CERTIFIED PERSONNEL EVALUATION TASK FORCE
RECOMMENDED TIMELINES FOR CHAPTER 29

(Note: The following timeline allows districts up to two years to develop or revise their Evaluation Systems to align with Chapter 29 Rules.)

June, 2010 – May, 2012 Development Phase – Districts work on developing and/or revising their Evaluation Systems for all certified personnel.

June, 2011 Progress Check – Districts report progress on their Evaluation Systems work to WDE.

Summer, 2011 Partner Roundtables – Districts meet for roundtable sharing and discussion regarding Chapter 29 progress and ideas.

May, 2011 – May, 2012 Submission – Districts submit new or revised Evaluation Systems to WDE.

Summer, 2011 or Summer, 2012 Review and Approval – Peer Review Panels review district Evaluation Systems and recommend approval or revisions.

Summer, 2011 or Summer, 2012 – In-depth training of district evaluators to ensure consistency.

Fall, 2011 – Fall, 2012 Corrections and Revisions – Districts make necessary corrections or revisions to Evaluation Systems.

Fall, 2011 or Fall, 2012 – Awareness training of all district staff to be evaluated according to new Evaluation System.

2011-2012 or 2012-2013 Implementation Phase – Districts implement new or revised Personnel Evaluation Systems.

Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS

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

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

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

Section 4. Definitions.

(a) "Assessment Procedures" means the process used to obtain data for the appraisal of performance of certified personnel.

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

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

(d) "Department" means the Wyoming Department of Education (WDE).

(e) "Equitable" means dealing fairly and equally with all concerned.

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

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

(h) "Performance Criteria" means the areas on which personnel are to be evaluated.

(i) "Reliable" means dependable; obtaining the same results in successive trials.

(j) "Research Based" means basic or applied research that:

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

(ii) Has been replicated by other researchers; and

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

(k) "Significantly Amended" means an evaluation system that replaces in whole or in part an existing system or plan.

(l) "Stakeholder" means an individual who will be directly impacted by the evaluation system.

(m) "Summative Evaluation" means the written summary of performance based on data collected during the evaluation cycle.

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

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

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

(c) Facilitates professional growth and continuous improvement;

(d) Is Reliable and Equitable;

(e) Includes an evaluation instrument and process that support the ability to generate the required documentation to make employment decisions;

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

(g) Includes student performance growth data and how it is used by the certified staff member to improve teaching and learning; and

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

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

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

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

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

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

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

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

(g) Identification of the types of student performance growth data that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing student performance data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment; and

(h) The details of the Evaluation System include the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during Evaluation Cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles used by the district, such as action research or portfolios.

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

a) Full approval;

b) Conditional approval with conditions noted for remediation;

c) Disapproval with deficiencies noted; and

d) Non-compliance.

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

PUBLIC COMMENTS RECEIVED ON CHAPTER 29 RULES

Comment #1:

Remove the requirement for use of student performance data for some employee groups (such as nurses and librarians).

Response #1:

While the relationship of performance data for staff other than teachers may not be as direct as test scores, the research is clear that there are many other factors that are relevant to student learning. We agree that the "number of students seen by a nurse, the number of books checked out from a library, etc., are meaningless numbers when it comes to use in an evaluation system". However, we believe that each of the groups of other certified personnel will be able to provide input regarding appropriate performance data for their group that relates to student learning.

Recommendation #1:

The rule regarding student performance data should remain as written.

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Comment #2:

If teachers are required to use one validated assessment and one other assessment as part of the student performance component, it should be outlined as such in the rules.

Response #2:

This is only the exemplar suggested by the Teacher Committee. Certainly, it would be appropriate and helpful for teachers to have two assessments to review which would confirm or refute what they believe to be their students' performance.

Recommendation #2:

Since this is only the exemplar suggested by the committee, the rule should remain as written.

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Comment #3:

Evaluations should include a review of student performance data using a growth model specific to the curricular area of each staff member.

Response #3:

At one of the meetings of the Teacher and Principal committee, they discussed this very issue and the importance of looking at growth in students instead of just their current status, such as basic, proficient, etc. Your suggestion aligns with their concerns as well.

Recommendation #3:

Add "growth" to the wording in Section 5(g) and Section 6 (g).

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Comment #4:

a) Evaluations should include Superintendents and all administrators.
b) Districts should provide evaluation documents and their research to WDE.
c) Pay scales should not be tied to evaluations.
d) Student test scores should not be tied to contract status.

