thereafter the Board shall establish a regular meeting time and place. Notice of that meeting, time and place, shall be given to the public as provided by law for meetings of the Board of Trustees of School Districts within this state. A majority of the duly appointed Board members shall constitute a quorum for the transaction of business. No action shall be

valid unless such action shall receive the approval of the majority of the Board members.

13. **Fiscal Year:** The Board shall operate on a fiscal year basis identical to that of the District.

14. **Employees:** The Board shall employ such employees as are necessary to carry out the purposes of this agreement which shall include technical, legal, administrative, clerical assistance, and the services of research and consulting agencies as needed. In the performance of its duties, the Board may utilize the services of any officer or employee of the parties to this agreement with the approval of the respective Boards of Trustees.

15. **Reports to the Member Boards:** The Board shall provide the parties to this agreement with copies of the minutes of each meeting, and in the event no meeting is held in any one month period a monthly report of the status and activities of the Board. Upon request of either of the parties to this agreement, the Board shall promptly furnish information, statistics and reports under its control and shall fully cooperate in all respects with the parties to this agreement.

16. **Financing of Facilities, Equipment and Services:** The services and operations of the Board shall be financed as provided in Wyoming Statute Sec. 21-20-109 and Sec. 21-20-110

(1977 Repub. Ed.) as may be amended from time to time.

17. **Inventory of Equipment and Property:** The Board shall at all times maintain a complete inventory of all property and equipment acquired by the Board and all such property and equipment shall be appropriately labeled for purposes of identification.

18. **Withdrawal or Termination of Agreement:** This agreement may be terminated by a majority vote of the Board of Trustees of the respective parties. Pursuant to Wyoming Statute Sec. 21-20-110, one year advance notice must be provided by the participating Board of Trustees before the withdrawal of funding of any of the cooperative educational services provided under this agreement. Within 60 days after the date set for withdrawal of funding or termination of the agreement, the facilities, equipment, improvements and other property acquired, shall be distributed on any basis as agreed by the majority of the Board of Trustees of the respective boards. If that agreement cannot be achieved, within 90 days after the date set for withdrawal of funding or termination of the agreement, the property owned by the Board shall be distributed in kind and/or liquidated and distribution of the proceeds thereof to the District and the College on the basis of a ratio established by use of the following formula:

total of all funds contributed during the term of the agreement by the District or the College

---

total of all funds contributed during the term of the agreement by both the District and the College.

The parties to this agreement shall receive distribution based upon their ratio of contribution.

19. **Authorization:** The District and the College each certifies that it is entering this agreement after being duly authorized to do so according to law.

20. **Effective Date:** This agreement shall be become effective upon the date when the final approval as required by law is obtained.

BOARD OF TRUSTEES, CAMPBELL COUNTY SCHOOL DISTRICT NO. 1

By: Larry Lamm
Chairman

ATTEST: Helen Franklin
Clerk
Date: 8/22/89

BOARD OF TRUSTEES, NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT, STATE OF WYOMING:

By: William E. Doughty
Chairman

ATTEST:

_____
Clerk
Date: _____

APPROVED: WYOMING DEPARTMENT OF EDUCATION

By: Audrey M. Coffman

Date: 8/9/89

WYOMING COMMUNITY COLLEGE COMMISSION

By: [illegible]

Date: 7-31-89

Amendment to Agreement to Establish Board of Cooperative Higher Education Services

Upon the application of Johnson County School District No. 1 to join the board of Cooperative Higher Education Services and the favorable vote of the Sheridan College Board of Trustees and the Campbell County School District Board of Trustees to accept Johnson County School District as a full member of the Board of Cooperative Higher Education Services, the following amendments shall be made to the original agreement to establish the Board of Cooperative Higher Educational Services:

Pursuant to Wyoming Statutes Sec. §21-20-101 et seq., the Board of Trustees, Campbell County School District No. 1, hereinafter "Campbell County School District," with its central office located in Gillette, Wyoming; the Board of Trustees, Northern Wyoming Community College District, hereinafter "Sheridan College," with its central office located in Sheridan, Wyoming; and the Board of Trustees of Johnson County School District No. 1, hereinafter "Johnson County School District," with its central administration office located in Buffalo, Wyoming, hereby enter into this agreement for the purpose of working together and cooperating to provide educational services, including but not limited to post-secondary educational services, vocational-technical education, adult education and services for exceptional children.

IN CONSIDERATION OF THE MUTUAL COVENANTS PASSING BY AND BETWEEN THE PARTIES, THE ADEQUACY AND RECEIPT OF WHICH IS HEREBY ACKNOWLEDGED, THE PARTIES AGREE AS FOLLOWS:

1. Creation of Board of Cooperative Higher Educational Services: Campbell County School District, Sheridan College, and Johnson County School District hereby

continue the Board of Cooperative Educational Services which will continue to be known by the name of "The Board of Cooperative Higher Educational Services," hereinafter the "Board." The Board continues to exist for any lawful purpose as defined within Wyoming Statute Sec. § 21-20-102 as amended from time to time.

2. Length of Term of Agreement: No Changes.

3. Rights, Responsibilities and Obligation of Campbell County School District, Sheridan College, and Johnson County School District: Campbell County School District, Sheridan College, and Johnson County School District shall have equal right of access, benefit, and use of the materials and services provided by the Board. In addition, all members shall have all rights, responsibilities, and obligations as provided by the Boards of Cooperative Educational Services Act, Wyoming Statute Sec. §21-20-101, et seq., (1977 Repub. Ed.) as amended from time to time.

4. Service to be Rendered: The educational services to be provided by the Board include, but are not limited to, cooperative services between the member districts and college, and higher education services.

5. Procedure for Establishment of Additional Services: Any additional services to be performed by the Board shall be by written amendment to this agreement which requires a majority vote of the Boards of Trustees of Campbell County School District, Sheridan College, and Johnson County School District.

6. Members of the Board: The Board shall be composed of seven members. Three members shall be selected by Campbell County School District, two members shall be selected by Johnson County School District, and two members shall be selected by Sheridan College. Appointments to the Board shall be established yearly

by the Boards of Trustees of Campbell County School District, Sheridan College, and Johnson County School District. The appointing Board of Trustees shall be responsible for the replacement of any vacancy which shall occur in an appointed position, which appointment shall be for the balance of the unexpired term.

7. Organizational Meeting: Promptly upon the appointment of its members, the Board shall meet, organize, and elect from its membership officers as provided for in Wyoming Statute Sec. 21-20-101, et seq. (1977 Repub. Ed.) as amended from time to time.

8. Powers: No Changes

9. Procedure for Inclusion of Additional Members: No Changes

10. Amendment of Agreement: This agreement may be amended by a majority vote of each of the Boards of the member parties.

11. Liability: No Changes

12. Meeting: No Changes

13. Fiscal Year: No Changes

14. Employees: No Changes

15. Reports to the Member Boards: No Changes

16. Financing of Facilities, Equipment and Services: No Changes

17. Inventory of Equipment and Property: No Changes

18. Withdrawal or Termination of Agreement: This agreement may be terminated by a majority vote of the respective parties. Pursuant to Wyoming Statute Sec. § 21-20-101 et seq., one year advance notice must be provided by the participating Boards of Trustees before the withdrawal of funding of any of the cooperative educational

services provided under this agreement. Within 60 days after the date set for withdrawal of funding or termination of the agreement, The facilities, equipment, improvements and other property acquired shall be distributed on any basis as agreed by the majority of the Boards of Trustees of the respective boards. If that agreement cannot be achieved, within 90 days after the date set for withdrawal of funding or termination of the agreement, the property owned by the Board shall be distributed in kind and/or liquidated and distribution of the proceeds thereof to the parties on the basis of a ratio established by use of the following formula:

$$\frac{\text{total of all funds contributed during the term of the agreement by the party seeking termination}}{\text{total of all funds contributed during the term of the agreement by all parties}}$$

The parties to this agreement shall receive distribution based upon their ratio of contribution.

19. Authorization: Campbell County School District, Sheridan College, and Johnson County School District each certifies that it is entering this agreement after being duly authorized to do so according to law.

20. Effective Date: The effective date of this agreement shall be upon the approval of the amendment to the Agreement to Establish a Board of Cooperative Educational Services.

Board of Trustees, Campbell County School District No. 1

By: _____

Attest:

_____
Clerk

3/25/03
Date

Board of Trustees, Northern Wyoming
Community College District

By: Mark A. Kinner

Attest:

Janet Dale
Clerk

2-25-03
Date

Board of Trustees, Johnson County School
District No. 1

By: Debbie Hess

Attest:

Rhonda Ramsey
Clerk

1-27-03
Date

Tab N

Bill No.: HB0013

Drafter: JDA

LSO No.: 11LSO-0252

Effective Date:

Enrolled Act No.: HEA0101

Chapter No.:

Prime Sponsor: Joint Education Interim Committee

Catch Title: Hathaway success curriculum-2.

Subject: Hathaway success curriculum.

Summary/Major Elements:

- Extends the current requirements specified in the Hathaway success curriculum to school years after 2010-2011.

Bill No.: HB0115

Drafter: DRN

LSO No.: 11LSO-0473

Effective Date: 7/1/2011
Subsection (b): 2/17/2011

Enrolled Act No.: HEA0009

Chapter No.: 14

Prime Sponsor: Representative Teeters

Catch Title: Charter schools-application.

Subject: Application process for charter schools under the Wyoming charter school law.

Summary/Major Elements:

- Provides for a statewide uniform charter school application and renewal form;

- Requires the state superintendent of public instruction to prescribe a uniform application and renewal form by rule and regulation, in sufficient time for use by school districts and applicants by July 1, 2011.

Bill No.: HB0127 **Drafter:** DRN

LSO No.: 11LSO-0124 **Effective Date:** 7/1/2011

Enrolled Act No.: HEA0098

Chapter No.:

Prime Sponsor: Select Committee on School Finance

Catch Title: School finance recalibration.

Subject: K-12 school finance.

Summary/Major Elements:

- Carries forward new cost basis established by consultants based upon research and practice

- Department of Education and Professional Teaching Standards Board (PTSB) work together to streamline teacher quality data efforts from recalibration work into a single data repository
  - Provides for the continuation of one AWEC from the recalibration and an additional AWEC effective immediately, ending June 30, 2012
  - Department of Education and PTSB will pay for positions out of existing resources
  - $350,000 is provided for support and contract costs on data repository

- Block grant is now made available electronically by the Department of Education

- Reading Assessment and Intervention (changes in response from management audit committee report last year)
  - Department of Education approves reading assessment instruments for consistency across state in reporting of longitudinal data
  - Measures reading for students at the school-level in grades K-3, rather than only grade 1 and 2 and requires at least 85 percent of students read at grade level by the end of third grade
  - Requires schools not meeting 85 percent goal to report to the Department of Education an improvement plan containing at a minimum: student teacher ratios and use of tutors and instructional facilitators

- School foundation program payments are modified for School Foundation Program Account cash flow purposes, as follows:
  - Recapture Districts
    - Recapture districts that have local revenues in excess of their guarantee by more than 300% pay 50% of their recapture amount in January 15 and balance by June 15
    - Recapture districts that have local revenues in excess of their guarantee by less than 300% pay 40% of their recapture amount in January 15 and 60% of balance by June 15
  - Entitlement Districts
    - Entitlement payments are paid out in the following manner: 15% August 15, 10% September through April, and 5% May
  - Advanced Payments
    - Provides advance payments to recapture districts and entitlement districts that receive 20% or less of their guarantee from state revenue
    - Advance shall not exceed 20% of district guarantee
    - The advance will be paid September 1 and repaid December 15
    - If not paid by December 15, interest starts to kick in at the rate of 6%, with repayment due by June 15
  - School districts report monthly cash flows for school year 2010-11 to the Department of Education by July 31, 2011 for use by the JAC and JEC during the interim

- Student-teacher ratios of 16:1 for grades K-3
  - Imposes specified student-teacher ratios for grades K-3 of 16:1
  - Calculation of the average class size to be across the district, excluding charter schools
  - Waivers are approved by State Superintendent of Public Instruction for circumstances related to school facility capacity, student performance, demonstration of positive student achievement, or for other reasons related to the delivery of the education program to students
  - Starting school year 2011-12, the Department of Education will provide reports to school districts and the first waivers will be eligible for school year 2012-13

- School configurations for funding based off prior year configuration

- Average salaries for staff are those adopted into law that have been adjusted by the External Cost Adjustment in prior years

- Assessment component in model will not be adjusted further by the external cost adjustment

- Implements a monitoring process effective through next model recalibration (subsection "(u)")
  - JEC receives a series of component monitoring reports providing information on model cost-based levels vs. model funding levels
  - Based on reports, JEC reports any need for adjustment to JAC when establishing an ECA
  - JAC develops ECA recommendation to Legislature, and has ability to target adjustment by component when deemed necessary

- Prohibits school districts spending block-grant funds on student drug testing if districts do not have prior approval of student's parents

- Retirement reimbursement for special education and transportation exclude "employee share" increase from 2010 Budget Session

- Instructional Facilitators (IF) funded at a percentage basis of 60% rather than a dollar amount to keep the number of IF positions predictable to school districts
  - Increase of $4.5 million in supplemental budget bill
  - Any unexpended funds revert from school districts back to school foundation program account

- Section 3 - Carries out the monitoring process by LSO reports to JEC and JAC prior to November 1, 2011

- Section 6 - Model components forwarded in legislation through "ATTACHMENT A"

Bill No.: SF0036 **Drafter:** JDA

LSO No.: 11LSO-0305 **Effective Date:** 2/24/2011

Enrolled Act No.: SEA0041

Chapter No.: 67

Prime Sponsor: Senator Case

Catch Title: Seclusion and restraint in schools.

Subject: Use of seclusion and restraint in schools.

Summary/Major Elements:

- Under current law there is no specific direction related to the use of seclusion and restraint in schools.
- This act requires the state superintendent to establish requirements for school district policies on the use of seclusion and restraint and to review the policies adopted by each district.
- The act requires each district to adopt a policy regarding the use of seclusion and restraint in schools and provides definitions for "restraint" and "seclusion".

Bill No.: SF0038 **Drafter:** JWL

LSO No.: 11LSO-0101 **Effective Date:** 7/1/2011

Enrolled Act No.: SEA0097

Chapter No.:

Prime Sponsor: Senator Landen

Catch Title: School athletics safety.

Subject: Requiring school athletic injury protocols.

Summary/Major Elements:

- This act:

  - Requires the State Superintendent of Public Instruction to develop a model protocol and to assist school districts in developing protocols for addressing risks associated with concussions and other head injuries from school athletics;

  - Requires school districts to adopt protocols to address risks associated with concussions and other head injuries, to include training of coaches and trainers, restrictions on a student's participation in athletics after suffering a concussion or head injury and provision of related information to students and parents.

Bill No.: SF0070 **Drafter:** DRN

LSO No.: 11LSO-0180 **Effective Date:**

Enrolled Act No.: SEA0090

Chapter No.:

Prime Sponsor: Select Committee on School Finance

Catch Title: Education accountability.

Subject: Public school accountability and student achievement.