Response #4:

a) These rules will cover all certified staff, including those who are licensed by a professional licensing agency other than the Professional Teaching Standards Board. The only exceptions are extra-duty positions. Because Superintendents are not currently required to be certified or licensed in Wyoming, these rules will not specifically apply to Superintendents, although local boards will be encouraged to do so.
b) This is a requirement of Chapter 29. Each submitted evaluation system must include how each district will comply with all of the components in Sections 5 and 6. Therefore, your suggestion that districts provide supporting research and involvement of stakeholders is a requirement. (Districts will be provided suggested exemplars that have already been researched. They may choose one of the exemplars, or their own model. If they choose their own model, they must submit the supporting research with it.)
c) There are several districts that have had good results with performance pay. However, there is no requirement for this. It would be strictly a district option.
d) It is inconceivable that test scores alone could support the determination to terminate a teacher. If a district is considering a termination, they must have a wealth of information and data to support their decision.

Recommendation #4:

No changes are necessary.

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Comment #5:

a) WDE should just develop one evaluation system for all districts.
b) Pay and evaluations should not be based on student performance.
c) Evaluations should apply to all staff, including WDE employees.

Response #5:

a) The WDE currently has a committee of teachers from around the state that has been looking at several exemplar rubrics. For teachers, they have determined that the Framework for Teaching,

developed by Charlotte Danielson, or the McREL Teacher Evaluation Rubric are two exemplar rubrics that are research-based and best meet the needs for teachers in Wyoming. Districts will be able to choose one of these two models. If a district decides that there is another model that is better for their district, they may submit it with the appropriate research to WDE for approval.

b) Pay for performance is not one of the required components of Chapter 29. However, districts may choose to add that component, if they believe it is appropriate for their district. Regarding the issue of job performance, there is a wealth of research that shows teacher performance does affect student performance. Chapter 29 only requires that student performance be reviewed as part of an evaluation. Further, the purpose of that review is growth. Student performance data will help the teacher and supervisor to identify a professional development goal, to modify instruction, or to identify students that need remediation or enrichment.

c) The revised rules will apply to all certified staff. All districts must submit updated evaluation systems that include evaluations for all certified staff. Regarding the need for the Wyoming Department of Education to also be accountable, it is why Dr. McBride now issues the Wyoming Education Summary each year.

Recommendation #5:

No changes are necessary.

Sandy Barton
State Board of Education Chair

April 26, 2010

Ms. Barton,

I am writing this in regard to the State Board of Education's June 2010 meeting and am requesting time on the agenda during your business meeting to address two issues.

The first issue is a request for a hearing before the State Board of Education regarding Fremont County School District #14's 2009 AYP determination. In July of 2009, Fremont County School District #14 was informed by the Wyoming Department of Education that Wyoming Indian Middle School did not make the participation rate of 95%.

In order for scores to be calculated for a safe harbor classification, schools must have 95% of their eligible students participate in the PAWs. Upon investigation by the school district, it was found that 97% of the eligible students at Wyoming Indian Middle School did take the PAWS assessments. After several conversations with Laurel Ballard from the WDE, she indicated that 25 students (or 21% of the middle school enrollment) were listed as being enrolled in a grade level below the grade test they took. WDE would not count these tests towards participation or towards AYP based on this information.

Upon checking correct grade levels, it was determined that all 25 students did take the correct grade level test. However; these 25 students at Wyoming Indian Middle School who DID take the correct grade level tests were counted as NOT taking the test.

As all State Board of Education members realize, by not making AYP last year Wyoming Indian Middle School was placed into the predicament of Planning for Restructuring. We do not believe our scores were adequately represented by omitting 21% of our student population. We believe we have been planning for restructuring during this school year based on faulty data; data which does not adequately represent our school. (how can it when it doesn't include 21% of our students?)

We also found that Wyoming Indian Schools were listed as having no students in the subcategory of Special Education. We were told the mistakes came from a report the district submitted in Oct. 2008. We contend it was the way the data was filtered in the state Fusion Network. We were informed by the WDE if it was a mistake the department made they would recalculate. If it was a mistake the district made they would not recalculate. I have looked in the Rules and Regulations regarding the appeals process and this is not one rule or regulation that I have found. We adamantly feel the school district corrected the information. Regardless of whether the errors occurred on the School District's end, or through the filtering process implemented by the WDE, the bottom line is that the data is not accurate, and it should be corrected. I have offered to pay for the costs of recalculating, and there is no reason why the Department of Education should rely on data that we know is inaccurate.

As per Chapter 3, Rules of Practice and Procedure for Contested Case Proceedings the district could file an appeal for reconsideration. I was told by Laurel Ballard that an appeal wouldn't be granted in this situation before I had even applied. I then followed the written process and rules for filing the appeal and it was denied three days later by Laurel Ballard.

The next step taken was to request a hearing with the Wyoming Department of Education. This request was also denied. In a Dec. 2009 letter sent to our district attorney we were told:

> "determinations of AYP, and the accountability decisions implemented as a result of those calculations, are at the direction of the Wyoming State Board of Education (State Board). Such determinations, and the implementation of consequences as a result of those determinations, are not within the discretionary authority of the State Superintendent and, as such, are not subject to the provisions of Chapter 3."

We believe this indicates that the only recourse for reconsideration lies with the State Board of Education, or filing a lawsuit against the Wyoming Department of Education. We are asking for an opportunity to have our side heard and the determination of a recalculation of scores, without the legal and financial burdens a lawsuit creates.

The second issue pertains to the appeals process in itself. As we have found out, there is no recourse for districts to take (short of filing a lawsuit) for any kind of due process when we believe the WDE is in error. (as it pertains to determinations of AYP) We believe we have evidence which supports a mistake had been made, but the responses received from the Department of Education have been a resounding "No, we can't or won't do anything about it." There currently is no recourse for districts to follow once an appeal has been denied by the Wyoming Department of Education regarding AYP determinations. We ask the State Board of Education to consider developing a process for school districts to follow regarding disputing Adequate Yearly Progress determinations as set by the Wyoming Department of Education.

During this meeting, I would like to present information regarding why both of these issues are necessary. Until a process can be set up; and considering what we have gone through with our scores, I cannot believe that all students in this state are being represented accurately, and fairly.

I firmly believe schools need to be held accountable. However I also believe the playing field has to be fair and that there is also a process to follow for all involved when questions arise.

I appreciate your assistance in this manner and look forward to hearing from you.

Sincerely,

Michelle Hoffman
Superintendent – FCSD #14

District	School	SchoolID	School Improvement Status	Title I Status	RD, WR, MA Combined AYP School Ranking	Priority Ranking For Funding
Title I Schools Qualifying by being in School Improvement, Corrective Action, or Restructuring Status						
Sweetwater #1	Desert View Elementary	1901002	SI, Year 1	Tilte I	276	1
Uinta #4	Mountain View Middle School	2104050	SI, Year 1	Title I	251	2
Converse #1	Douglas Primary School (paired w/Douglas Intermediate)	501002	SI, Year 1	Title I	245	3
Converse #1	Douglas Intermediate School	501010	SI, Year 1	Tilte I	245	3
Natrona #1	Frontier Middle School	1301048	SI, Year 2	Title I	239	4
Carbon #1	Rawlins Middle School	401050	SI Year 3	Title I	221	5
Fremont #1	North Elementary	701002	SI, Year 1	Title I	218	6
Teton #1	Colter Elementary	2001009	SI, Year 1	Title I	215	7
Teton #1	Jackson Elementary (paired with Colter Elementary)	2001010	SI, Year 1	Title I	215	7
Albany #1	Velma Linford Elementary	101027	SI, Year 1	Title I	185	8
Uinta #1	North Evanston Elementary	2101005	SI, Year 1	Title I	178	9
Uinta #1	Aspen Elementary	2101006	SI, Year 1	Title I	173	10
Laramie #1	Johnson Junior High School	1101051	SI, Year 5	Title I	173	11
Campbell #1	Rawhide Elementary	0301013	Made AYP	Title I	309	12
Platte #2	Guernsey-Sunrise Junior High	1602050	Warning	Eligible	306	13
Sweetwater #1	Lincoln Elementary	1901004	Made AYP	Eligible	304	15
Sweetwater #1	Rock Springs High School	1901056	Warning	Eligible	302	16
Sublette #9	Big Piney Elementary	1809001	Made AYP	Title I	301	17
Fremont #24	Shoshoni Junior High School	0724050	Made AYP	Eligible	300	18
Platte #1	Chugwater Junior High School	1601051	Made AYP	Eligible	299	19
Converse #1	Moss Agate Elementary	0501003	Made AYP	Title I	297	20
Sweetwater #1	Farson-Eden High School	1901055	Warning	Eligible	296	21
Fremont #25	Aspen Park Elementary	0725005	Warning	Title I	295	22
Fremont #14	Wyoming Indian High School	0714055	Warning	Tilte I	293	23
Goshen #1	Trail Elementary	801006	Warning	Title I	292	24
Johnson #1	Kaycee High School	1001056	Made AYP	Eligible	291	25
Carbon #1	Mountain View Elementary	0401003	Made AYP	Title I	289	26
Campbell #1	Lakeview Elementary	0301012	Made AYP	Title I	288	27
Sweetwater #1	Rock Springs East Junior High	1901050	SI, Year 3	Eligible	286	28
Fremont #24	Shoshoni High School	0724055	Made AYP	Eligible	285	29
Niobrara #1	Lusk Middle School	1401050	Warning	Title I	284	30
Laramie #1	Pioneer Park Elementary	1101023	Warning	Title I	281	31
Sweetwater #2	Truman Elementary	1902011	Warning	Title I	280	32
Big Horn #4	Riverside High School	0204055	Made AYP	Eligible	279	33