Key Elements:

- Creates "Wyoming Accountability in Education Act"
- Two-phase approach
  - Phase 1 - Established by Legislature and implemented by Department of Education (explained below)
  - Phase 2 - Select Committee on Accountability established, assisted by advisory committee of education stakeholders, to develop a long-term accountability system, including full review of Phase 1
- Requires State Board of Education to implement and enforce the new accountability system
- Phase 1 - Established by Act as follows:
  - Establishes "core indicators of student performance" at the school-level:
    - Reading as measured by PAWS - grades 3-8, and 11
    - 8th grade standardized, curriculum based college readiness test (ACT Explore)
      - Measured by percentage of students meeting or exceeding college benchmark readiness score for each subject area (English, reading, math, science)
    - 11th grade standardized, curriculum based college readiness test (ACT)
      - Measured by percentage of students meeting or exceeding college benchmark readiness score for each subject area (English, reading, math, science)
  - Uses school year 2010-11 statewide summative assessment data as baseline - Proficiency Assessment of Wyoming Students (PAWS), to be compared to 2011-2012 results

- Department of Education to compute "combined school score" for each core indicator and measure improvement from year to year, beginning with school year 2011-2012
- Improvement target for each core indicator is "positive progress" at the school-level:
  - "Positive progress" equals a better score than year before (positive score)
  - "Performance level unchanged" equals no change occurred (zero score)
  - "Negative progress" equals score is worse than year before (negative score)
- Department of Education to adopt rules and regulations establishing a matrix for reporting
- Commencing school year 2013-2014:
  - Schools must show "positive progress", upon failure to do so, a school is subject to the following:
    - For first year of failure to meet target improvement level, districts required to report to Department of Education a performance acceleration plan by not later than August 1 of applicable school year
    - For second and subsequent years of failure to meet target improvement level, Department of Education technical assistance team assists the district to develop turn-around strategy and may impose criteria on district allocation of resources
  - State Board of Education shall also consider failure to meet target levels in accreditation process
  - Department of Education to report school progress information to JAC and JEC no later than December 1

- <u>Phase 2</u> - Assigned to newly created Select Committee on Accountability and its established advisory committee during the 2011 interim
  - Select Committee required to review Phase 1, specifically including:
    - Appropriateness and rigor of core indicators
    - Review of necessary modifications to the statewide assessment and the statewide growth assessment and use of assessments administered locally, including consideration of end-of-course student assessments
    - Review and improve reporting scale for measured achievement for core indicators
    - Prescribe procedures for computing scores for students for which an achievement gap may occur
    - Review of methodology for measuring student growth
  - Select Committee shall also:
    - Establish components of effective teaching and administration

        - Structure a statewide system for measuring teacher and administrator effectiveness, as measured in part by student achievement
        - Apply measured performance to evaluation consequences and incentives
        - Provide recommendations on student and parental accountability
        - Develop procedures for:
            - Identifying and assisting underperforming schools
            - Time schedules within which underperforming schools should reasonably be expected to achieve improvement targets
            - Consequences to districts which fail to meet school improvement targets
        - Review merit pay methodologies related to teacher performance measures, including merit-based salary schedules, bonuses, incentive pay and differential staffing practices
        - Review school district board of trustees training needs
        - Review of current laws impacting student performance
    - Report recommendations back to Legislature in sufficient time for consideration during 2012 budget session

- Department of Education required to:
    - Establish a longitudinal data system to provide reporting on all aspects of the statewide education accountability system
    - Link reported statewide assessment and benchmark assessment results for students to teachers-of-record and school administrators

- State Board of Education required to:
    - Pilot statewide benchmark adaptive assessment for school year 2011-2012
        - Results of pilot program will be used to establish student achievement level alignment with the statewide summative assessment and performance target levels for school year 2012-2013
        - Report development and implementation of pilot program to Select Committee with a final report by December 1, 2011
    - State Board of Education to develop and implement statewide benchmark adaptive assessment for school year 2012-2013, including:
        - Benchmark adaptive reading and mathematic assessments administered at district level
        - Statewide standards for assessing student growth in math and reading for students in grades K-8

- Promulgate the assessment standards separate from but correlated with the statewide assessment system
- Assessment standards are required to include:
  - Uniform, statewide benchmark testing system
  - Prescribed growth by subject area and grade level
  - Procedures for aligning benchmark assessment results with 2011-12 as baseline year
  - Use of assessment results to design educational strategies for improvement and enhancement of student performance

- State Board is required to align statewide assessment components with accountability system
- State Board is required to review an alternative to the current body of evidence system, as follows:
  - Provide district level of assessment enabling consistent, comparable and aligned measures
  - Provide multiple opportunities for students to demonstrate proficiency at the student, teacher, school and district levels
  - Consider end-of-course examinations as an alternative to body of evidence system
  - Goal is to replace current body of evidence system by school year 2012-2013
  - Must report findings and recommendations to Select Committee on Accountability
- Changes to current statewide assessment system:
  - State board also tasked with developing a statewide multiple-choice, standardized summative assessment meeting the *minimum* requirements of NCLB
  - Statewide assessment will no longer require the comprehensive and in-depth measurement of state content and performance standards (Stoplight Report)
  - Board also required to develop an authentic statewide assessment of student writing skills which is:
    - Limited to one writing prompt in school year 2011-2012, the initial year of implementation statewide as a pilot assessment
    - Based upon research and encourages rigor in the classroom
    - Developed outside of and not as a part of the requirements under NCLB
    - Administered separately and at different times from the statewide summative assessment in other subject areas
    - Fully implemented in the 2012-2013 school year and each year thereafter
  - At least 30 days prior to issuing a request for proposal (RFP) to commence development and implementation of a statewide summative assessment,

the state superintendent is required to submit the proposed RFP to the Select Committee on Accountability for review

- Local school district boards of trustees are required to:
  - Continue to use "body of evidence" system until school year 2012-2013 to extent not inconsistent with growth assessment features
  - Implement the statewide benchmark assessment system established by the State Board of Education which requires administration of benchmark testing not less than two times per year, with appropriate linkages to teachers and schools within districts
  - Requires evaluation of school principal performance by district superintendent as a component of the statewide education accountability system
  - Report in writing to State Board of Education verification of principal performance including verification that principals have scored sufficiently to continue employment

- Miscellaneous provisions:
  - Unexpended, unobligated funds left over from *School Finance Recalibration* shall be available to LSO for professional consulting expertise and other necessary support upon approval of Management Council (to be combined with House Bill 127 benchmarking study)
  - $265,000 appropriated from School Foundation Program Account to the Department of Education to carry out Phase 1
  - $75,000 appropriated from *School Finance Recalibration* funds for expenses of Select Committee on Accountability
  - Act is effective immediately except for changes to statewide assessment which are effective July 1, 2012

Bill No.: SF0101 **Drafter:** DRN

LSO No.: 11LSO-0437 **Effective Date:** 7/1/2011

Enrolled Act No.: SEA0063

Chapter No.: 85

Prime Sponsor: Senator Coe

Catch Title: Hathaway student scholarship program.

Subject: Extends Hathaway scholarship eligibility for students attending a community college in Wyoming.

Summary/Major Elements:

- Increases the semesters of Hathaway Scholarship (opportunity, performance and honor) availability from four (4) semesters to eight (8) semesters for students attending Wyoming community colleges that have received a degree or certificate from a community college or have successfully completed coursework that enables the student to enroll in a program that will result in a professional degree offered by a community college.

- This change is available prospectively, as well as for students that received the scholarship prior to the fall semester of 2011-2012 so long as scholarship eligibility is otherwise maintained.

Comment: The University of Wyoming and the Wyoming community college are required to report to the Joint Education Committee and Joint Appropriations Committee by November 1, 2011 in relation to implementation of standardized remediation efforts and recommendations that will improve retention rates for students that receive a Hathaway Scholarship.

Bill No.: SF0146 **Drafter:** DRN

LSO No.: 11LSO-0566 **Effective Date:** 7/1/2012

Enrolled Act No.: SEA0089

Chapter No.:

Prime Sponsor: Senator Nicholas, P.

Catch Title: Teacher accountability act.

Subject: Teacher evaluation and teacher employment.

Legislative findings:

- Teacher tenure is intended to protect competent teachers from arbitrary termination for reasons unrelated to job performance
- With the absence of clear, coherent criteria to measure job performance, tenure has become a guarantee of employment
- Districts are frustrated with the difficulty in removing nonperforming teachers - the process is complex, time consuming and legally challenging
- The law should provide protection to performing teachers and give struggling teachers a fair opportunity to improve
- Current law goes beyond intended purpose - provides an obstacle to removing non-performing teachers - which creates greater demands on performing teachers
- Teacher Accountability Act is designed to create a teacher performance evaluation system based upon student achievement
- The Act ties directly to education accountability system and uses the statewide accountability system and the assessments and measures within that system to measure student achievement and effectiveness of classroom teachers

Key Features:

- Requires State Board of Education to develop an annual teacher performance evaluation system
  - Based in part on student academic growth measures
  - Upon longitudinal data systems linking student achievement with teachers of record
  - Clearly prescribing standards for exceptional, satisfactory and unsatisfactory performance
  - Which allows a reasonable opportunity for mentoring and professional development activities for teachers designed to improve instruction and student achievement

- Requires School Districts to evaluate teacher performance, based in part upon standards set by the State Board of Education
  - Initial contract teachers evaluated twice annually
  - Continuing contract teachers evaluated annually

- Requires each School District Superintendent to report to the district board of trustees each April 15 including:
  - All teachers whose performance evaluations are determined inadequate or unsatisfactory
  - Mentoring and professional development activity made available to the identified teachers
  - With a requirement that the School Board file a report with Department of Education not later than June 1 of each year certifying compliance

- Clarifies reasons for suspension, dismissal or termination:
  - Incompetency (Existing Law)
  - Neglect of Duty (Existing Law)
  - Immorality, including sexual relations with a student (Clarified by Act)
  - Insubordination (Existing Law)
  - Physical incapacity to perform duties (Added by Act)
  - Failure to perform duties satisfactorily (Added by Act)
  - Inadequate performance on annual performance evaluation tied to student academic growth (Added by Act)
  - Conviction of a felony (Added by Act)
  - Any other good or just cause relating to the educational process (Clarified by Act)

- If a board proposes suspension or dismissal of a teacher, the teacher shall be notified of the proposed suspension or dismissal and may be suspended with or without pay:

  - By the District Superintendent <u>with pay</u> pending:
    - The investigation of the allegation of misconduct, which if proven, would be sufficient to dismiss or terminate the teacher; and
    - The waiver of a hearing or outcome of a hearing
  - By the School Board <u>without pay</u>:
    - Not to exceed one year following the outcome of a hearing

- Requires hearings for termination, dismissal or suspension to be provided through the Office of Administrative Hearings (OAH)
  - Hearings to be conducted in accordance with OAH rules for contested case proceedings
  - District superintendent has burden of proof
  - District to pay costs of OAH hearing

- Act applies to all teacher contracts from and after July 1, 2012

- Eliminates the ability of any school board to designate a teacher as a continuing contract teacher at any time without regard to other provisions of teacher contract law

- Requires Select Committee on Accountability (created by 2011 SF0070) to study the use of the annual teacher evaluations as a component of the statewide accountability system .

- Select Committee to recommend changes to the Teacher Accountability Act which provide a consistent, reliable and clearly defined evaluation process to measure teacher performance based upon growth in student performance

- Joint Appropriations Committee required to review the fiscal impact of placing teacher suspension, dismissal and termination hearings with the Office of Administrative Hearings (OHA), based upon report provided by OAH on or before September 1, 2011

ORIGINAL HOUSE
BILL NO. 0013

ENGROSSED

ENROLLED ACT NO. 101, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to education; extending the requirements of the Hathaway success curriculum; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-16-1307(b)(intro), (d)(intro) and (e)(intro) is amended to read:

21-16-1307. Success curriculum; test standards.

(b) The success curriculum required to qualify for honor or performance scholarship eligibility under this article for students graduating from high school in the 2010-2011 school year and each school year thereafter shall be as follows:

(d) The success curriculum required to qualify for opportunity scholarship eligibility under this article for students graduating from high school in the 2010-2011 school year and each school year thereafter shall be as follows:

(e) The success curriculum required to qualify for provisional opportunity scholarship eligibility under this article for students graduating from high school in the 2010-2011 school year and each school year thereafter shall be the curriculum required for high school graduation under W.S. 21-2-304(a)(iii) subject to the following:

ORIGINAL HOUSE
BILL NO. 0013

ENROLLED ACT NO. 101, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

Section 2. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk

ORIGINAL HOUSE
BILL NO. 0115

ENROLLED ACT NO. 9, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to charter schools; requiring charter school applications and renewal applications to be uniform statewide; imposing duties upon the state superintendent; and providing for effective dates.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-3-307(a)(intro) and (d) and 21-3-309(b)(intro) are amended to read:

21-3-307. Charter application; contents; phased-in application process.

(a) The charter school application shall be a proposed agreement, shall be on a form prescribed by the state superintendent pursuant to subsection (d) of this section, and shall include:

(d) The state superintendent shall through rule and regulation prescribe a uniform charter school application and renewal application form to be used by each district and charter school applicant for purposes of this article, and shall establish charter school application review procedures, including timelines for application components specified under subsection (a) of this section. The phased application process prescribed by state superintendent rule and regulation may provide a process for mediation of disputes concerning completeness of an application between the applicant and school district, which would be subject to W.S. 1-43-101 through 1-43-104, would allow either party to initiate mediation and would impose costs of mediation equally upon both parties. Any mediation process prescribed by rule shall specify professional requirements for the impartial third party facilitating mediation. If

either party refuses to mediate, the dispute may be appealed to the state board as provided in W.S. 21-3-310.

21-3-309. Length of operation under charter; renewal; revocation.

(b) A charter school renewal application submitted to the school district shall be on a form prescribed by the state superintendent pursuant to W.S. 21-3-307(d) and shall contain:

Section 2. Rules and regulations of the state superintendent of public instruction establishing charter school application and renewal application forms pursuant to W.S. 21-3-307(d), as amended by section 1 of this act, shall be promulgated in sufficient time for use by school districts and charter school applicants on and after July 1, 2011.

ORIGINAL HOUSE
BILL NO. 0115

ENROLLED ACT NO. 9, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

Section 3.

(a) Except as provided by subsection (b) of this section, this act is effective July 1, 2011.

(b) Notwithstanding subsection (a) of this section, section 2 of this act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk

ORIGINAL HOUSE **ENGROSSED**
BILL NO. 0127

ENROLLED ACT NO. 98, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to school finance; implementing 2010 recalibration modifications to the Wyoming education resource block grant model; eliminating superfluous and fully executed provisions; modifying the early reading program; clarifying reimbursable expenditures; modifying foundation account payment and recapture schedules and advance payments as specified; imposing specified student-teacher ratios; prohibiting specified district expenditures; modifying foundation account payment and recapture schedules and advance payments as specified; establishing a monitoring process for model cost-based resourcing; imposing reporting requirements; establishing repository for certified staff data and initiating process for data maintenance and usage; providing an appropriation; authorizing positions; and providing for effective dates.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 9-1-513(b)(ix), 21-2-202(a)(xxvi), (xxix), by creating a new paragraph (xxxii) and (e), 21-2-203(c)(viii) and by creating a new paragraph (ix), 21-2-802 by creating a new subsection (m), 21-3-110(a)(xxiii) and (xxviii), 21-3-401, 21-13-101(a)(xiv), (xvii) and (c), 21-13-102(b), 21-13-307(a) by creating a new paragraph (iv), 21-13-309(m)(iv)(B), (C), (v)(intro), (C), (D)(intro), (G)(II)(intro), (o) and by creating a new subsection (u), 21-13-311 by creating a new subsection (d), 21-13-313(c) and (g), 21-13-320(f), 21-13-321(d) and 21-13-335(d)(intro), (iv) and (e) are amended to read:

9-1-513. School finance audits and management studies.

ORIGINAL HOUSE
BILL NO. 0127

ENROLLED ACT NO. 98, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(b) The school finance section within the department established under subsection (a) of this section shall:

(ix) As a part of the requirements under paragraph (i) of this subsection, conduct periodic audits of ~~vocational~~ career-vocational education information and computations submitted by districts as necessary for implementation of W.S. 21-13-309(m)(v)(D) and include audit findings in the report to the department of education required under paragraph (iv) of this subsection and the report to the legislature required under paragraph (viii) of this subsection.

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

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

(xxvi) Establish criteria and guidelines for the identification of ~~vocational~~ career-vocational education courses by districts, for the computation of full-time equivalent (FTE) students participating in ~~vocation~~ career-vocational education courses and for the determination of full-time equivalent (FTE) ~~vocational~~ career-vocational education teachers, and provide for the annual collection of information necessary to implement and administer W.S. 21-13-309(m)(v)(D);

(xxix) By rule and regulation, provide for the reporting of district ~~vocational~~ career-vocational education expenditures;

(xxxii) In consultation with the office of the chief information officer and through a single repository, establish criteria and guidelines for the collection, storage, management and reporting of data related to

teacher certification and the administration of the school finance system.

(e) In addition to paragraph (a)(i) of this section, the state superintendent shall promulgate rules and regulations governing the administration of the Wyoming education resource block grant model adopted by the Wyoming legislature as defined under W.S. 21-13-309, and governing the operation of the model in determining school district foundation program payments in accordance with chapter 13, article 3 of this title and other applicable law. The block grant model, as defined under W.S. 21-13-101(a)(xiv) and as maintained under this subsection, shall be made available for public inspection by the state superintendent in electronic format. Copies of the block grant model spreadsheets as administered under department rule and regulation shall be provided to school districts by the state superintendent for district use in district budgeting and in complying with mandatory financial reporting requirements imposed under W.S. 21-13-307(b) and by other provisions of law. To maintain the integrity of the block grant model, copies of the model and model spreadsheets made available under this subsection for public inspection and school district use shall be by protected version only, prohibiting the editing of model components, model data and model formulas. Following adoption of any recalibration of or modification to the block grant model by the Wyoming legislature, and prior to computing the foundation program amount for each school district under W.S. 21-13-309(p) and determining the amount to be distributed to a district under W.S. 21-13-311 or recaptured from a district subject to W.S. 21-13-102(b), the state superintendent shall certify to the legislature that the block grant model as enacted by the legislature is properly incorporated into the administration of the model for the appropriate school year of model application and is made available for public

inspection. Technical corrections to model spreadsheets necessary for model administration between any session of the legislature shall be implemented by the state superintendent, shall be in accordance with procedures specified by rule and regulation filed with the secretary of state, ~~and~~ shall be reported to the legislature together with the associated fiscal and technical impact of the correction, and shall be incorporated into the electronic version of the model available for public inspection. As used in this subsection, "technical corrections to model spreadsheets" means corrections necessary to ensure model operation and current school year district payments are in accordance with law and the model is properly computing school foundation program payments to school districts as required by law. Notwithstanding W.S. 16-3-114(c), no judicial review of rules promulgated and adopted under this subsection shall hold unlawful or set aside action of the state superintendent in promulgating or adopting rules unless the rules are by clear and convincing evidence, shown to exceed statutory authority.

21-2-203. School district data collection and funding model administration; duties and responsibilities specified; data advisory committee; school district compliance.

(c) The duties of the department are, in accordance with rules promulgated by the state superintendent, to:

(viii) Assist the state superintendent in implementing W.S. 21-13-309(m)(v)(D) and assist districts with computations necessary for reporting student ~~vocational~~ career-vocational education participation and ~~vocational~~ career-vocational education instruction information; ~~.~~

ORIGINAL HOUSE
BILL NO. 0127

ENROLLED ACT NO. 98, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(ix) Pursuant to W.S. 21-2-202(e), make the education resource block grant model available for public inspection.