District	School	SchoolID	School Improvement Status	Title I Status	Graduation Rate <60% more than 2 out of the last 3 years?	School Ranking	Priority Ranking For Funding	Notes
Title I High Schools Qualifying with a Graduation Rate of 60% or less								
Carbon #1	Cooperative High	401057	SI, Year 4 (Holding)	Title I	Yes	**315**	1	
Fremont #1	Pathfinder High School	701056	SI, Year 1	Title I	Yes	**314**	2	
Fremont #21	Ft. Washakie Charter High School	721055	SI, Year 1	Title I	Yes	**307**	3	
Fremont #38	Arapahoe Charter High School	738055	SI, Year 2	Tilte I	Yes	**163**	4	
Title I Schools Qualifying by being in School Imrovement, Corrective Action, or Restructuring Status								
Carbon #1	Pershing Elementary	401004	SI, Year 1	Title I		**308**	5	
Fremont #14	Wyoming Indian Elementary	714001	SI, Year 1	Title I		**297**	6	
Fremont #38	Arapahoe Elementary	738001	SI, Year 4	Title I		**290**	7	
Natrona #1	Mountain View Elementary	1301015	SI, Year 1	Title I		**289**	8	
Fremont #14	Wyoming Indian Middle School	714050	SI, Year 4	Title I		**282**	9	

District	NCES Agency ID	School	NCES School ID	Tier I	Tier II	Tier III	Grade Span	New Eligible
Albany #1	5600730	Velma Linford Elementary	00014			X		
		Whiting High School	00066		X			
Big Horn #4	5601090	Riverside High School	00036			X		X
Campbell #1	5601470	Rawhide Elementary	00071			X		X
		Lakeview Elementary	00070			X		X
Carbon #1	5601030	Cooperative High School	00147	X			X	
		Rawlins Middle School	00028			X		X
		Pershing Elementary	00033	X				
		Mountain View Elementary	00032			X		X
Carbon #2	5601700	HEM Junior/Senior High School	00385		X			
Converse #1	5602140	Douglas Primary School	00128			X		
		Douglas Intermediate School	00352			X		
		Moss Agate Elementary				X		X
Converse #2	5602150	Glenrock High School	00137		X			
Crook #1		Hulett School	00458			X		X
Fremont #1	5602870	Pathfinder High School	00154	X			X	
		North Elementary	00199			X		
Fremont #14	5604450	Wyoming Indian Elementary School	00226	X				
		Wyoming Indian Middle School	00386	X			X	
		Wyoming Indian High School	00441			X		X
Fremont #21	5602820	Ft. Washakie Charter High School	00354	X			X	
Fremont #24	5605700	Shoshoni Junior High School	00510			X		X
		Shoshoni High School	00323			X		X
Fremont #25	5605220	Aspen Park Elementary	00292			X		X
Fremont #38	5600960	Arapahoe Elementary	00162	X				
		Arapaho Charter High School	00367	X				
Goshen #1	5602990	Trail Elementary	00488			X		X
Johnson #1	5603770	Kaycee High School	00188			X		X
Laramie #1	5601980	Triumph High School	00092		X		X	
		Johnson Junior High School	00094			X		X
		Pioneer Park Elementary	00118			X		X
Lincoln #2	5604060	Swift Creek Learning Center	00193		X		X	
Natrona #1	5604510	Frontier Middle School	00374			X		
		Mountain View Elementary School	00248	X				
		Roosevelt High School	00256		X		X	
Niobrara #1	5604230	Lusk Middle School	00215			X		X
Platte #1	5605090	Chugwater Junior High School	00509			X		X
Platte #2	5603180	Guernsey-Sunrise Junior High	00499			X		X
Sublette #9	5601260	Big Piney Elementary	00043			X		X
Sweetwater #1	5605302	Lincoln Elementary	00299			X		X
		Rock Springs High School	00294			X		X
		Desert View Elementary	00298			X		
		Rock Springs East Junior High	00295			X		X
Sweetwater #2	5605762	Expedition Academy	00164		X		X	
		Truman Elementary	00425			X		X
Teton #1	5605830	Colter Elementary	00289			X		
		Jackson Elementary	00313			X		
		Summit High School	00512		X			
Uinta #1	5602760	Horizon Alternative School	00376		X			
		North Evanston Elementary	00433			X		
		Aspen Elementary	00462			X		
Uinta #4	5604500	Mountain View Middle School	00388			X		