21-2-802. Powers and duties; teacher certification; suspension and revocation; certification fees; disposition of collected fees; required data submissions to department of education.

(m) In accordance with criteria and guidelines established by the state superintendent of public instruction, the board shall submit data elements collected from school administrators, teachers and other school district personnel certified under this article to the department of education for housing in the department's data base repository.

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

(a) The board of trustees in each school district shall:

(xxiii) Implement and administer the reading screening program for students in ~~grades one (1) and two (2)~~ kindergarten through grade three (3) as required by W.S. 21-3-401;

(xxviii) Annually report to the state superintendent on district expenditures for ~~vocational~~ career-vocational education programs, broken down by school, and submitted in a manner and form required by rule and regulation of the state superintendent;

21-3-401. Reading assessment and intervention.

ORIGINAL HOUSE
BILL NO. 0127

ENROLLED ACT NO. 98, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(a) Each school district shall design and implement a reading screening program that measures student reading progress in ~~grades one (1) and two (2)~~ kindergarten through grade three (3). The screening program shall ~~be designed by each school district~~ include a reading assessment plan using screening instruments approved by the department of education, which is administered to all students in kindergarten through grade three (3), with standardized measures providing statewide longitudinal data and providing the capability for monitoring and measuring reading progress. The program shall also include a plan for implementation of research based core curricula aligned to the statewide educational program standards and ~~shall specifically screen for student performance in reading at grades one (1) and two (2)~~ evidenced based interventions to meet the needs of all students.

(b) ~~Students not screening successfully shall be assessed to identify the specific reading problem and determine its nature.~~ Students not showing appropriate reading competence under this section shall be placed on an individualized reading plan to remedy the reading related difficulty utilizing an appropriate ~~research~~ evidence based intervention program, which may include a group reading plan. For students under an individualized education program (IEP) which addresses reading difficulties, the IEP shall be deemed sufficient to meet the requirements of this subsection and no additional plan shall be required.

(c) ~~For school year 2002-2003 and each school year thereafter,~~ Each district shall annually report to the department of education on the progress of each of its schools toward reaching the goal of eighty-five percent (85%) of ~~identified~~ all students ~~being~~ reading ~~proficient~~ at grade level upon completion of the third grade. The report shall include longitudinal data on all students in

~~grades one (1) through four (4) identified for intervention. If the goal is not reached, the district shall report the reason the goal was not reached and the steps being taken by the district to solve the problem~~ kindergarten through grade three (3), and shall include the percentage of students meeting or exceeding proficiency levels for the reporting period. Each school not meeting the eighty-five percent (85%) goal specified under this subsection shall submit an improvement plan to the department. At a minimum, the improvement plan shall outline the district's general strategy for increasing reading proficiency for the next school year and shall specifically address the student-teacher ratio, the use of certified tutors and the use of instructional facilitators in kindergarten through grade three (3) in all schools within the district.

21-13-101. Definitions.

(a) As used in this chapter:

(xiv) "Education resource block grant model" means the block grant model for Wyoming school finance contained within the enumeration of model components summarizing and executing recommendations within the ~~2005~~ 2010 cost of education study as referenced in paragraph (xvii) of this subsection and model spreadsheets provided by the consultant performing the ~~2005~~ 2010 cost of education study, ~~referenced in paragraph (xviii) of this subsection,~~ all of which are enacted into law, on file with the secretary of state and are ~~on file with~~ maintained and made available for public inspection by the ~~secretary of state~~ state superintendent under W.S. 21-2-202(e), and as may be subsequently modified by the legislature prior to future model recalibration required under W.S. 21-13-309(t);

ORIGINAL HOUSE
BILL NO. 0127

ENROLLED ACT NO. 98, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(xvii) "Attachment A" to ~~2006 House Bill 0139~~ 2011 House Bill 0127 consists of an enumeration of model components as enacted into law, summarizing and executing recommendations contained within the ~~2005~~ 2010 cost of education study, as modified by the legislature, and is hereby incorporated into this chapter by this reference;

(c) ~~The secretary of state shall maintain and make available for public inspection in a hardcopy or electronic format, as applicable, or both, during regular business hours.~~ The education resource block grant model as defined under paragraph (a)(xiv) of this section and as included in "Attachment A" referenced in paragraph (a)(xvii) of this section, ~~and "Attachment B" referenced in paragraph (a)(xviii) of this section,~~ as each are enacted into law, and including any technical correction which may be implemented by rule and regulation of the state superintendent ~~and~~ under W.S. 21-2-202(e), shall be filed with the secretary of state. ~~pursuant to W.S. 21-2-202(e).~~

21-13-102. Maximum rate of school district tax; recapture of excess; equalization of permissive levies.

(b) ~~Except as otherwise provided by law, on January 15, March 15 and May 15 of~~ For each school year: ~~in equal payments of twenty five percent (25%) and the balance to be paid on June 15, each school district shall rebate to the department of education the amount by which the revenue~~

(i) A school district whose revenues from the sources provided by W.S. 21-13-310 ~~exceeds~~ exceed the foundation program costs determined under W.S. 21-13-309 by more than three hundred percent (300%), as estimated to the districts on or before August 15 and as subsequently certified to the districts on or before March 1 of the

current fiscal year under subsection (e) of this section, ~~to~~ shall rebate fifty percent (50%) of the excess revenues to the department of education by January 15 of the applicable school year. The balance of the excess revenues shall be rebated to the department on or before June 15 of that school year;

(ii) A school district whose revenues specified under W.S. 21-13-310 for any school year exceed the foundation program costs determined under W.S. 21-13-309 by three hundred percent (300%) or less, as estimated and certified under subsection (e) of this section, shall rebate forty percent (40%) of the excess revenues to the department by January 15 of the applicable school year. The balance of the excess revenues shall be rebated to the department on or before June 15 of the applicable school year;

(iii) Amounts rebated under paragraphs (i) and (ii) of this subsection shall be credited to the public school foundation program account defined in W.S. 21-13-101(a)(ix).

21-13-307. Eligibility to share in distribution of money from foundation account; mandatory financial reporting.

(a) Each district which meets the following requirements is eligible to share in the distribution of funds from the foundation account:

(iv) The district shall provide evidence to the state superintendent that the district has maintained an average student-teacher ratio of not greater than sixteen (16) to one (1) for the aggregate of all classes in kindergarten through grade three (3) in the district in the

preceeding school year. The requirement of this paragraph may be waived by the department of education for any district that demonstrates insufficient school facility capacity, positive school performance, positive student achievement or for other reasons related to the delivery of the education program to students. This paragraph shall not apply to charter schools established under W.S. 21-3-301 through 21-3-314. The department shall compute the student-teacher ratio and report it to each district not later than March 1 of each year. To obtain a waiver under this paragraph, a school district shall apply to the department not later than March 15 of each year. The application shall be based on the student-teacher ratio reported by the department of education, together with any other information required by the department. The department shall approve or deny an application for a waiver under this paragraph not later than April 10 of that year. A waiver approved under this paragraph shall be effective for the school year immediately following the application and approval.

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

(m) In determining the amount to be included in the foundation program for each district, the state superintendent shall:

(iv) Based upon reports from each district on schools operating within that district for the current school year and on grade configurations contained within each reported school during that school year, compute the average daily membership (ADM) for each reported school and each grade within each reported school in accordance with identified grade configurations subject to the following:

ORIGINAL HOUSE
BILL NO. 0127

ENROLLED ACT NO. 98, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(B) For each school year, ~~2006-2007,~~ the configuration of grades for each school shall be based upon the ADM reported for each grade in which students were enrolled for the ~~2005-2006~~ immediately preceding school year;

(C) ~~After the 2006-2007 school year, and~~ Excluding charter schools established under W.S. 21-3-301 through 21-3-314, any modification to the configuration of grades in which students are enrolled during any school year such that the configuration differs from that in which students were enrolled during the ~~2005-2006~~ immediately preceding school year shall be documented by the district within reports submitted under this subsection and shall require approval by the state superintendent. Approval by the state superintendent under this subparagraph shall be based upon appropriate delivery of the required educational program, the cost effectiveness of the modified grade configuration for the delivery of adequate educational services to students and any extraordinary circumstances related to the safe and efficient delivery of the education program to students. This subparagraph relates only to the configuration of schools for application to the education resource block grant model and not to the authority of a district to configure grade levels at each of its schools.

(v) Based upon ADM computations and identified school configurations within each district pursuant to paragraph (iv) of this subsection, compute the foundation program amount for each district as prescribed by the education resource block grant model adopted by the Wyoming legislature as defined under W.S. ~~21-13-103(a)(xiv)~~ 21-13-101(a)(xiv), as contained within the spreadsheets and accompanying reports referenced under W.S. 21-13-101(a)(xvii), ~~and (xviii) and~~ on file with the secretary of state and maintained by the state

superintendent pursuant to W.S. ~~21-13-101(e)~~ 21-2-202(e). The following criteria shall be used by the state superintendent in the administration of the education resource block grant model:

(C) Salaries for all school and district level staffing categories, including teachers, principals and assistant principals, central office administrators, secretarial and clerical staff, operations and maintenance staff and aides and media technicians, shall be based upon average statewide salary levels calibrated for school year 2005-2006 for each staffing category, adjusted under subsection (o) of this section, including the experience, education and responsibility level as appropriate and as computed for each staffing category. The statewide average for each staffing category shall be adjusted for each district based upon the district experience, education and responsibility level relative to the statewide average for that category. District experience, education and responsibility level by appropriate staffing category shall be updated each year such that district adjustments reflect the prior school year staffing information. The district adjusted average salary for each staffing category shall be further adjusted for regional cost differences as measured by the greater of the hedonic wage index or the Wyoming cost-of-living index computed by the division of economic analysis, department of administration and information, with a minimum of one hundred (100) index value, as prescribed by the education resource block grant model. For purposes of the education resource block grant model, the version of the Wyoming cost-of-living index used by the division shall be based upon the unrecalibrated housing cost index weights unless otherwise determined by the legislature based upon recommendation of the joint education interim committee. In addition, the version of the Wyoming cost-of-living index applied under this

subparagraph for any school year shall be the average of the six (6) consecutive semi-annual index reports completed by January 1 of the immediately preceding school year;

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

(G) Amounts within the block grant model for maintenance and operations shall be based upon actual gross square footage of school buildings and facilities subject to the following:

(II) Actual gross square footage of education space shall be the gross square footage prescribed by statewide building adequacy standards promulgated pursuant to W.S. 21-15-115. Education space capacity in excess of ~~the following specified maximum percentages of~~ one hundred fifteen percent (115%) of the standard space level shall not be included in actual gross square footage computations under this subdivision.~~:~~

(o) To the extent specifically provided within the school foundation program budget as enacted by the legislature, and between periods of model recalibration required under subsection (t) of this section, the amount computed for each district under subsection (m) of this section shall be adjusted to provide for the effects of inflation, excluding those amounts specified under subparagraphs (m)(v)(E) and (F) of this section~~, shall be adjusted to provide for the effects of inflation~~ and the assessment component contained in paragraph (b)(xxviii) of "Attachment A" as referenced in W.S. 21-13-101(a)(xvii). The adjustment under this subsection shall not be applied until the expiration of the school year immediately following the first school year of application of the

recalibrated model, and shall be adjusted on a cumulative basis each school year thereafter and until the first school year of application of a subsequent model recalibration. Following analysis of information reported under subsection (u) of this section, the joint appropriations committee shall submit a recommendation to the legislature and the governor not later than November 1 of each applicable year on an external cost adjustment for purposes of this subsection.

(u) To ensure model components specified under the education resource block grant model defined under W.S. 21-13-101(a)(xiv), as enumerated and enacted by the legislature and included in "Attachment A" referenced in W.S. 21-13-101(a)(xvii), remain resourced at cost-based levels between periods of model recalibration required under subsection (t) of this section, and prior to adjustment for the effects of inflation for any school year under subsection (o) of this section, the joint education interim committee shall annually receive and review reports in accordance with this subsection and report to the joint appropriations interim committee as required by this subsection. The legislative service office shall assemble information necessary to develop a model monitoring process and other reports for the committee using data maintained by the department of education and other state agencies. For this purpose, the department shall annually update and compile information, in a format contained within reports provided during 2010 model recalibration, reported at the model component level, on school district allocation of model resources, as well as other information provided for purposes of developing and completing the 2010 cost of education studies. Each year excluding the first school year of application of any model recalibration performed under subsection (t) of this section, the information and analysis assembled by the legislative service office under

this subsection shall be reported to the joint education interim committee in sufficient time to allow committee review of and deliberation on the report and the submission of recommendations to the joint appropriations interim committee by October 15 of the applicable school year. Report recommendations shall be used by the joint appropriations interim committee in its determination of legislative recommendation on model adjustment under subsection (o) of this section.

21-13-311. Determination of amount to be distributed to each district from foundation account; undistributed balance; prohibition on expenditures.

(d) Effective school year 2011-2012 and each school year thereafter, no foundation program funds distributed under subsection (a) of this section shall be expended by any district for conducting random drug testing of students within the district without prior approval of the student's parents.

21-13-313. Distribution of funds from foundation account; property tax and cash reserve adjustment; regulations.

(c) ~~One third (1/3)~~ Fifteen percent (15%) of each district's entitlement shall be paid to the district on or before August 15 of each year~~.~~ and subject to any adjustment under subsections (d) and (e) of this section, ten percent (10%) of each district's entitlement shall be paid on or about the fifteenth day of ~~October and February,~~ each month through April of each year. The final payment for the balance of ~~the entitlements~~ each district's entitlement shall be distributed ~~in equal payments~~ on or before May 15 of each year. If, after March 1 and before April 1, the state superintendent determines that the

entitlement to be paid to a district for that school year is not accurate, the state superintendent shall ~~make additional~~ adjust payments to or ~~require~~ payments from that district as necessary to correct the inaccuracy as soon as practicable. Except as provided under W.S. 21-2-202(e), after March 31 of any school year, the state superintendent shall not adjust any district's entitlement or fiscal information used to compute a district's entitlement for that school year, and the entitlement or fiscal information shall only be adjusted thereafter in accordance with audit review pursuant to W.S. 9-1-513.

(g) In addition to subsections (b) and (c) of this section, the state superintendent shall, for any district subject to W.S. 21-13-102(b) as determined by the department for any school year, or for any district not subject to W.S. 21-13-102(b) whose entitlement amount determined under W.S. 21-13-311(a) for any school year is equal to or less than twenty percent (20%) of the foundation program amount computed under W.S. 21-13-309(p), and upon demonstration by the district of financial need as documented by cash flow analysis, provide payments from the school foundation program account in an amount ~~equal~~ not to ~~one third (1/3)~~ exceed one-fifth (1/5) of the foundation program amount computed for that district for that school year in accordance with W.S. 21-13-309. The computed amount shall be paid to each eligible district on ~~August 15~~ or before September 1 based upon tentative computations under W.S. 21-13-309, for which the department may use fiscal information available from foundation program computations for the previous school year in the manner provided under subsection (b) of this section. Any district receiving a payment under this subsection ~~shall repay~~ and repaying the foundation program account by ~~June~~ December 15 of that school year shall not be assessed interest. After December 15, the district shall be assessed interest at a

rate equal to the rate specified by W.S. 21-13-316(a) until the payment is repaid in full. In no event shall an advance payment under this subsection extend beyond and remain unpaid by any district, including interest, on and after June 15 of that school year.

21-13-320. Student transportation; amount within school foundation program formula for transportation maintenance and operations expenditures and school bus purchases; district reporting requirements.

(f) The department of education shall adopt necessary rules and regulations to implement and enforce state standards established under this section and to administer this section. District expenditures computed under subsection (b) of this section shall not include expenditures for employee contributions to the Wyoming retirement system exceeding five and fifty-seven hundredths percent (5.57%) of any member employee's salary. In addition, the department shall, in accordance with procedures prescribed by department rule and regulation, establish a base price for each school bus type or other student transportation vehicle type for the applicable fiscal period that complies with minimum state standards for vehicle specifications and equipment. The department shall also establish a process including competitive bidding which guarantees the acquisition of school buses and other student transportation vehicles approved for reimbursement and complying with state minimum standards and district fleet size restrictions at the established base price for the applicable fiscal year. In addition and for purposes of reimbursement under subsection (g) of this section, the department shall in consultation with the pupil transportation committee, establish a minimum, average and optimal replacement schedule for each school bus type or other student transportation vehicle type.

School districts shall notify the department of school bus and other student transportation vehicle needs and requirements for the appropriate fiscal year in the manner and within the times prescribed by department rule and regulation, and shall report expenditures, purchases and lease arrangements for the applicable reporting period, including vehicles replaced by purchases and leases, as required by department rule and regulation. The department shall annually review and conduct audits as necessary of information submitted under this section. As authorized under W.S. 21-13-307(b), the department may correct the information reported by districts under this section as necessary to fairly and accurately reflect the data type, classification and format required to administer this section in accordance with law and department rules and regulations.

21-13-321. Special education; amount within foundation program formula for special education programs and services; district reporting requirements.