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: Approval of Minutes

BACKGROUND:

SUGGESTED MOTION/RECOMMENDATION:

To approve the minutes from the April 16, 2010 State Board of Education Meeting held at the Goshen County School District #1 Board Room in Torrington.

SUPPORTING INFORMATION ATTACHED:

- Minutes of April 16, 2010

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

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

Wyoming State Board of Education Minutes
April 16, 2010
Goshen County School District #1 Board Room
Torrington, Wyoming

Wyoming State Board members present: Phil Orton, Bill Anthony, Larry McGarvin, Norine Kasperik, Jan Torres, Sandra Barton, Mike Hejtmanek, Dana Mann-Tavegia, Joe Reichardt, and Jim McBride

Wyoming State Board members absent: Matt Garland and Pam Anderson

Also present: Mary Kay Hill, Wyoming Department of Education (WDE); Joe Simpson, WDE; Teresa Canjar, WDE; and John Shumway, Attorney General's Office (AG)

CALL TO ORDER

Chairwomen Sandra Barton called the meeting to order at 8:30 a.m.

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

APPROVAL OF MINUTES

Mike Hejtmanek moved that the minutes from the February 26, 2010 meeting held at the Hathaway Building in Cheyenne be approved as presented, seconded by Norine Kasperik, motion carried.

APPROVAL OF TREASURER'S REPORT

Treasurer Jan Torres presented the treasurer's report ending March 31, 2010 with an ending balance of $64,451.24.

Jan Torres moved that the Treasurer's Report be approved as presented, seconded by Bill Anthony, motion carried.

AGENDA AMENDMENT

Joe Reichardt moved to amend the agenda to make Item Number 7 an action item rather than an update, seconded by Mike Hejtmanek, motion carried.

NASBE CONFERENCE UPDATES

Norine Kasperik said the NASBE 2010 Legislative Conference in Washington DC was very good. She was impressed with our congressional team because of all the participation. There are some concerns about a frontier state versus a rural state and NASBE is looking to setup a task force on this. Norine volunteered to represent WSBE on this task force.

Joe Reichardt thanked Sandra Barton for arranging the visit with our Wyoming congressional team J. Reichardt shared a concern that the education bill would be treated the same as the health bill with the delegates and they assured him this was not the case.

Joe Reichardt thanked Sandra Barton for arranging the visit with our Wyoming congressional team J. Reichardt shared a concern that the education bill would be treated the same as the health bill with the delegates and they assured him this was not the case.

Dana Mann-Tavegia felt the visit to the U.S. Department of Education was too short and there wasn't enough to time ask questions. Overall the conference provided non-stop information and is a very good professional development tool for this Board.

Sandra Barton stated that it is important to represent Wyoming as a State Board and have a voice on key issues. S. Barton informed the board that the NASBE annual conference is in Salt Lake City will be held on October 14 through 16, 2010 and encouraged members to attend.

BOARD UPDATES AND PUBLIC COMMENT

Bill Anthony complimented the Iditarod Dog Sled Race 5th grade display in the Goshen County School District #1 board room and expressed how it was an example of how to get students engaged in their education.

Larry McGarvin gave a brief and heartfelt overview of his trip to Haiti as a volunteer dentist. He said the most frequent question asked was "is it as bad as you thought it would be"? He said the immensity of the destruction was surprising and the one thing pictures don't capture is the smell. He was impressed by the stoicism of the people.

Dana Mann-Tavegia reported on the Common Good Study Group. They heard from 8 to10 military academies and prep schools and what she found most interesting about them is how many have practices on developing study habits, time management, and doing self-evaluation. Several had post residential action plans and actually managed to keep in touch with students after they leave. The group will be working on our final report for June.

Mike Hejtmanek stated his last day is June 30, 2010. Dan Nicholas has been hired as the new superintendent in Worland.

Sandra Barton said the Job Corps is moving forward and hopes the WSBE will schedule another meeting in Riverton to coincide with the grand opening.

STATE SUPERINTENDENT'S REPORT

Jim McBride's report included many facets of education that we are facing. Dr. McBride gave an update on the PAWS and the upcoming common core standards. Dr. McBride pointed out that Wyoming will need to figure out how we can work with common core standards by 2015; otherwise, it could affect the federal dollars we receive. Dr. McBride shared his concern about the direction the new federal education law is going for failing schools and underperforming schools.

PRESENTATION

Jim McBride presented Bill Anthony with the Wyoming Superintendent of Public Instruction Award for his cooperation, focused leadership and an unwavering commitment to improve student skills.

WYOMING PUBLIC EDUCATION AND WDE STRATEGIC PLAN UPDATE

Joe Simpson reviewed the strategic plan that been worked on by the WSBE and the WDE.

WYOMING PUBLIC EDUCATION AND WDE STRATEGIC PLAN UPDATE

Joe Simpson reviewed the strategic plan that been worked on by the WSBE and the WDE. Chair Barton asked the board if they would like to move forward to officially endorse this plan. This would make a statement and focus on the critical issues that WSBE and WDE are working on together.

Jan Torres moved that the Wyoming State Board of Education enthusiastically adopt and support the Strategic Plan currently presented, seconded by Dana Mann-Tavegia, motion carried.

OUT OF STATE RESIDENTIAL TREATMENT CENTER

Fred Hansen asked the WSBE for approval to have the New Hope Carolinas as an out-of-state Residential Treatment Center for a court ordered student placement.

Jan Torres moved to approve the New Hope Carolina's as an out-of-state facility, seconded by Phil Orton, motion carried.

SET ANNUAL MEETING SCHEDULE

June 15-16 in Riverton
September 20 22 – TBD (Retreat)
November 17-18 in Casper
January 13-14 in Cheyenne
April 11-12 – TBD (TOY)
June 16-17 in Newcastle

UPDATE ON DROP OUT MEDIA CAMPAIGN

Phil Orton has been in contract with Ernie Over at Wyoming, Inc. and he is working on the contract. Official Board approval for the contract and an action item for moving forward with the Wyoming Community Foundation will be on the June meeting agenda. Mary Kay and Joe Reichardt will talk with the Foundation for use as a funnel for donated funds. Joe Simpson suggested a fund raising brochure be developed and contain information on the Foundation to show the connection.

At 12:30 p.m. Larry McGarvin moved that the Wyoming State Board of Education adjourn and reconvene as the Wyoming State Board of Vocational Education, seconded by Joe Reichardt, motion carried.

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: Approval of Treasurer's Report

BACKGROUND: The State Board biennium budget for the period ending May 31, 2010 shows a balance of $54,761.31.

SUGGESTED MOTION/RECOMMENDATION:

To approve the Treasurer's Report as submitted.

SUPPORTING INFORMATION ATTACHED:

- State Board Budget Summary through May 31, 2010
- State Board Budget Expense Report April 1, 2010 through May 31, 2010