(d) The department of education shall adopt necessary rules and regulations to implement and administer this section. Districts shall report special education program expenditures for the applicable reporting period as required by department rule and regulation. District expenditures computed under subsection (b) of this section shall not include expenditures for employee contributions to the Wyoming retirement system exceeding five and fifty-seven hundredths percent (5.57%) of any member employee's salary. The department shall annually review and report to the joint education interim committee regarding services provided to special education students by school districts. The report shall evaluate the extent to which services are being appropriately provided and whether expenditures for services are reasonable in light of charges by providers of

similar services in Wyoming. In addition, the department shall when necessary, conduct audits of information submitted by districts under this section and may, in accordance with W.S. 21-13-307(b), correct the information reported by districts as necessary to fairly and accurately reflect the data type, classification and format required to administer this section in accordance with law and department rule and regulation.

21-13-335. Supplemental financial assistance program for instructional facilitators and instructional coaches.

(d) Financial assistance under this section shall be based upon prior year school level attendance and configuration reports submitted by each eligible school district pursuant to W.S. 21-13-309(m)(iv). Grant amounts shall be computed by the department for the eligible applicant district as if the education resource block grant model contained the following component for instructional facilitators, funded at an amount equal to sixty percent (60%) for each full-time equivalent position, prorated up and down from the FTE position level specified for each prototype similar to computational operation of other components within the block grant model:

(iv) "FTE" and "ADM" as used in this section shall be as defined in ATTACHMENT "A", ~~to 2006 Wyoming Session Laws, Chapter 37,~~ as referenced in W.S. 21-13-101(a)(xvii).

(e) Financial assistance to each qualifying applicant school district shall be made by the department from amounts appropriated by the legislature to the foundation program account for purposes of the program established by this section and shall be in addition to the foundation program amount computed for that district under W.S.

21-13-309(p). If there is an insufficient amount within the foundation program account from amounts appropriated by the legislature for financial assistance under this section for any school year, the department shall make a pro rata reduction in financial assistance payments among all qualifying districts for that school year. District expenditures of amounts distributed under this section shall be solely for district instructional facilitator and instructional coaching programs in accordance with the program documentation submitted by the district under subsection (b) of this section. The department may withhold a portion or the entire amount to be distributed to any district under this section for noncompliance with program documentation required to be submitted by the applicant district. Any appropriated amounts not expended or encumbered under this subsection as of July 1 of that school year immediately following the school year for which the appropriation applies, shall revert to the foundation program account.

Section 2.

(a) 2006 Wyoming Session Laws, Chapter 37, ATTACHMENTS "A" and "B", W.S. 21-13-101(a)(xviii) and 21-13-309(m)(v)(G)(II)(1) and (2) are repealed.

(b) 2011 Senate File 0001, Section 205, Footnote 4 is repealed.

Section 3. On or before November 1, 2011, the legislative service office shall report to the joint education interim committee and the joint appropriations interim committee on the implementation of required reporting mechanisms under W.S. 21-13-309(u), as created under section 1 of this act. This report shall specify cost of system indicators designed to identify possible

cost pressures on the Wyoming education resource block grant funding model in categories and model components specified under the 2010 cost of education study. The report shall also prescribe a model monitoring process and methodology such that when triggered, the need for additional in-depth examination of cost integrity is required. Further, the report shall identify necessary data collections for proper analysis of system indicators. The department of education, school districts, the professional teaching standards board and other state agencies shall assist the legislative service office as necessary to carry out this section.

Section 4.

(a) For the period commencing upon the effective date of this section and ending June 30, 2012, three hundred fifty thousand dollars ($350,000.00) is appropriated from the public school foundation program account to the department of education to carry out duties imposed upon the state superintendent under W.S. 21-2-202(a)(xxxii), as amended by section 1 of this act.

(b) In addition to subsection (a) of this section and for purposes of implementing W.S. 21-2-202(a)(xxxii), as amended under section 1 of this act, in multiple phases, the state superintendent is authorized:

(i) For the period commencing on the effective date of this section and ending June 30, 2012, one (1) at-will position to be funded from amounts appropriated to the Wyoming professional teaching standards board from within the special reserve fund account under 2010 Wyoming Session Laws, Chapter 39;

(ii) For the period commencing July 1, 2011, and ending June 30, 2012, and from within existing department funds, the continuation of one (1) of the two (2) at-will positions originally funded under 2010 Wyoming Session Laws, Chapter 39, Section 334(f)(i).

(c) On or before October 1, 2011, the department of education shall report to the joint education interim committee and the joint appropriations interim committee on the expansion of the data repository required under W.S. 21-2-202(a)(xxxii), as amended under section 1 of this act. The report shall include action plans and funding necessary to implement completion of system transition of certificated personnel records from the professional teaching standards board to the department, including implementation of an on-line certification and certification renewal system and the completion of data migration to the department's data repository.

Section 5.

(a) Each school district subject to W.S. 21-13-102(b) for school year 2010-2011, shall on or before July 31, 2011, report the information specified under this section to the department of education. The department shall compile the information and by August 31, 2011, submit the compilation to the legislative service office for distribution to members of the joint education interim committee and the joint appropriations interim committee. Information to be reported by applicable school districts under this section includes the following:

(i) A cash flow analysis, detailing district monthly expenditures and revenues during the reporting period;

(ii) Monthly cash balances for each month during the 2010-2011 school year;

(iii) Amounts borrowed by the district during the reporting period necessary to cover district expenditures;

(iv) Earnings on excess revenues during the reporting period.

Section 6.

(a) Except as provided under subsection (b) of this section, this act is effective July 1, 2011.

(b) Notwithstanding subsection (a) of this section, sections 4 and 5 of this act are effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

ATTACHMENT "A"

ATTACHMENT "A" CONTAINS AN ENUMERATION OF EDUCATION RESOURCE BLOCK GRANT MODEL COMPONENTS SUMMARIZING AND EXECUTING RECOMMENDATIONS CONTAINED IN THE 2010 COST OF EDUCATION STUDY AS FOLLOWS:

(a) For purposes of this attachment:

(i) "ADM" means as defined under W.S. 21-13-101(a)(i) and reflects a per student computation;

(ii) "FTE" means the full time equivalency basis as computed in accordance with guidelines prescribed by rule and regulation of the department of education.

(b) Notwithstanding components specified in the 2010 cost of education study accepted by the legislature, the Wyoming education resource block grant model components and the resourcing for those components, as enacted by the legislature, shall be as follows:

(i) Full-day kindergarten: Funded for all elementary schools.

(ii) Class size: 16 for grades Kindergarten through 5;
21 for grades 6 through 12.

(iii) Core teachers: Elementary school ADM divided by 16;
Middle school ADM divided by 21;
High school ADM divided by 21.

(iv) Specialist teachers: Elementary schools: 20% of core teachers;
Middle and high schools: 33% of core teachers.

(v) Minimum teachers: 6.0 for elementary schools with greater than 49 ADM;
8.0 for middle schools with greater than 49 ADM;
10.0 for high schools with greater than 49 ADM.

(vi) Instructional facilitators: Computed in accordance with W.S. 21-13-335.

(vii) Tutors: 1.0 FTE teacher position for every 100 at-risk students with a minimum of 1.0 FTE teacher position for prototypical elementary, middle and high schools, resourced at the highest-grade prototype using the total school ADM.

(viii) ELL: 1.0 FTE teacher position for every 100 ELL students.

(ix) Extended day: Computed in accordance with W.S. 21-13-334.

(x) Summer school: Computed in accordance with W.S. 21-13-334.

(xi) Alternative schools: 1.0 assistant principal position plus 1.0 FTE teacher position for every 7 ADM.

(xii) Substitutes: Additional 5% of ADM generated core, specialist, tutor, instructional facilitator, summer school and extended day teacher positions at $99.25/day plus 7.65% for benefits.

(xiii) Supervisory aides: 2.0 for 288 ADM prototypical elementary school;

2.0 for 315 ADM prototypical middle school;
5.0 for 630 ADM prototypical high school;
Resourced at the highest-grade prototype using total school ADM.

(xiv) Pupil support: 1.0 FTE teacher position for every 100 at-risk students with a minimum of 1.0 FTE teacher position for prototypical elementary, middle and secondary schools resourced at highest-grade prototype using total school ADM;

1.0 FTE guidance counselor position for every 250 secondary ADM.

(xv) Librarian: 1.0 for each prototypical elementary;
1.0 for 105 to 630 ADM prototypical middle and high school, prorated down below 105 ADM and prorated up for 631 ADM and above, resourced at highest-grade prototype using total school ADM.

(xvi) Library media tech: 1.0 for each 315 ADM prototypical middle and high school, prorated up and down.

(xvii) Principal: 1.0 for all schools down to 96 ADM elementary and 105 ADM middle and high, prorated by ADM below these ADM levels.

(xviii) Assistant principal: Begin phasing in 1.0 assistant principal position for every 288 elementary school ADM beginning at 289 ADM;
Begin phasing in 1.0 assistant principal position for every 315 middle and high school ADM beginning at 316 ADM;
Resource at the highest-grade prototype using total school ADM.

(xix) Secretary: 1.0 for all schools down to 96 ADM elementary and 105 ADM middle and high, prorated by ADM below these ADM levels;
1.0 for 105 to 315 ADM prototypical middle school, prorated down below 105 ADM and prorated up for 316 ADM and above;
1.0 for 105 to 630 prototypical high school ADM, prorated down below 105 ADM and prorated up for 631 ADM and above;

Resource at the highest-grade prototype using total school ADM.

(xx) Clerical: 1.0 for 288 ADM prototypical elementary school;
1.0 for 315 ADM prototypical middle school;
2.0 for 315 ADM prototypical high school;
All FTE positions prorated up and down from prototypical level, resourced at the highest-grade prototype using total school ADM.

(xxi) Books/Ins. Materials: $333.43/elementary and middle school ADM;
$408.26/high school ADM.

(xxii) Computers, equipment: $333.43/ADM.

(xxiii) Special education: 100% state reimbursement of prior year actual expenditures computed in accordance with W.S. 21-13-321.

(xxiv) Gifted: $29.19/ADM.

(xxv) Vocational education: 0.29 times FTE vocational education ADM;
$9,027.27/FTE vocational education teacher for equipment and supplies.

(xxvi) Student activities: Resource under the following school configurations:
K-5 elementary school: $24.05/ADM;
6-8 middle school: From $791.02/ADM at 1 ADM school to $204.38/ADM for 1,260 ADM school;
9-12 high school: From $2,039.09/ADM for 1 ADM school to $601.08/ADM for 1,260 ADM school;
Alternative school: $288.98/ADM.

(xxvii) Professional development: 10 pupil free days as resourced in teacher salary under paragraph (xxxvii) of this subsection;
Plus $116.76/ADM for trainers.

(xxviii) Assessment: $37.70/ADM, which amount is not subject to any adjustment made pursuant to W.S. 21-13-309(o).

(xxix) Central office staff: District ADM 500 and below:
3 administrative and 3 secretarial;

District ADM from 500 to 1,000:

Proration of an additional administrative and secretarial position;
District ADM at 1,000:
4 administrative and 4 secretarial;
adjusted upwards to 3,500 ADM.
District ADM from 1,000 to 3,500 ADM:
Proration of additional administrative and secretarial positions;
District ADM at 3,500:
8 administrative and 10 secretarial;
prorated up for districts with ADM greater than 3,500.

(xxx) Central office nonpersonnel expenses: $350.28/ADM.

(xxxi) Transportation: 100% state reimbursement of prior year actual expenditures computed in accordance with W.S. 21-13-320.

(xxxii) Food services: Assumed to be self supporting program.

(xxxiii) Maintenance and operations: Based on ADM, gross square footage, number of buildings and classrooms, age of buildings and site acreage for

custodians, maintenance workers and groundskeepers, computed in accordance with the 2010 cost of education study. Any building without allowable gross square footage for purposes of major maintenance computations under W.S. 21-15-109 shall use the actual educational gross square footage as approved by the school facilities commission. Groundskeeper FTE computations shall be based upon the lesser of the actual site acreage on which the facility is situated as defined by department rule and regulation, or the school facility guidelines and site acreages established by the school facilities commission under W.S. 21-15-114. Acreages acquired on or prior to July 1, 1997, and acreages acquired after July 1, 1997 through an exchange with another governmental entity if the acreages involved in the exchange were originally acquired by the district and the governmental entity on or prior to July 1, 1997, shall not be subject to

groundskeeper FTE computation limitations.

(xxxiv) M & O supplies: $0.64 per 110% of gross square feet of authorized education space.

(xxxv) Utilities: Actual 2009-2010 expenditures by district. For additional school buildings added to district building inventories after 2009-2010, 100% of 2009-2010 district average utility expenditures per gross square foot for district school buildings multiplied by the additional authorized educational square footage.

(xxxvi) School adjustments: For all schools with 49 or fewer ADM, resource with 1.0 assistant principal position plus 1.0 FTE teacher position for every 7 students for all staff;
For all schools within a district comprised of less than 243 total K-12 ADM and notwithstanding all other teacher resources, resource each school with a minimum of 1.0 core teacher at every grade with reported ADM, plus 20% of core teachers for elementary

specialist teachers and 33% of core teachers for middle and high school specialist teachers;
For a K-6 school, resource as elementary school;
For a 5-8 or 6/7-9 school, resource as middle school;
For a K-7, K-8 or K-9 school, resource K-5 teachers as elementary school and remaining teachers as middle school, and resource all other staff resources at the highest-grade prototype;
For K-12 school, resource K-5 teachers as elementary, 6-8 teachers as middle and 9-12 as high school, and resource all other staff resources at the highest-grade prototype;
For 6/7-12 school, resource 6-8 teachers middle school and 9-12 teachers as high school, and resource all other staff resources at the highest-grade prototype.

(xxxvii) Average Salaries:

Teachers* (includes 10 pupil free days)	$ 50,662.03
Principals	$ 83,072.43
Assistant principals	$ 69,702.30
Superintendents	$106,892.58
Assistant superintendents	$ 85,514.06
Business managers	$ 72,079.04
Aides	$ 18,445.82

Library media technicians	$ 43,500.93
Central office secretaries	$ 34,885.39
School secretaries	$ 32,409.86
School clerical staff	$ 24,930.49
Maintenance and operations:	
Maintenance workers/groundskeepers	$ 35,775.69
Custodians	$ 29,843.38

*"Teachers" under this paragraph include core and specialist teachers, instructional facilitators, tutors, ELL teachers, extended day teachers, summer school teachers, pupil support staff, secondary school guidance counselors and librarians.

(xxxviii) Benefits: 21.10% plus health as computed under W.S. 21-13-309(m)(v)(F).

(xxxix) Regional cost adjustment: As computed under W.S. 21-13-309(m)(v)(C).

ORIGINAL HOUSE
BILL NO. 0127

ENROLLED ACT NO. 98, HOUSE OF REPRESENTATIVES

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(xl) External cost adjustment: Analysis of appropriate cost indices for professional and nonprofessional labor, energy and materials.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk

ORIGINAL SENATE
FILE NO. 0036

ENGROSSED

ENROLLED ACT NO. 41, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to public schools; requiring the state superintendent to adopt rules and regulations regarding seclusion and restraint in schools; requiring school district boards to adopt policies regarding the use of seclusion and restraint in schools as specified; defining terms; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-202(a) by creating a new paragraph (xxxii) and 21-3-110(a) by creating a new paragraph (xxx) are amended to read:

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

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

(xxxii) By rule and regulation adopted not later than July 1, 2011 establish requirements for school district policies and training regarding the use of seclusion and restraint in schools as required under W.S. 21-3-110(a)(xxx). The state superintendent shall review the policy of each district for compliance with the requirements of W.S. 21-3-110(a)(xxx) and rules and regulations promulgated pursuant to this paragraph. If the state superintendent determines that the policy is not in compliance under this paragraph the superintendent shall direct the board of trustees to revise the policy and shall, upon request, assist the board in the adoption of the policy.

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

ORIGINAL SENATE
FILE NO. 0036

ENROLLED ACT NO. 41, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(a) The board of trustees in each school district shall:

(xxx) Not later than December 31, 2011, adopt a policy and training procedures regarding the use of seclusion and restraint in schools. In addition to any requirements provided by rule and regulation of the state superintendent pursuant to W.S. 21-2-202(a)(xxxii), the policy shall require that the parent or legal guardian of the student shall be notified each time that seclusion or restraint is utilized for the student. The policy shall prohibit the use of locked seclusion. The policy shall not be limited to any specified group of students and shall apply any time that seclusion or restraint is used for any student. The district shall submit a copy of the policy to the state superintendent for review as provided in W.S. 21-2-202(a)(xxxii) after the initial adoption of the policy and any time thereafter that the policy is substantially revised. As used in this paragraph:

(A) "Restraint" means the use of physical force, with or without the use of any physical device or material, to restrict the free movement of all or a portion of a student's body. "Restraint" does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the student is complying, intervening in a fight or using an assistive or protective device prescribed by an appropriately trained professional or professional team;

(B) "Seclusion" means removing a student from a classroom or other school activity and isolating the student in a separate area. "Seclusion" does not include a student requested break or in-school suspension, detention or other appropriate disciplinary measure.

ORIGINAL SENATE
FILE NO. 0036

ENROLLED ACT NO. 41, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

Section 2. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the Senate.

Chief Clerk

ORIGINAL SENATE FILE NO. 0038 **ENGROSSED**

ENROLLED ACT NO. 97, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to education; requiring school boards to develop protocols for training of coaches and athletic trainers and education of students regarding head injury and concussion resulting from athletic activities; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-202(a) by creating a new paragraph (xxxii) and 21-3-110(a) by creating a new paragraph (xxx) are amended to read:

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

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

(xxxii) To assist local school districts in developing protocols under W.S. 21-3-110(a)(xxx) and in sufficient time to enable school districts to adopt and implement protocols commencing school year 2011-2012, develop model protocols for addressing risks associated with concussions and other head injuries resulting from athletic injuries. No district shall be required to adopt any part of the model protocols.

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

(a) The board of trustees in each school district shall:

(xxx) Commencing school year 2011-2012, adopt protocols to address risks associated with concussions and other head injuries resulting from athletic injuries. The protocols shall:

ORIGINAL SENATE
FILE NO. 0038

ENROLLED ACT NO. 97, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(A) Include training of coaches and athletic trainers to facilitate the recognition of symptoms of concussions;

(B) Address restrictions concerning participation in school athletic events after suffering a concussion or head injury;

(C) Include means for providing to students and parents information on head injuries and concussions and related restrictions on participation in athletic activities.

Section 2. This act is effective July 1, 2011.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the Senate.

Chief Clerk

ORIGINAL SENATE FILE NO. 0070 **ENGROSSED**

ENROLLED ACT NO. 90, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to public education; creating the Wyoming Accountability in Education Act and establishing a statewide education accountability system; modifying statewide assessment requirements; establishing system components and student performance measures; imposing duties upon the state board of education and the state superintendent; prescribing consequences for school level student performance; establishing a legislative select committee to review and expand system components; imposing select committee reporting requirements and providing for an advisory committee comprised of public education representatives; providing for a review of school board training needs; requiring a statutory review; prescribing staffing; providing appropriations; and providing for effective dates.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-204 is created to read:

21-2-204. Wyoming Accountability in Education Act; statewide education accountability system created.

(a) This section shall be cited as the "Wyoming Accountability in Education Act."

(b) A statewide education accountability system shall be established in accordance with this section, which considers use of the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). The first phase of this system shall be a school-based system that includes student performance as measured through multiple indicators in those subjects for which students are assessed as specified by this

subsection, that are reported in terms of student achievement at prescribed performance levels, and that are aggregated to the school level. Core indicators of student performance under the first phase of the statewide school-based accountability system for each applicable school shall be:

(i) School level performance in third through eighth and eleventh grade reading; and

(ii) Additional secondary school level outcomes.

(c) School level performance in reading shall be measured by the statewide assessment system implemented by the state board of education under W.S. 21-2-304(a)(v). Additional secondary school outcomes shall be measured in accordance with subsection (d) of this section. To the extent applicable, each measure shall be aggregated to the school level based upon those grades served inclusive to each school as reported by the respective school district to the department of education.

(d) Beginning in school year 2011-2012, and each school year thereafter, the department of education shall compute a combined school score for student performance in the core indicators specified under subsection (b) of this section as follows:

(i) For school level reading in grades three (3) through eight (8) and grade eleven (11), using existing proficiency performance levels specified on the statewide assessment:

(A) Each school shall record year-to-year performance level changes in reading for all students within grades three (3) through eight (8) and grade eleven

(11) as may be served by that school. Year-to-year school level performance change designations shall be determined using statistically robust methodology and shall be assigned as follows:

(I) "Positive progress" if a school moves from its immediately preceding school year performance level to a higher performance level in the current school year;

(II) "Performance level unchanged" if a school's immediately preceding school year performance level is the same as its performance level in the current school year;

(III) "Negative progress" if a school moves from its immediately preceding school year performance level to a lower performance level in the current school year.

(B) Point values shall be assigned to each school according to the type of change in performance levels from the current school year compared to the performance level of the immediately preceding school year as follows:

(I) Schools demonstrating "positive progress" shall be designated as a positive point value;

(II) Schools demonstrating "performance level unchanged" shall be designated as an unchanged or zero (0) point value;

(III) Schools demonstrating "negative progress" shall be designated as a negative point value.

(ii) For additional secondary school-level outcomes, the following measures shall be used:

(A) A standardized, curriculum based college readiness test in grade eight (8) covering English, reading, mathematics and science, reported by the percentage of students meeting or exceeding college readiness benchmark scores for each subject area;

(B) A standardized, curriculum based achievement college entrance examination in grade eleven (11) covering English, reading, mathematics and science, reported by the percentage of students meeting or exceeding the college readiness benchmark score for each subject area.

(iii) All information generated under paragraphs (i) and (ii) of this subsection shall be recorded by matrix format established by rule and regulation of the department of education.

(e) The target level for student performance under the first phase of the statewide accountability system shall be positive progress on all core indicators measured under subsection (d) of this section.

(f) Commencing with school year 2013-2014, and each school year thereafter, any school that fails to meet the computed school improvement targets established under subsection (e) of this section shall be subject to the following:

(i) For the first year of failure to meet school improvement targets, the school district for that school shall report to the department of education on its identified cause for the school's failure to meet

improvement targets and shall provide written articulation of instructional strategies and programs to accelerate student performance within that school sufficient to meet improvement targets through a performance acceleration plan. The plan shall include class schedules, curriculum choices and instructional materials, shall specify strategies targeting higher performance for students performing below target levels and strategies for maintaining students performing above target levels, and shall verify deployment of resources by the district necessary to implement the strategies for that school. Not later that August 1 of each applicable school year, each district subject to this paragraph shall file the performance acceleration report assembled in accordance with this paragraph with the department in a manner, subject to criteria and on a form prescribed by department rule and regulation. Not later than November 1 of the applicable school year, the department shall discuss each performance acceleration plan with the district superintendent and the chairman of the board of trustees of the school for which the plan is submitted, specifically addressing the performance acceleration strategies and programs contained within the report. The department shall also determine the sufficiency of resources planned for deployment by the district to implement articulated strategies for that school. On or before December 1 of the school year immediately following the school year for which the school improvement target is computed, the department shall report to members of the joint education interim committee and the joint appropriations interim committee, a compilation of all district reports submitted under this paragraph together with evidence of discussions with the district superintendents and board chairmen required under this paragraph, an analysis of the ability of each district's strategies and programs to succeed in

accelerating student performance and the analysis of the sufficiency of resources to implement plan strategies;

(ii) For the second and subsequent years of failure to meet school improvement targets, the department of education shall from within existing resources of the department, designate a technical assistance team to develop turn-around strategies for each under-performing school. The turn-around strategy shall at a minimum, target curriculum, instruction, program content and school organization including the structure of the school day and year, and shall be implemented in the school year immediately following the school year for which the second and subsequent failure occurs. The technical assistance team shall also assist the school and the appropriate school district in implementing turn-around strategies and programs and if necessary, shall impose criteria on district allocation of resources necessary to fully implement turn-around strategies and programs within that school. The department shall report, annually on or before December 1, to members of the joint education interim committee and the joint appropriations interim committee on the technical assistance provided under this paragraph, together with rationale for selecting the imposed turn-around strategies and the evidence supporting the strategies. Any criteria on district resource allocation imposed under this paragraph shall also be included in the annual report;

(iii) In addition to paragraph (ii) of this subsection, the state board shall administer this subsection as part of school district accreditation required under W.S. 21-2-304(a)(ii), through appropriate administrative action taken in accordance with W.S. 21-2-304(b)(ii).

(g) Commencing with school year 2013-2014, and each school year thereafter, the school district for any school meeting the computed school improvement targets computed under subsection (e) of this section shall continue to receive a foundation program guarantee amount under W.S. 21-13-309(p) for that school without expenditure restrictions and interference imposed at the state level.

(h) Measured performance results obtained and collected pursuant to this section, together with subsequent actions responding to results, shall be combined with other information and measures maintained and acquired under W.S. 21-2-202(a)(xxi), 21-2-304(a)(v)(H), 21-3-110(a)(xxiv) and otherwise by law, to be used as the basis of a statewide system for providing periodic and uniform reporting on the progress of state public education achievement compared to established targets. The statewide accountability system shall include a process for consolidating, coordinating and analyzing existing performance data and reports for purposes of aligning with the requirements of this section and for determinations of student achievement incorporated into the statewide system.

Section 2. W.S. 21-2-202(a)(i), (xiv) and (xxi), 21-2-203(c)(ii)(intro), (A) and by creating a new subparagraph (C), 21-2-304(a)(ii), (v)(intro), (B), (D), (E), (H), (vi)(intro) and by creating a new paragraph (vii), (b)(ii) and (xiv) and 21-3-110(a)(xxiv) and by creating a new paragraph (xxx) are amended to read:

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

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

(i) Make rules and regulations, consistent with this code, as may be necessary or desirable for the proper and effective administration of the state educational system and the statewide education accountability system pursuant to W.S. 21-2-204. Nothing in this section shall be construed to give the state superintendent rulemaking power in any area specifically entrusted to the state board;

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

(xxi) Establish and maintain a uniform statewide reporting system based upon requirements of the statewide education accountability system established under W.S. 21-2-204 and the statewide student assessment implemented by the state board under W.S. 21-2-304(a)(v);

21-2-203. School district data collection and funding model administration; duties and responsibilities specified; data advisory committee; school district compliance.

(c) The duties of the department are, in accordance with rules promulgated by the state superintendent, to:

(ii) Collect data from school districts necessary for the department to administer the school finance system and the statewide education accountability system established under W.S. 21-2-204. In accomplishing this, the department shall:

(A) Coordinate its work with all other functions of the department so as to consolidate data reporting requirements for school districts and eliminate duplication in reporting to the greatest extent possible, including reporting of assessment results required for determinations under W.S. 21-2-204;

(C) Use existing data to establish longitudinal data systems linking student achievement with teachers of record and relevant school principals, as necessary for the statewide education accountability system.

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

(a) The state board of education shall:

(ii) Through the evaluation and accreditation of school districts, implement and enforce the uniform standards for educational programs prescribed under W.S. 21-9-101 and 21-9-102 in the public schools of this state, including any educational institution receiving any state funds except for the University of Wyoming and Wyoming community colleges, and implement and enforce the statewide education accountability system pursuant to W.S. 21-2-204. The board shall ensure that educational programs offered by

public schools in accordance with these standards provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society. In addition, the board shall require school district adherence to the statewide education accountability system;

(v) Through the state superintendent and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for core indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(B) Be administered at appropriate levels at specified grades and at appropriate intervals aligned to the standards, specifically assessing student performance in reading~~, writing~~ and mathematics at grades four (4), eight (8) and eleven (11), and effective school year 2005-2006, and each school year thereafter, assessing student

performance in reading~~, writing~~ and mathematics at grades three (3) through eight (8) and at grade eleven (11). In addition and commencing school year 2007-2008 and each school year thereafter, the statewide assessment system shall assess student performance in science not less than once within each grade band for grades three (3) through five (5), grades six (6) through eight (8) and grades ten (10) through twelve (12). The structure and design of the assessment system shall allow for the comprehensive measurement of student performance through assessments that are administered each school year simultaneously on a statewide basis; ~~and through assessments administered periodically over the course of the school year which are designed to provide a more comprehensive and in depth measurement of subject areas aligned to the state content and performance standards. The assessment system may also measure the other common core of knowledge and skills established under W.S. 21-9-101(b) which can be quantified;~~

(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section, link student performance and progress to teachers of record and compare and evaluate student achievement during the process of student advancement through grade levels. The assessment system shall ensure the integrity of student performance measurements used at each grade level to enable valid year-to-year comparisons and shall be sufficient to capture necessary data to enable application of measures of core indicators as required under W.S. 21-2-204;

(E) Include multiple measures and item types including grade appropriate multiple choice ~~and open-ended testing such as constructed response, extended response and performance based tasks,~~ to ensure alignment to the statewide student content and performance standards;

ORIGINAL SENATE
FILE NO. 0070

ENROLLED ACT NO. 90, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(H) Provide a measure of accountability to enhance ~~teaching and~~ learning in Wyoming and in combination with other measures and information, assist school districts in determining individual student progress as well as school level achievement targets. In addition to reporting requirements imposed under W.S. 21-2-204, the assessment results shall be reported to students, parents, schools, school districts and the public in an accurate, complete and timely manner. ~~and~~ Assessment results shall be used in conjunction with a school district's annual assessment to design educational strategies for improvement and enhancement of student performance~~. This design for improvement shall be part of each district's school improvement plan~~ required under W.S. 21-2-204. Assessment results shall also be used to guide actions by the state board and the department in providing and directing intervention and technical assistance to districts in developing school turn-around plans in response to student performance target indicators measured and established under W.S. 21-2-204. In consultation and coordination with school districts, the board shall subject to W.S. 21-2-204, review and evaluate the assessment system regularly and based upon uniform statewide reports, ~~from each district,~~ annually report to the legislature ~~on student performance at specified grade levels and on school improvement plans~~ as required under W.S. 21-2-204.

(vi) ~~Effective school year 2005-2006 and each school year thereafter~~ Subject to and in accordance with W.S. 21-2-204, through the state superintendent and in consultation and coordination with local school districts, by rule and regulation ~~establish~~ implement a statewide accountability system. ~~providing~~ In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule

and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences resulting from accountability determinations. ~~whereby:~~

(vii) Effective school year 2012-2013, through benchmark adaptive assessments administered by school districts as a component of the district assessment system under W.S. 21-3-110(a)(xxiv), establish statewide standards for the assessment of student growth in mathematics and reading for all students in grades kindergarten through grade eight (8), to be separate from but correlated with the statewide assessment and accountability system established under paragraphs (a)(v) and (vi) of this section. The standards shall include:

(A) A benchmark testing system administered uniformly statewide by school districts, covering curriculum standards established by board rule and regulation, to be administered subject to board prescribed procedures;

(B) Prescribed growth by subject area and by grade level;

(C) Processes and procedures for aligning benchmark assessment results with assessment results obtained under the statewide assessment administered under paragraph (a)(v) of this section, using school year 2011-2012 as the initial year for basing growth measurements;

(D) Use of assessment results to design educational strategies for improvement and enhancement of student performance through district school improvement

plans assembled in accordance with subparagraph (a)(v)(H) of this section.

(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:

(ii) Enforce the uniform state educational program standards imposed by W.S. 21-9-101 and 21-9-102 and the uniform student content and performance standards established by rules and regulations adopted under subsection (a) of this section, together with student performance indicators established and measured pursuant to W.S. 21-2-204, by taking appropriate administrative action with the state superintendent, including but not limited to the changing of accreditation status;

(xiv) Based upon student performance levels determined under W.S. 21-2-204, establish improvement goals for public schools for assessment of student progress based upon the national assessment of educational progress testing program and the statewide assessment system established under paragraph (a)(v) of this section;

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

(a) The board of trustees in each school district shall:

(xxiv) Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards pursuant to W.S. 21-2-304(a)(iii). To the extent required by ~~the state board under W.S. 21-2-304(a)(v) and (vi)~~ W.S. 21-2-204 and 21-2-304(a)(vii), the district assessment system shall be

integrated with the statewide assessment system and the statewide accountability system. ~~A component~~ Components of the district assessment system required by this paragraph shall include the following:

(A) Until school year 2012-2013 and to the extent not covered under subparagraph (B) of this paragraph, a body of evidence assessment system designed and used to determine the various levels of student performance as described in the uniform student content and performance standards relative to the common core of knowledge and skills prescribed under W.S. 21-9-101(b); and

(B) In accordance with W.S. 21-2-304(a)(vii), a standardized benchmark assessment designed to measure student progress during the school year using a statewide adaptive standard of assessment set by the state board of education, administered not less than two (2) times during each school year in accordance with prescribed time periods and procedures established by the state board. Assessment scores shall be reported to the department of education at times and in a manner prescribed by state board rule and regulation, and shall include appropriate linkages to teachers and schools within the district.

(xxx) In addition to paragraphs (xvii), (xviii) and (xix), require the performance of each school principal to be evaluated by the district superintendent in accordance with the statewide education accountability system established under W.S. 21-2-204. In accordance with rules and regulations of the state board, the district board shall also provide the state board written reports verifying principal performance and providing performance scores necessary for continued employment.

ORIGINAL SENATE
FILE NO. 0070

ENROLLED ACT NO. 90, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

Section 3. W.S. 21-2-304(a)(vi)(A) through (E) is repealed.

Section 4.

(a) It is the intent of the legislature that this act ensure that Wyoming monitors and attains the highest achievement for children attending Wyoming public schools. This act requires a flow of data from the school level up to the state level and back down to the school level, which considers use of the components of the education resource block grant model as defined by W.S. 21-13-101(a)(xiv) and as contained in Attachment "A" as defined under W.S. 21-13-101(a)(xvii). Measurement of the quality of Wyoming student performance is key to this structure. Core indicators of student performance for phase one (1) of this accountability system are prescribed by this act. Measurement of those indicators, improvement goals for those indicators, as well as rewards for attaining and consequences for failing to attain those goals, as provided by this act, shall be reviewed and studied by the select committee on statewide education accountability created by this section. The select committee shall also study expansion of the statewide accountability system into the second phase identified by this section. In the manner prescribed by this section, the select committee shall report its recommendations back to the legislature for adoption into law and implementation by the Wyoming state board of education and the department of education.

(b) There is created a select committee on statewide education accountability for purposes of carrying out the study prescribed by this section. The select committee shall provide recommendations to the legislature in accordance with subsection (j) of this section. The select committee shall consist of the following members:

(i) Five (5) members of the Wyoming senate appointed by the president of the senate, with one (1) to be the chairman of the senate education committee and at least one (1) from the minority party; and

(ii) Five (5) members of the Wyoming house of representatives appointed by the speaker of the house, with one (1) to be the chairman of the house education committee and at least one (1) from the minority party.