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

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

State Board of Education Expenditures
April 1, 2010 - May 31, 2010

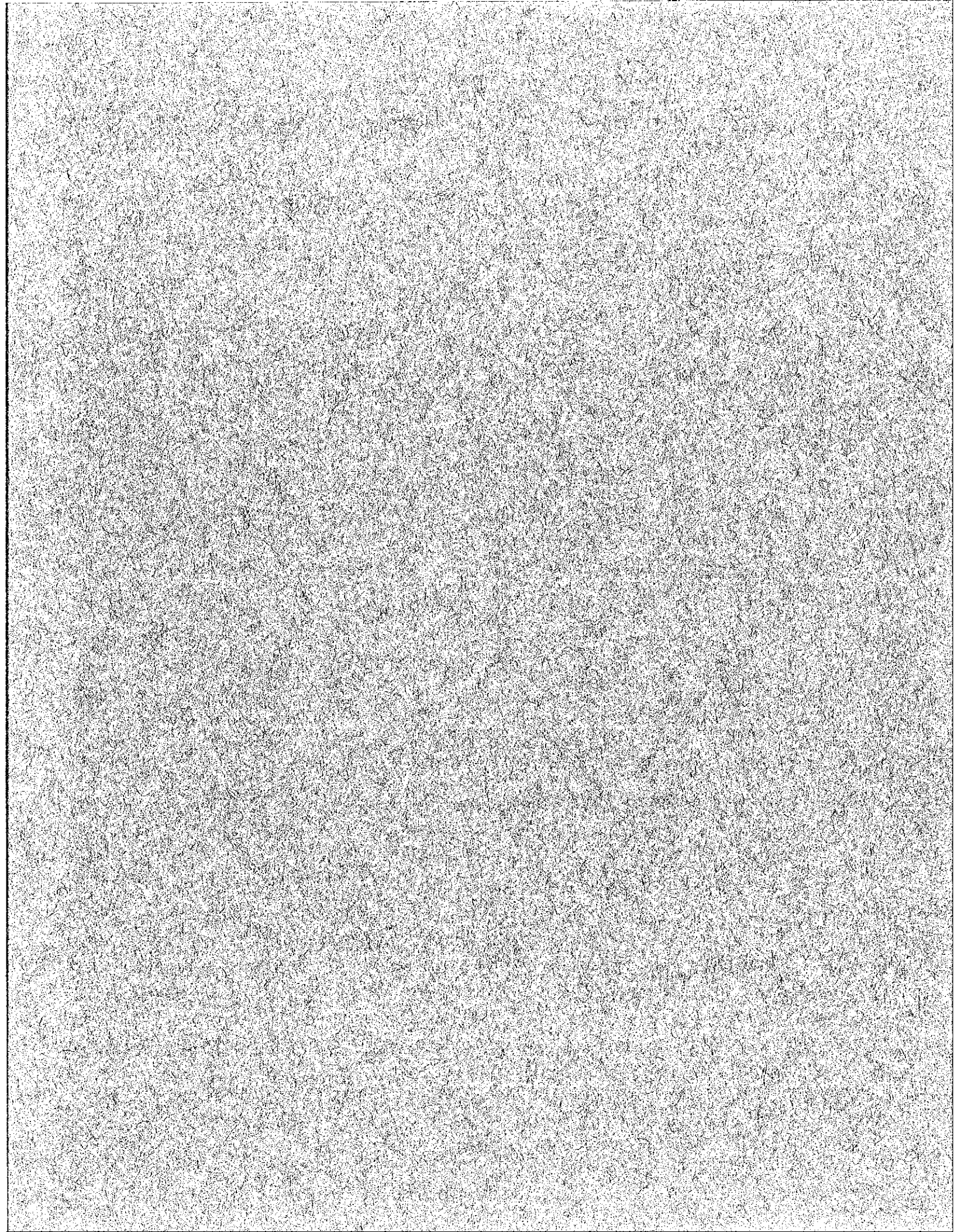
DATE	DESCRIPTION OF EXPENSES	AMOUNT
4/5/2010	Teresa Canjar - Riverton (BOE)	$143.20
4/8/2010	SBE Meeting Supplies/Food	$233.43
4/9/2010	State Motor Pool	$35.00
4/14/2010	EdWeek Subscriptions	$1,039.22
4/14/2010	Office Depot Supplies	$133.23
4/14/2010	NASBE Registration Fee - Sandra Barton	$430.00
4/14/2010	Fed Ex (Incorrect Charge)	$9.10
4/14/2010	Casper Star Tribune Chpt 29 Rules Ad	$80.80
4/14/2010	Quiznos Subs	$205.39
4/14/2010	WY Tribune Eagle Chpt 29 Rules Ad	$330.74
4/14/2010	WY Trophy & Engraving (TOY Pen Set)	$43.14
4/21/2010	Bill Anthony - Torrington	$293.00
4/21/2010	Dana Mann-Tavegia - Torrington	$308.20
4/21/2010	Gerald Reichardt - Torrington	$228.06
4/21/2010	John Shumway - Torrington	$156.20
4/21/2010	Larry McGarvin - Cheyenne (Mileage)	$355.00
4/21/2010	Mike Hejtmanek - Torrington	$573.40
4/21/2010	Norine Kasperik - Torrington	$364.20
4/21/2010	Phil Orton - Torrington	$763.24
4/21/2010	Teresa Canjar - Torrington	$266.40
4/22/2010	Dana Mann-Tavegia - Washington DC	$441.23
4/22/2010	Gerald Reichardt - Washington DC	$850.96
4/22/2010	Jan Torres - Torrington	$577.00
4/22/2010	Larry McGarvin - Torrington	$498.95
4/22/2010	Norine Kasperik - Washington DC	$847.96
5/13/2010	Government Connection - Visio Pro License	$67.00
5/14/2010	Food for SBE Meeting	$115.49
5/14/2010	Office Depot Supplies	$24.39
5/14/2010	State Motor Pool	$276.00