(c) The chairman of the senate education committee and the chairman of the house education committee shall serve as cochairmen of the select committee on statewide education accountability. Appointments shall be made under subsection (b) of this section not later than March 31, 2011. Members shall serve on the select committee through the 2012 budget session. Select committee members shall receive compensation, per diem and travel expense reimbursement in the manner and amount prescribed under W.S. 28-5-101.

(d) The select committee on statewide education accountability shall be assisted by an advisory committee to provide information to the select committee as it deems necessary to carry out this section. The advisory committee shall consist of the following members:

(i) One (1) member who is a superintendent of a large Wyoming school district and one (1) member who is a superintendent of a small Wyoming school district, appointed by the Wyoming association of school administrators;

(ii) Two (2) members who are school principals from a Wyoming school district, one (1) of which is a

secondary school principal appointed by the Wyoming association of secondary school principals and one (1), an elementary school principal appointed by the Wyoming association of elementary and middle school principals;

(iii) One (1) member who is a Wyoming school district assessment director appointed by the governor;

(iv) Two (2) members who are Wyoming public school teachers, one (1) from an elementary school and one (1) from a secondary school, both appointed by the Wyoming state board of education;

(v) One (1) member who is serving as a trustee on a Wyoming school district board of trustees appointed by the Wyoming school boards association;

(vi) One (1) member serving on the Wyoming state board of education elected by the board as representative;

(vii) A representative of the department of education designated by the state superintendent of public instruction;

(viii) A representative of the governor's office designated by the governor;

(ix) A representative of the Wyoming business community appointed by the governor.

(e) Appointments to the advisory committee pursuant to subsection (d) of this section shall be made by not later than May 1, 2011. The appointing authority for any member who vacates membership shall fill the vacancy. Any member appointed to the advisory committee which is not an employee of a governmental subdivision or a member of a

political subdivision board or commission shall receive per diem and travel expenses in the manner and amount provided state employees under W.S. 9-3-103. Reimbursement shall be made from amounts appropriated under subsection 5(b) of this act.

(f) The select committee shall review phase one (1) of the statewide education accountability system established under W.S. 21-2-204, as created under section 1 of this act, as follows:

(i) Ensure the appropriateness and rigor of the performance levels attached to each core indicator;

(ii) Review necessary modifications to the statewide student assessment implemented by the state board of education under W.S. 21-2-304(a)(v), subject to reporting from the state superintendent required under section 5(b) of this act. In addition, review of the statewide summative assessment shall be combined with the review of the statewide benchmark adaptive assessment required under this act and reported under section 5(a) of this act. A component of this review shall also consider the use of end-of-course student assessments as a component of both the statewide summative assessment as developed by the state board under section 5(b) of this section, as well as an alternative or component of an alternative to the body of evidence assessment system implemented at the school district level in accordance with section 5(c) of this section. The select committee shall also review supplementation of the state summative and benchmark adaptive assessment by student assessments administered at the local school district level pursuant to W.S. 21-3-110(a)(xxiv) if the recommended local assessment is reliable and valid across all students, schools and school districts statewide, and if the supplemental information

allows for a more robust, reliable and valid measure of student achievement;

(iii) Review and improve the reporting scale for measured achievement to ensure each core indicator has a stable, reliable measure which reduces variability caused by small numbers of student populations within any school, grade or district;

(iv) Prescribe procedures for computing assessment scores to ensure reasonably fair and equitable application of accountability system components to identified groups of students for which an achievement gap may occur;

(v) Review methodology for computation of annual change in student performance, as compared to established target levels, to indicate periodic growth or decline in student performance profiled at the school level, leading to a progressive process by which each school, as determined by its overall accountability score, is measured against statewide target levels.

(g) The select committee shall also initiate the second phase of the statewide education accountability system, which shall be predicated upon instructional practice and the development of data necessary to establish measures of teaching practice and the effectiveness of classroom teachers, school principals and district administrators in improving student achievement. The select committee shall establish components of effective teaching and administration, shall structure a statewide system for measuring teacher and administrator effectiveness and shall apply measured performance to performance evaluation consequences and incentives. This system shall be based upon a statewide longitudinal data

system established by the department linking student assessment results to teachers of record, enabling computation of the effect on student achievement of school and classroom instruction, targeted student interventions and other educational variables such as class size. As a possible component of the second phase of the statewide accountability system, the select committee shall review merit pay methodologies related to teacher performance measures, including merit-based salary schedules, bonuses, incentive pay and differential staffing practices. Based upon this review, the select committee shall forward any recommendation for a merit or performance-based pay methodology or system component within its report submitted under subsection (j) of this section.

(h) In addition to subsections (f) and (g), the select committee shall include a component within the statewide accountability system which provides recommendations on student and parental accountability providing incentives and sanctions promoting increased student achievement.

(j) The select committee shall assemble recommendations developed under subsections (f), (g) and (h) of this section, including time schedules prescribing implementation for each system component, together with any associated legislation, for submission to the legislature in sufficient time for consideration in the 2012 budget session. The select committee may introduce legislation as other committees of the legislature.

(k) The select committee shall develop, with the advice of the advisory committee, procedures for identifying and assisting under-performing schools, time schedules within which under-performing schools should reasonably be expected to achieve improvement targets and

consequences to districts which fail to meet school improvement targets.

(m) The select committee shall conduct a review of existing provisions within state law for the purpose of determining necessary statutory revisions which establish incentives fostering improved student performance including but not limited to school attendance, decreased student drop-out rates, reduced remediation for entering post-secondary pursuits, and other such factors favorably impacting student performance.

(n) The legislative service office shall staff the select committee. The department of education and other state agencies shall provide information and other assistance to the select committee as requested in order to fulfill duties prescribed by this section. The legislative service office may retain consultants as necessary to staff and advise the select committee in executing responsibilities prescribed by this section. The management council may expend funds appropriated by the legislature for approved contractual agreements between the council and professional consultants on behalf of the select committee.

Section 5.

(a) The state board of education, through the state superintendent and the department of education, shall pilot a statewide benchmark adaptive assessment during school year 2011-2012 in accordance with requirements prescribed under W.S. 21-2-304(a)(vii) and W.S. 21-3-110(xxix). Assessment results from the pilot administration under this subsection shall be used to establish student achievement level alignment with the statewide summative assessment and student performance target levels for implementation in the

2012-2013 school year. Reports on progress under this section shall be provided by the state board to the select committee on education accountability created under section 4 of this act during benchmark adaptive assessment development and implementation. A final report shall be provided to the select committee on or before December 1, 2011. The select committee shall provide necessary enabling legislation for assessment implementation in school year 2012-2013.

(b) The state board, through the state superintendent and the department, shall commence development of a statewide multiple choice, standardized summative assessment meeting the minimum requirements of 20 U.S.C. 6311 and providing assessment results to teachers and schools within the school year of assessment. At least thirty (30) days prior to issuing a request for proposal (RFP) to commence development and implementation of a statewide summative assessment in conformance with this subsection, the state superintendent shall submit the proposed RFP to the select committee for review. Progress under this subsection including the separate writing assessment, shall be reported to the select committee during the course of the study required under section 4 of this act. In addition and as a component of the statewide summative assessment, the state board shall through the state superintendent and the department, develop an authentic statewide assessment of student writing skills which is:

(i) Limited to one (1) writing prompt in school year 2011-2012, the initial year of implementation statewide as a pilot assessment;

(ii) Based upon research and encourages rigor in the classroom;

(iii) Developed outside of and not as a part of the requirements under 20 U.S.C. 6311;

(iv) Administered separate and at different times from the statewide summative assessment in other subject areas;

(v) Fully implemented in the 2012-2013 school year and each year thereafter.

(c) The state board, through the department of education, shall review the body of evidence component of school district student assessments required by law and provide an alternative to this component that provides a district level of assessment enabling consistent, comparable and aligned measures, with multiple opportunities for students to demonstrate proficiency and establishing accountability at the student, teacher, school and district level. The goal of this review is to replace the current body of evidence system with an alternative system by school year 2012-2013. Progress under this subsection shall be reported to the select committee during its study of statewide education accountability under section 4 of this act.

(d) For the period commencing upon the effective date of this section, and ending June 30, 2012, up to two hundred sixty-five thousand dollars ($265,000.00) is appropriated from the school foundation program account to the department of education to carry out subsection (a) of this section. This appropriation shall not be included in the department's 2013-2014 standard biennial budget request.

Section 6. The select committee on statewide education accountability created under section 4 of this act shall develop recommendations addressing training needs of school district boards of trustees, to be included in select committee recommendations submitted to the legislature under subsection 4(j) of this section.

Section 7.

(a) For the period commencing upon the effective date of this act and ending June 30, 2012, unexpended, unobligated amounts appropriated to the legislative service office under 2010 Wyoming Session Laws, Chapter 39, Section 334(f)(ii), shall be available for expenditure by the legislative service office for professional consulting expertise and other support necessary to carry out and execute the work of the select committee on statewide education accountability as required under this act. Professional consulting expertise may be retained by the legislative service office only upon approval of the management council, and the unexpended, unobligated amounts may be expended for contractual agreements between the council and professional consultants.

(b) For the period beginning upon the effective date of this act and ending June 30, 2012, seventy-five thousand dollars ($75,000.00) is available from the unexpended, unobligated amounts appropriated to the legislative service office under 2010 Wyoming Session Laws, Chapter 39, Section 334(f)(ii) for necessary expenses of the select committee on statewide education accountability established under this act, as necessary to carry out this act.

Section 8.

ORIGINAL SENATE
FILE NO. 0070

ENROLLED ACT NO. 90, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(a) Except as provided by subsection (b) of this section, this act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(b) Notwithstanding subsection (a) of this section, W.S. 21-2-304(a)(v)(B) and (E), as amended by section 2 of this act, is effective July 1, 2012.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the Senate.

Chief Clerk

ORIGINAL SENATE FILE NO. 0101 **ENGROSSED**

ENROLLED ACT NO. 63, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to the Hathaway student scholarship program; authorizing extension of community college attendance under specified scholarships; specifying application; requiring a report; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-16-1304(b) and by creating a new subsection (g) is amended to read:

21-16-1304. Hathaway opportunity, performance and honor scholarships.

(b) Scholarships under this section shall be for a maximum of the equivalent of eight (8) full-time semesters. Except as specified under subsection (g) of this section, a scholarship under this section shall be available for attendance at a Wyoming community college for not more than a maximum of the equivalent of four (4) full-time semesters.

(g) Notwithstanding subsection (b) of this section, a scholarship received under this section for attendance at a Wyoming community college for four (4) full-time semesters may be extended for continued attendance at a Wyoming community college by a student who otherwise remains eligible for that scholarship under this article, and that student has earned a certificate or degree from a Wyoming community college or has otherwise successfully completed sufficient courses for eligibility to enroll in courses within a program offered by a Wyoming community college which leads to a professional degree. A scholarship extended under this subsection shall not exceed the maximum equivalent of eight (8) full-time semesters when combined

with the four (4) full-time semesters of initial community college attendance under the scholarship and shall not support enrollment in coursework at an institution other than a Wyoming community college or the University of Wyoming.

Section 2. Any student receiving an opportunity, performance or honor scholarship whose initial year of eligibility as determined under W.S. 21-16-1303(d) occurred prior to the fall semester of the 2011-2012 academic year shall, for the 2011-2012 academic year and each academic year thereafter for which the student maintains scholarship eligibility under W.S. 21-16-1301 through 21-16-1310, be entitled to extend community college attendance under his scholarship in accordance with this act.

Section 3.

(a) On or before November 1, 2011, the University of Wyoming and the Wyoming community college commission, in consultation with each Wyoming community college, shall report to the joint education interim committee and to the joint appropriations interim committee on the following with respect to students awarded Hathaway scholarships:

(i) Standardization of remediation requirements for Wyoming high school graduates awarded a Hathaway student scholarship and enrolling in the university or a community college;

(ii) Recommendations for improving student completion data, both for degrees and certificates, including comparisons between Hathaway scholarship recipients and the general student population, and improvement targets for all student completion and retention rates;

ORIGINAL SENATE
FILE NO. 0101

ENROLLED ACT NO. 63, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(iii) Description of support services available to students requiring remediation, together with data on program effectiveness, and recommendations for improvement.

Section 4. This act is effective July 1, 2011.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the Senate.

Chief Clerk

ORIGINAL SENATE
FILE NO. 0110

ENROLLED ACT NO. 7, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to school capital construction; establishing the school facilities department; providing a definition; reorganizing the membership of the school facilities commission; modifying requirements for commission members; establishing the powers and duties of the commission and the department as specified; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-15-123 is created to read:

21-15-123. School facilities department; creation; control; director; duties and authority.

(a) The school facilities department is created.

(b) The department is under the direction and supervision of the school facilities commission. The department shall perform all duties required pursuant to this act and any duties as designated by the commission.

(c) The department consists of the director who is the chief administrative officer and other personnel as approved by the governor.

(d) The governor shall appoint a competent person as the director of the department who shall serve at the pleasure of the governor and may be removed by him as provided in W.S. 9-1-202. The director's salary shall be determined by the governor. Any appointment under this subsection shall be with the advice and consent of the senate.

(e) The director is the chief administrative officer of the department with general supervision and control of all activities, functions and employees of the department, under the direction and supervision of the commission. He shall devote his entire time to the performance and supervision of the duties conferred on him by the commission and by law.

(f) The school facilities department shall:

(i) Implement policies, guidelines and standards as adopted by the commission for school district facility plans required under W.S. 21-15-116;

(ii) Establish a consistent, systematic research approach for student enrollment projections used by districts in developing district facility plans and forecasting building and facility needs to comply with statewide building adequacy standards;

(iii) Develop cost per square foot guidelines to be used in estimating the cost of constructing, renovating and otherwise remediating buildings and facilities to comply with statewide adequacy standards, which shall account for demonstrated differences among regions and communities within the state;

(iv) Establish a statewide school facilities database comprised of building and facility specific condition, suitability, accessibility, capacity, inventory and site data;

(v) Enter into or approve construction or renovation project agreements with school districts, as appropriate. Each agreement shall:

(A) Require the district to make arrangements for appropriate professional supervision and management of the project;

(B) Provide for the review and approval by the department of project plans and specifications;

(C) Provide for review and approval by the department of project changes and change orders provided that:

(I) The agreement may specify parameters identifying the circumstances under which changes and change orders may also be approved;

(II) All changes and change orders shall be approved by the district or its representative.

(D) Establish payment schedules involving state funds;

(E) Assure the state is not responsible or liable for compliance with construction or renovation project schedules or completion dates;

(F) Provide that the agreement shall expire upon completion of the project or projects;

(G) Contain any other provision mutually agreed upon by the department and the district;

(H) Allow for alternate design and construction delivery methods as defined in W.S. 16-6-701 for provision of design and construction services; and

(J) Require a contract compliance audit by independent auditing expertise of project budgets and expenditures prior to completing the project or projects.

(vi) Review district plans for the disposition or demolition of buildings and facilities made surplus by an approved construction or renovation project or by changes in school population, including allocation of resulting costs and revenues and report the plans to the commission. Disposition shall include options for use, lease, sale and any other means of disposing of the surplus building or facility. The costs and revenues incurred by the disposition or demolition of the building or facility shall be accounted for in each district's school facility plan and considered in any building or facility remedy for that district, including the allocation of revenues resulting from the disposition of property rendered surplus to offset property demolition costs. The department shall report this review to the commission. The district shall have final authority over the disposition or demolition of any surplus buildings or facilities, except that the commission, after receiving a report of the review by the department, may disapprove any plans related to disposition or demolition submitted pursuant to this paragraph if the commission determines that the plans do not protect the financial interests of the state or are not otherwise in the public interest. Any revenues resulting from property disposition under this paragraph shall not be considered or counted under W.S. 21-13-310(a)(xiv) or (xv);

(vii) Authorize, subject to commission review, the purchase and acquisition of sites for any project within the approved district facility plan if state funds are to be expended for the acquisition;

(viii) Review any proposed sale of existing land owned by a district, which land is within the scope of the district's facility plan, and determine the impact of the land disposition upon that plan. The department shall report the review to the commission. The district shall have final authority over the sale of existing land owned by the district, except that the commission, after receiving a report of the review by the department, may disapprove any plans related to a sale submitted pursuant to this paragraph if the commission determines that the plans do not protect the financial interests of the state or are not otherwise in the public interest. If the commission determines land disposition adversely impacts the cost-effectiveness of the district's facility plan, the revenues resulting from land disposition shall be considered by the commission in any future building or facility remedy for that district and, notwithstanding paragraph (vi) of this subsection, the commission may direct the department of education to consider or count those revenues under either W.S. 21-13-310(a)(xiv) or (xv).

(g) The department may contract with appropriate expertise and professionals, including auditors, in administering this act and performing duties imposed under this act.

Section 2. W.S. 9-2-1704(d)(xv), 21-3-110(a)(x)(intro), (A)(intro), (II), (B) and (xxvii), 21-15-105(a), (d) and (e), 21-15-109(b), (c)(intro), (i)(A)(intro), (B), (iv), (v), (e) and (f), 21-15-111(a)(intro), (viii) and by creating a new paragraph (ix), 21-15-113(a)(intro), by creating new paragraphs (iii) through (vi) and (c), 21-15-114(a)(iii), 21-15-115(b)(intro), 21-15-116(a)(intro), (vi), (vii), (d)(intro), (e) and (f), 21-15-117(a)(intro), (v), (b) and (d), 21-15-118(a)(intro) and (b), 21-15-119(a)(intro), (b)

ORIGINAL SENATE
FILE NO. 0110

ENROLLED ACT NO. 7, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

and (c) and 28-11-301(b)(iii), (iv), (v), (c)(intro) and (ii) are amended to read:

9-2-1704. Reorganization plan; structure; time frame.

(d) The entities of state government specified in this subsection are designated as separate operating agencies, which are separate and distinct from the departments and offices specified in subsection (a) of this section because of their quasi-judicial responsibility or because of their unique, specialized function which precludes their inclusion in another department. This act does not otherwise apply to separate operating agencies. Separate operating agencies are as follows:

(xv) School facilities commission established under W.S. 21-15-113 and the school facilities department established under W.S. 21-15-123;

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

(a) The board of trustees in each school district shall:

(x) Subject to review by the school facilities ~~commission~~ department under W.S. 21-15-115 for any project involving state capital construction assistance, fix the site of each school building and facility considering the needs of the people of each portion of the district. If the district enters into an agreement to lease buildings and facilities owned by the district and the buildings and facilities are included within the statewide database maintained by the school facilities ~~commission~~ department under W.S. ~~21-15-114(a)(vi)~~ 21-15-123(f)(iv), the district shall, except as provided under W.S. 21-15-109(c)(i)(A)(II) and (III) and (B), ensure the lease agreement requires

sufficient payment from the lessee to cover expenses necessary to adequately maintain the facility or building in accordance with statewide adequacy standards prescribed by the commission. If the district enters into an agreement to lease buildings and facilities under which the district is the lessee and the building is to be used for the provision of the required educational program within the district, the lease agreement shall require the lessor to adequately maintain the buildings and facilities in accordance with standards prescribed by the commission. ~~If approved by the commission,~~ The district shall be reimbursed for the lease payment if the square footage of the leased facility is not included within the district's total square footage for purposes of major maintenance computations under W.S. 21-15-109, subject to the following:

(A) If the lease payment is for educational facilities used in the actual operation of a charter school, the ~~commission~~ school facilities department shall pay the district ~~an~~ the contract amount approved by the ~~commission~~ department for the lease payment by the charter school if:

(II) The ~~commission~~ department determines no adequate educational facilities exist within the district for operation of the charter school;

(B) If the lease payment is for facilities leased to the district by a state institution which meets state adequacy standards prescribed by rule and regulation of the commission, the amount of the lease reimbursement paid by the ~~commission~~ school facilities department shall not include the amount received by the institution from the state for major building and facility repair and replacement costs attributable to the facility, as computed

by the construction management section within the general services division of the department of administration and information.

(xxvii) Cooperate with the school facilities ~~commission~~ department in developing facility plans for the district addressing district-wide building and facility needs in accordance with W.S. 21-15-116 and rule and regulation of the school facilities commission;

21-15-105. Bonded indebtedness mill levy supplement.

(a) On or before June 15 of each year, any school district may apply to the department of education to receive a mill levy supplement as calculated under subsections (c) and (d) of this section. The mill levy supplement shall not apply to the first two (2) mills levied by a district for payment of outstanding bonds. The amount of mill levy supplement to be received shall be certified by the department of education to the district and the board of county commissioners of the county or counties in which the district is located on or before July 15. Subject to limitations imposed by this section, the mill levy necessary to make scheduled payments under outstanding general obligation bonds of the school district for the current year shall be decreased accordingly. The mill levy supplement shall be paid to each district applying on or before January 1 and shall be credited to the debt service fund of the school district. Any mill levy supplement revenues not used to reduce the current mill levy as provided in this section shall be rebated to the state treasurer.

(d) The mill levy supplement determined under subsection (c) of this section shall be decreased by subtracting the product of two (2) mills times the assessed

value of the school district for the preceding year from the amount calculated under subsection (c) of this section. Following certification of the amounts and if the amount calculated under subsection (c) of this section is greater than the amount determined under this subsection, the department of education shall pay the difference to the school district under subsection (a) of this section.

(e) The department of education shall develop forms containing such information as may be required to implement this section. The forms shall be completed and submitted to the department of education by any school district applying under this section. The department of education shall adopt rules and regulations to implement this section. The mill levy supplement shall be computed using the assessed valuation for the state and district for the preceding year.

21-15-109. Major building and facility repair and replacement payments; computation; square footage allowance; use of payment funds; accounting and reporting requirements.

(b) To the extent funds are available, on July 1 of each year, the school facilities ~~commission~~ department shall based upon square footage computations computed on September 1 of the prior school year, distribute major building and facility repair and replacement payments to each school district from the capital construction account. If funds within the account are not sufficient for payments on July 1 of any school year, the ~~commission~~ department shall distribute payments from the account on or before September 30 and March 31 of that school year. Major building and facility repair and replacement payments shall be computed in accordance with subsection (c) of this section.

ORIGINAL SENATE
FILE NO. 0110

ENROLLED ACT NO. 7, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(c) To compute the major building and facility repair and replacement payment for each district, the ~~commission~~ department shall:

(i) Annually on or before September 1, determine the total number of gross square feet of school buildings and facilities within the district according to guidelines prescribed by rule and regulation of the commission, subject to the following:

(A) The gross square footage of any school building or facility within the district which is not used for purposes of delivering the required educational program shall not be included within the district's total gross square footage computed under this section, except for the square footage of any district school building or facility which would otherwise be treated as a closed building under paragraph (c)(iv) of this section, ~~or~~ is determined to be surplus~~, and following approval of the commission,~~ by the department or the building or facility is being used for the provision of one (1) of the programs specified in subdivisions (I) through (III) of this subparagraph and the district complies with subdivisions (IV) through (VI) of this subparagraph:

(B) The gross square footage of any school building or facility leased by a district shall not be included within the district's total gross square footage computed under this section, unless the lease agreement is by or with any nonprofit or governmental agency providing educational programs which have been approved by the department of education, the department of health or another state or educational credentialing agency and the leased space is incorporated into the district's facility

plans required under W.S. 21-15-116(a)(vi); ~~and is approved by the commission;~~

(iv) The square footage of any district building or facility which is closed and not operational, is not being replaced under a district's facility plan ~~approved by the commission~~ under W.S. 21-15-116, is not determined surplus by the ~~commission~~ department and is specified as a closed building within the district's facility plan as a cost efficient means to address future district building needs, shall be segregated from the square footage of other district buildings and facilities and multiplied by the replacement value ~~determined by the commission~~ under paragraph (c)(v) of this section for the appropriate building category. The resulting amount shall then be multiplied by an exterior closure factor established by the ~~commission~~ department based upon the most current edition of the Whitestone Building Maintenance and Repair Cost Reference Index and added to the total amount determined for the district under paragraph (c)(viii) of this section. This paragraph shall not apply to any school year during which the building or facility is reopened and becomes operational for purposes of delivering the required educational program within the district or to any school year during which the building or facility is used to provide certified child care, developmental preschool or cooperative education programs pursuant to subparagraph (c)(i)(A) of this section;

(v) Multiply the adjusted square footage amount for each district's educational buildings determined under paragraph (c)(iii) of this section and the amount determined under paragraph (c)(ii) of this section for all remaining building categories of that district, times a replacement value cost factor established for each building category by the ~~commission~~ department based upon the median

estimate in the most current edition of the R. S. Means construction cost index, as modified to reflect current Wyoming construction costs determined by the department of administration and information, division of economic analysis;

(e) Amounts distributed under subsection (b) of this section shall be deposited by the recipient district into a separate account, the balance of which may accumulate from year-to-year. Except as specified under subsection (f) of this section, expenditures from the separate account, including any interest earnings on the account, shall be restricted to expenses incurred for major building and facility repair and replacement as defined in subsection (a) of this section and shall be in accordance with the district's facility plan ~~approved by the commission~~ under W.S. 21-15-116. Account expenditures may include the expenses of district personnel performing work described under paragraph (a)(iii) of this section if approved by the ~~commission~~ department and if documented within the district's facility plan. The district's facility plan shall clearly specify proposed major maintenance expenditures for addressing district major building and facility repair and replacement needs on a building-by-building basis, updated for the applicable reporting period, which shall be aligned to the statewide adequacy standards and prioritized based upon the impact of the building or facility on the district's ability to deliver the required educational program. The district shall include plans for maintaining any district building or facility which is under a lease agreement, specifying lease revenues available to the district for maintenance of facilities to the level required by statewide adequacy standards. No expenditures shall be made from the separate account unless the repair or replacement of the building or facility systems for which the expenditure is to be made is

clearly specified within the district's facility plan or otherwise approved by the ~~commission~~ department. In a manner and form required by commission rule and regulation, each district shall annually report to the ~~commission~~ department on the expenditures made from the separate account during the applicable reporting period, separating account expenditures on a building-by-building basis. The ~~commission~~ department shall annually review account expenditures and shall report expenditures to the commission and the select committee on school facilities established under W.S. 28-11-301. The ~~commission~~ department shall compile reported building-by-building expenditure information for each district and the district facility plan and include this information in its annual report to the select committee pursuant to W.S. 21-15-121. If any district expends funds within the separate account for purposes not authorized by this subsection or by rule and regulation of the commission, the payments for that district shall be reduced by the amount of the unauthorized expenditure in the school year following the year in which the expenditure was discovered ~~by the commission~~ or the school year in which notification was provided by the ~~commission~~ department, whichever first occurs.

(f) Notwithstanding subsection (e) of this section, a district may expend up to ten percent (10%) of the amount distributed during any school year under subsection (b) of this section for major building and facility repair and replacement needs of the district which are not specified in the district's facility plan, including expenditures for maintenance of district enhancements. Expenditures shall be made under this subsection only after the district's building and facility repair and replacement needs specified in its facility plan have been addressed in accordance with subsection (e) of this section and the ~~commission~~ department has approved the district's proposed

expenditures under this subsection. ~~Effective for the July 1, 2007 payment under this section and each payment thereafter,~~ Amounts not expended for purposes of this subsection during any school year may be accumulated by a district and earmarked within the separate account established under subsection (e) of this section for expenditure under this subsection in subsequent school years, provided the unexpended amount during any school year to be accumulated does not exceed ten percent (10%) of the amount distributed to the district under subsection (b) of this section for that school year. Each district shall include expenditures under this subsection and any amounts accumulated from year-to-year under this subsection within the annual report required under subsection (e) of this section. Nothing in this subsection shall prohibit or limit the application of subparagraph (c)(i)(D) of this section in computing a district's building and facility gross square footage for purposes of determining payment amounts under this section. If any school district exceeds expenditure limitations prescribed by this subsection or fails to comply with expenditure levels for facility adequacy needs identified within its facility plan, the payments for that district in the immediately succeeding year shall be reduced by the excess expenditure amount including any excess expenditure of amounts accumulated under this subsection.

21-15-111. Definitions.

(a) As used in this act, unless the context requires otherwise:

(viii) "This act" means W.S. 21-15-108, 21-15-109 and 21-15-111 through ~~21-15-122.~~ 21-15-123;

ORIGINAL SENATE
FILE NO. 0110

ENROLLED ACT NO. 7, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(ix) "Department" means the school facilities department created by this act.

21-15-113. School facilities commission; membership; conflict of interest; terms; chairman; meetings; compensation.

(a) The school facilities commission is established to consist of ~~seven (7)~~ eight (8) members comprised of the state superintendent of public instruction, who shall serve in an ex-officio, nonvoting capacity, and ~~six (6)~~ seven (7) members who are Wyoming residents appointed ~~as follows~~ by the governor with one (1) member appointed from each of the seven (7) appointment districts designated in W.S. 9-1-218(b). Four (4) of the appointees shall have knowledge and experience in the following areas:

(iii) Building and facility engineering, construction and operations;

(iv) Building design and specifications;

(v) Estimating, bidding and building construction;

(vi) School district administration.

(c) Gubernatorial ~~and state superintendent~~ appointments shall be subject to senate approval and shall serve a term of four (4) years beginning March 1. Not more than four (4) of the appointed members shall be of the same political party. The governor ~~and the state superintendent~~ shall fill a vacancy on respective appointments to the commission in accordance with W.S. 28-12-101, and may remove ~~respectively~~ appointed commissioners as provided by W.S. 9-1-202. ~~For purposes of this subsection, appointments~~

~~by the state superintendent shall be subject to this subsection in the same manner provided for gubernatorial appointments under W.S. 9-1-202, 28-12-101 and 28-12-102.~~

21-15-114. School facilities commission powers and duties.

(a) The school facilities commission shall:

(iii) Adopt policies, guidelines and standards for school district facility plans required under W.S. 21-15-116 and review and ~~certify a~~ approve each plan ~~for each district~~ as required under this act;

21-15-115. Statewide standards for school building and facility adequacy; adequacy assessment.

(b) ~~In addition to subsection (a) of this section,~~ The ~~commission~~ department shall maintain the comprehensive assessment of the adequacy of existing school buildings and facilities and of future space requirements within the state. Maintenance of the assessment shall include district reporting of new construction and major building and facility repair and replacement activities in accordance with guidelines prescribed by rule and regulation of the commission, the results of ~~commission~~ department on-site visitations and inspections of buildings and facilities and needs assessment data and verification of building and facility ratings through periodic review. The assessment shall be designed and maintained to provide timely and uniform statewide data on all of the following:

21-15-116. School district facility plans; development, review and approval; plan criteria; administrative review.

ORIGINAL SENATE
FILE NO. 0110

ENROLLED ACT NO. 7, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(a) In accordance with rules and regulations of the commission, long range comprehensive school building and facility plans for each school district shall be developed by the ~~commission~~ department in coordination with the applicable district, which address district wide building and facility needs. The facility plan shall identify building and facility needs in accordance with the statewide adequacy standards, actions to remediate building and facility needs including construction, renovation and major building and facility repair and replacement expenditures, and any local enhancements to buildings and facilities beyond statewide adequacy standards. The facility plan shall include a response to each building and facility need identified on a building-by-building, space-by-space basis. The plan shall also review and to the extent practical, identify nonconstruction alternatives to building and facility needs such as building closure, modification of school boundaries, modification of school grade configurations and similar approaches. Demolition or use, lease or other methods of disposition of ~~commission determined~~ surplus buildings and facilities shall be incorporated as part of the district plan, including the disposition of any existing land owned by the district. The plan shall not include the abandonment or demolition of any school facility or building unless there has first been a public hearing on the issue. The plan shall also specify identified alternative methods of building disposition, proposed allocation of costs incurred or revenues resulting from disposition and allocation of disposition revenues to offset any costs paid by the ~~commission~~ department. In addition, district facility plans shall include:

(vi) An inventory of buildings and facilities to be leased by the district during the planning period, either as lessee or lessor, including the purpose for which the leased buildings and facilities are to be used and if

any of this leased space will involve any district buildings or facilities included within the statewide school facilities database maintained by the ~~commission~~ department under W.S. ~~21-15-114(a)(vi)~~ 21-15-123(f)(iv);

(vii) Other information required by the ~~commission~~ department to evaluate each district's plan.

(d) At least once every two (2) years, the commission shall review and approve each plan developed by the department under this section to ensure each plan:

(e) Any school district aggrieved by a decision of the department or the commission under this act may seek review in accordance with the Wyoming Administrative Procedure Act. In accordance with W.S. 16-3-112, review of a decision of the department shall be before the commission.

(f) In carrying out this act and in accordance with policies adopted by the commission, the commission or the department shall consult with the affected school districts and shall provide districts the opportunity to informally review facility plans, remedies and projects with the department or the commission before districts pursue administrative review under subsection (e) of this section.

21-15-117. Annual evaluation of school buildings and facilities; remediation schedule; needs prioritization; combining facilities; implementation of remedy.

(a) Through the identification of school building and facility conditions and needs provided by the assessment conducted and maintained under W.S. 21-15-115, and a comparison of the identified conditions and needs with the established statewide building adequacy standards and the

district facility plans developed under W.S. 21-15-116, the commission shall, based upon reports provided by the department and in coordination and cooperation with the districts, evaluate the adequacy of school buildings and facilities within local school districts. ~~, and~~ Based upon this evaluation, the commission shall establish a schedule for building and facility remediation. Remediation shall bring all buildings and facilities to conditions such that over time, only routine maintenance is required to maintain building adequacy. The schedule shall identify and prioritize building and facility remedies on a statewide basis, based upon the following:

(v) A methodology and process for identifying the most critical building and facility needs, which independently provides full consideration to each of the measures provided in paragraphs (i) through (iv) of this subsection.

(b) The commission shall for each building and facility remedy scheduled under subsection (a) of this section, ~~determine~~ ensure the adoption of the most cost effective method of remediation of building and facility needs to deliver quality educational services and ensure compliance with the statewide adequacy standards. For any scheduled remedy for which major building and facility repair and replacement payments under W.S. 21-15-109 are not sufficient to remedy the scheduled need, as determined by the commission, the commission shall determine if the remedy requires capital outlay.

(d) In determining building and facility remedies under subsection (b) of this section, in developing criteria and procedures for site analysis under W.S. 21-15-114(a)(xii) and in ~~developing~~ approving district facility plans under W.S. 21-15-116 and otherwise

administering this act, the commission shall adopt the remedy that is in the best financial and educational interests of the state, taking into consideration the recommendations of the department and the most efficient and cost effective approach in order to deliver quality educational services and address building and facility need. Expenditures from the school capital construction account shall be for necessary and related costs to implement efficient and cost effective building and facility remedies required to deliver quality educational services. In making determinations under this paragraph, the commission shall take into consideration the effects of the proposed activity on the local community. The commission shall implement this subsection in carrying out building and facility remedies and shall, giving proper consideration to the prevention of unnecessary delays in preceding with a remedy, establish a process to work with other political subdivisions of the state in implementing this subsection.

21-15-118. Building and facility construction and renovation projects.

(a) Upon determination by the commission following review under W.S. 21-15-117, and appropriation by the legislature in accordance with W.S. 21-15-119, the ~~commission~~ department shall proceed with projects as follows:

(b) If required, the ~~commission~~ department shall provide for temporary space for any scheduled building remedy by means of portable buildings creating capacity or by other means available to the ~~commission~~ department.

21-15-119. Commission budget and funding recommendations.

ORIGINAL SENATE
FILE NO. 0110

ENROLLED ACT NO. 7, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(a) Notwithstanding W.S. 9-2-1012, the commission shall annually, not later than September 1, ~~prepare~~ develop and submit a recommended budget for projects and school capital construction financing to the governor, through the budget division of the department of administration and information and to the select committee on school facilities. The department shall prepare and provide information as requested by the commission. The commission shall include with its recommended budget to the select committee the comprehensive assessment specified in W.S. 21-15-115(b), the prioritized list of projects specified in W.S. 21-15-117 including the amounts allocated to each project and the annual building status report specified under W.S. 21-15-121. The recommended budget submitted by the commission shall include:

(b) The ~~commission~~ department may enter into agreements under which the ~~commission~~ department may make payments on behalf of a school district with respect to the district's lease of school facilities under W.S. 21-15-112. The ~~commission~~ department may also enter into any agreement with a nonprofit corporation or other entity necessary to ensure that a district can lease facilities under W.S. 21-15-112.

(c) Budgets submitted by the commission under subsection (a) of this section and recommended by the select committee under W.S. 28-11-301 shall be attached to specified projects for the applicable budget period, which projects shall be referred to as planning and design phase projects and construction phase projects. With the approval of the governor, the ~~commission~~ department may transfer up to fifteen percent (15%) of the total funds appropriated between project phases. Any modification of appropriation expenditures between project phases shall be

reported to the select committee in accordance with W.S. 28-11-301(c)(iv). Additionally, the commission may for any budget period specify amounts within its budget which are recommended to cover inflation, unanticipated costs, off-site infrastructure costs and other such contingency or special project costs provided the additional costs are reported and approved in accordance with W.S. 28-11-301(c)(iv). Amounts appropriated by the legislature shall not be construed to be an entitlement or guaranteed amount and shall be expended by the ~~commission~~ department in accordance with facility guidelines to ensure adequate, efficient and cost effective school buildings and facilities as required by W.S. 21-15-114(a)(vii).

28-11-301. Appointment of members; powers and duties; related duties of school facilities commission.

(b) The select committee shall:

(iii) Monitor the assessment of statewide school facility needs, prioritization of these needs and remediation of identified needs, as undertaken by the school facilities commission and the school facilities department pursuant to law;

(iv) Develop knowledge and expertise among its members regarding issues pertaining to school facilities and commission and department programs and procedures to maintain statewide facility adequacy;

(v) Not later than November 1 of each year, prepare and submit budget recommendations based upon information reported by the commission and the department under W.S. 21-15-119 and 21-15-121, addressing statewide building and facility needs to the joint appropriations committee and the governor. Based upon reports submitted

under W.S. 21-15-119 and 21-15-121, the select committee may report recommendations to the legislature including any necessary implementing legislation;

(c) The school facilities ~~commission~~ department shall:

(ii) Provide the committee with commission and department reports and studies pertaining to school building and facility remediation projects;

Section 3. W.S. 21-15-113(a)(i) and (ii) and 21-15-114(a)(i), (iv), (v), (vi), (viii), (x), (xiii), (xiv), (b) and (c) are repealed.

Section 4.

(a) Notwithstanding W.S. 21-15-113(c) as amended by this act, the initial terms of the school facilities commission appointed under this act to take office effective July 1, 2011, shall be a follows:

(i) Two (2) members for a period of two (2) years;

(ii) Two (2) members for a period of three (3) years; and

(iii) Three (3) members for a period of four (4) years.

(b) Effective July 1, 2011, the school facilities commission is reorganized in accordance with this act. The terms of office of appointed school facilities commission members serving under W.S. 21-15-113 prior to the effective

date of section 2 of this act expire effective June 30, 2011.

(c) All property, equipment, supplies and personnel of the school facilities commission shall be transferred to the school facilities department as created by this act effective July 1, 2011.

(d) The validity of rules, regulations, contracts, agreements or other obligations of the school facilities commission existing on or before the effective date of this act are not affected by this act and shall be designated as rules, regulations, contracts, agreements or obligations of the school facilities commission as reorganized pursuant to this act or contracts, agreements or obligations of the school facilities department created pursuant to this act, as appropriate.

ORIGINAL SENATE
FILE NO. 0110

ENROLLED ACT NO. 7, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

Section 5. This act is effective July 1, 2011.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the Senate.

Chief Clerk

ORIGINAL SENATE FILE NO. 0146 **ENGROSSED**

ENROLLED ACT NO. 89, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

AN ACT relating to teacher contracts; establishing the teacher accountability act; requiring school district teacher performance evaluations to be based in part upon student achievement; directing the state board of education to establish performance criteria based upon educational accountability measures to be established by law; establishing performance as a basis for contract determinations; modifying grounds for teacher suspension, dismissal and termination; clarifying suspension with and without pay; repealing authority of districts to provide continuing contract status without regard to years of service; requiring office of administrative hearings to preside over teacher dismissal, suspension and termination hearings; specifying application; providing intent; requiring studies; and providing for effective dates.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-2-304(b)(xv), 21-3-110(a)(xvii) through (xix) and by creating a new subsection (b), 21-7-102(a)(intro), (ii)(A) and (B) and (vi), 21-7-104(a), 21-7-106(a), 21-7-110(a), (c), (d) and (e), 21-7-112 and 21-7-113 are amended to read:

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

(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:

(xv) Promulgate rules and regulations for the development, assessment and approval of annual school district teacher performance evaluation systems based in part upon defined student academic growth measures as prescribed by law and upon longitudinal data systems

ORIGINAL SENATE
FILE NO. 0146

ENROLLED ACT NO. 89, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

linking student achievement with teachers of record, clearly prescribing standards for satisfactory and unsatisfactory performance. Rules and regulations adopted under this paragraph shall ~~allow each~~ to the extent student achievement measures are not compromised, provide district ~~flexibility in developing~~ ability to include a portion of an evaluation system ~~which meets~~ designed to address the individual needs of the district. The performance evaluation system shall also include reasonable opportunity for district provision of mentoring and other professional development activities made available to teachers performing unsatisfactorily, which are designed to improve instruction and student achievement;

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

(a) The board of trustees in each school district shall:

(xvii) Require the performance of each initial contract teacher to be evaluated in writing at least twice annually based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv). The teacher shall receive a copy of each evaluation of his performance;

(xviii) Establish a teacher performance evaluation system and require the performance of each continuing contract teacher to be evaluated in writing at least once each year based in part upon student achievement measures as prescribed by rule and regulation of the state board under W.S. 21-2-304(b)(xv). The teacher shall receive a copy of each evaluation of his performance;

(xix) Based upon student achievement measures established by the state board of education under W.S.

ORIGINAL SENATE
FILE NO. 0146

ENROLLED ACT NO. 89, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

21-2-304(b)(xv), performance evaluations ~~required~~ shall serve as a basis for improvement of instruction, enhancement of curriculum program implementation, measurement of both individual teacher performance and professional growth and development and the performance level of all teachers within the school district, and as documentation for unsatisfactory performance for dismissal, suspension and termination proceedings under W.S. 21-7-110;

(b) On or before April 15 of each school year, each school district superintendent shall provide a report to the board of trustees identifying all teachers within the district whose performance, through evaluations conducted under paragraphs (a)(xvii) through (xix) of this section, has been determined inadequate or unsatisfactory for that school year. The report shall include a summary of mentoring and other professional development activities made available to the identified teachers to improve instruction and student achievement. Not later than June 1 of each school year, the board shall file a report with the department of education certifying compliance with this subsection.

21-7-102. Definitions.

(a) As used in ~~the~~ this article the following definitions shall apply:

(ii) "Continuing Contract Teacher":

(A) Any initial contract teacher who has been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years, has performed satisfactorily on performance evaluations implemented by the district under W.S. 21-3-110(a)(xvii)

during this period of time and has had his contract renewed for a fourth consecutive school year; or

(B) A teacher who has achieved continuing contract status in one (1) district, and who without lapse of time has taught two (2) consecutive school years and has had his contract renewed for a third consecutive school year by the employing school district, and has performed satisfactorily on performance evaluations conducted by both districts under W.S. 21-3-110(a)(xvii) during this period of time.

(vi) "Suspension" ~~with pay"~~ means the removal of a teacher from the classroom during the school year. Unless otherwise agreed to by the teacher and the district superintendent or board, suspension shall be with, or without, ~~termination of salary~~ pay as follows:

(A) By the superintendent "with pay" pending:

(I) The investigation of an allegation of misconduct which investigation shall not exceed thirty (30) days; and

(II) The final action of the board following completion of the investigation under subdivision (I) of this subparagraph and, if requested, the outcome of a hearing in accordance with W.S. 21-7-110.~~;~~

(B) By the board "without pay" for a period not to exceed one (1) calendar year following the outcome of a hearing in accordance with W.S. 21-7-110.

21-7-104. Employment of continuing contract teachers on continuing basis; salary increases.

ORIGINAL SENATE
FILE NO. 0146

ENROLLED ACT NO. 89, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(a) Subject to satisfactory performance evaluation under W.S. 21-3-110(a)(xviii), a continuing contract teacher shall be employed by each school district on a continuing basis from year to year without annual contract renewal at a salary determined by the board of trustees of each district, said salary subject to increases from time to time as provided for in the salary provisions adopted by the board.

21-7-106. Notice of recommendation of termination to teacher; when termination effective.

(a) A continuing contract teacher shall be notified of a recommendation of termination by the superintendent or any member of the board designated by the superintendent or designated by the board pursuant to a majority vote of the board by giving the teacher written notice together with written reasons for termination on or before April 15 of any year. Upon receipt of notice, the teacher may request a hearing on the recommendation before an independent hearing officer through the office of administrative hearings as provided under W.S. 21-7-110.

21-7-110. Suspension or dismissal of teachers; notice; hearing; independent hearing officer; board review and decision; appeal.

(a) The board may suspend or dismiss any teacher, or terminate any continuing contract teacher, for any of the following reasons:

(i) Incompetency;~~,~~

(ii) Neglect of duty;~~,~~

(iii) Immorality including, without limitation, engaging in conduct with a student which would be a violation of W.S. 6-2-314 through 6-2-318, 12-6-101(a) or 35-7-1036;

(iv) Insubordination; ~~, unsatisfactory performance or any other good or just cause.~~

(v) Physical incapacity to perform job duties even with reasonable accommodation;

(vi) Failure to perform duties in a satisfactory manner;

(vii) Inadequate performance as determined through annual performance evaluation tied to student academic growth completed in accordance with W.S. 21-3-110(a)(xvii) through (xix);

(viii) Conviction of a felony; and

(ix) Any other good or just cause relating to the educational process.

(c) Any continuing contract teacher receiving notice of a recommendation of termination under W.S. 21-7-106(a), or any teacher against whom dismissal or suspension proceedings are instituted, is entitled to a hearing before an independent hearing officer provided through the office of administrative hearings on the recommendation for termination or the reasons for dismissal or suspension, upon submission of a written request to the superintendent. The request for hearing shall be given within seven (7) days after receipt of notice of termination under W.S. 21-7-106(a) or after receiving notice of dismissal or suspension under subsection (b) of this section. ~~The~~

~~independent hearing officer shall insofar as possible, be impartial, experienced in education, labor and employment matters and in the conduct of hearings. Within five (5) days following receipt of the hearing request, the superintendent and the teacher shall jointly select a hearing officer. If they fail to agree upon selection, the district judge of the judicial district in which the school district is located shall upon request select a hearing officer.~~ Expenses of the hearing officer shall be paid ~~equally by the school district and the teacher~~ by the school district in accordance with W.S. 9-2-2202(b)(ii).

(d) Within five (5) days after selection, the hearing officer shall set the date for hearing and notify the teacher and superintendent of the hearing date, time and location. In no event shall the hearing commence on a date later than forty-five (45) days after notice under W.S. 21-7-106(a) or subsection (b) of this section, as applicable. The hearing shall be conducted in accordance with ~~the Wyoming Administrative Procedure Act and the hearing officer may accordingly receive or reject evidence and testimony, administer oaths and if necessary, subpoena witnesses~~ contested case procedures specified under W.S. 9-2-2202(b). All school district records pertaining to the teacher shall be made available to the hearing officer.

(e) At the hearing, ~~the teacher has the right to appear in person with or without counsel, to be heard, to present testimony or witnesses and all evidence bearing upon proposed termination, dismissal or suspension and to cross-examine witnesses.~~ the superintendent shall have the burden of proving that the recommendation for termination is based upon reasons provided in the notice of termination submitted pursuant to W.S. 21-7-106(a) or that suspension or dismissal is based upon reasons specified in the notice given under subsection (b) of this section, as applicable.

ORIGINAL SENATE
FILE NO. 0146

ENROLLED ACT NO. 89, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

21-7-112. Effect on existing contracts.

The contracts of all teachers in the state of Wyoming from and after ~~the effective date of this act~~ July 1, 2012, shall be subject to the policies, rules, and regulations of the school district not in conflict with this law or the other laws of the state of Wyoming.

21-7-113. Application to teachers presently employed.

The provisions of this article shall apply to all teachers who are teaching in Wyoming on ~~the effective date hereof, provided, however, the status of teachers covered under this act will be determined by their original date of employment as a teacher in the state of~~ and after July 1, 2012, and shall apply regardless of whether the teacher was employed prior to July 1, 2012 as a teacher in Wyoming.

Section 2. W.S. 21-7-102(a)(ix), 21-7-110(f), 21-7-111(b) and 21-7-114 are repealed.

Section 3.

(a) If 2011 Senate File 70 is enacted into law, the select committee on statewide educational accountability established under 2011 Senate File 70 shall study the use of the statewide accountability system for use in annual teacher evaluations. The select committee shall be assisted by the advisory committee created under 2011 Senate File 70 to provide information to the select committee as it deems necessary to carry out this section.

(b) The select committee created under 2011 Senate File 70 shall, if 2011 Senate File 70 is enacted, recommend changes to the teacher accountability act established under

ORIGINAL SENATE
FILE NO. 0146

ENROLLED ACT NO. 89, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

Section 1 of this act which will provide a consistent, reliable and clearly defined evaluation process to measure teacher performance based upon growth in student performance.

Section 4.

(a) This act shall be cited as the teacher accountability act.

(b) The Wyoming legislature finds:

(i) That under current law, teachers achieve continuing contract status after three (3) continuous years of employment with a Wyoming school district, giving teachers tenure. A fundamental premise of tenure is to protect competent teachers from arbitrary termination for reasons unrelated to teaching performance;

(ii) In the absence of clear, coherent criteria to measure job performance to terminate teachers determined to be inadequately performing their duties, tenure has become a guarantee of employment;

(iii) Wyoming school districts have expressed frustration with the difficulty in removing nonperforming teachers from the classroom, describing the process as complex, time consuming and legally challenging;

(iv) The Wyoming teacher contract law should provide protection to performing teachers and ensure that a struggling teacher has a fair opportunity to improve performance;

(v) Current law goes beyond the intended purpose of tenure and provides an obstacle to removing

nonperforming teachers and thereby serves to protect jobs for nonperforming teachers at the expense of student performance. This, in turn, creates higher demands on performing teachers to remediate lagging student performance.

(b) Based upon these findings, the Wyoming teacher accountability act places emphasis on a teacher performance evaluation system based upon student achievement for use by school district boards of trustees in determining teacher contract performance and status. The basis for the performance evaluation system shall be built upon the educational accountability system and the assessments and measures within the accountability system identified by law to measure student achievement and the effectiveness of classroom teachers in improving student achievement.

Section 5. Prior to November 1, 2011, the joint appropriations interim committee shall review the fiscal impact of this act upon the office of administrative hearings and develop necessary recommendations to the legislature for funding the requirements of this act in establishing the 2013-2014 biennial budget for this office. Not later than September 1, 2011, the office of administrative hearings shall report to the committee on its analysis of the placement of teacher dismissal, suspension and termination hearings under this office, and evaluate the placement of this function as a responsibility for this office.

Section 6.

(a) Except as provided by subsection (b) of this section this act is effective July 1, 2012.

ORIGINAL SENATE
FILE NO. 0146

ENROLLED ACT NO. 89, SENATE

SIXTY-FIRST LEGISLATURE OF THE STATE OF WYOMING
2011 GENERAL SESSION

(b) Notwithstanding subsection (a) of this section, sections 3, 4 and 5 of this act are effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the Senate.

Chief Clerk