TOTAL EXPENDITURES $9,689.93

$64,451.24	Balance 3/31/10
$54,761.31	Balance 5/31/10
$9,689.93	TOTAL EXPENDITURES

WYOMING DEPARTMENT OF EDUCATION
State Board of Education
FY09 Biennium Budget
July 1, 2008 thru May 31, 2010

DESCRIPTION	BUDGETED	EXPENDED	REMAINING BALANCE
Supportive Services (200 series)			
Utilities (203)	1,600.00	761.66	838.34
Communications (204)	4,025.00	331.19	3,693.81
Professional Development & Training (207)	55,295.00	55,294.59	0.41
Advertising (208)	846.00	831.96	14.04
State Employee In-State Travel Reimbursement (221)	8,000.00	3,409.54	4,590.46
State Employee Out-of-State Travel Reimbursement (222)	6,600.00	5,149.73	1,450.27
Board Member In-State Travel Reimbursement (227)	27,971.00	27,838.73	132.27
Board Member Out-of-State Travel Reimbursement (227)	17,030.00	16,125.73	904.27
Supplies (230-239)	6,011.00	5,802.17	208.83
Intangible Assets (240)	67.00	67.00	0.00
Office Equipment & Furnishings (241)	122.00	0.00	122.00
Data Processing & Computer Equipment (242)	1,000.00	965.76	34.24
Educational, Recreational & Technical Equipment (246)	100.00	0.00	100.00
Room & Building Rental (251)	2,600.00	2,248.00	352.00
Equipment Rental (252)	0.00	0.00	0.00
Awards & Prizes (257)	100.00	47.62	52.38
Awards & Prizes (271)	0.00	0.00	0.00
Maintenance Agreements (292)	100.00	39.99	60.01
Data Processing Charges (400 series)			
Data Processing (400-440)	1,792.00	1,048.08	743.92
Grants and Aid Payments (600 series)			
Grant Awards to Recipients (626)	500.00	0.00	500.00
Professional Services (900 series)			
Professional & Consulting Services (901)	75,291.00	34,326.94	40,964.06
TOTAL	**209,050.00**	**154,288.69**	**54,761.31**



ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: District Accreditation

BACKGROUND: Each year the SBE accredits all K-12 school districts in Wyoming. The components of accreditation are monitored and evaluated by the North Central Association Commission on Accreditation and School Improvement (NCA) in cooperation with the Wyoming Department of Education. The areas reviewed in accreditation include Vision and Purpose, Governance and leadership, Teaching and Learning, Documenting and Using Results, Resources and Support Systems, Stakeholder Communications and Relationships, and Commitment to Continuous Improvement. All Wyoming schools are required to focus on student performance and improve student achievement through their school improvement plans. Quality contacts are made annually with each school, and accreditation visits are conducted on site using a five-year cycle. All schools must complete a two-year progress report following the on-site visits on each overall recommendation within their accreditation reports, even if they have received a passing score of 3 or 4. It is a process which reflects true continuous school improvement as we work with each school throughout the school year, and any necessary changes are made along the way. As part of this continuous improvement process, NCA and WDE have made joint progress monitoring visits with each school that received a score of 2 in any standard during their 2008-2009 on-site visit.

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

Findings: The following school districts have accomplished the tasks required of them for the 2009-2010 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks. In addition, the WDE has completed a review of school district systems. Districts with ongoing issues in any systems area will be required to develop and implement a corrective action plan.

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

Albany CSD #1	Fremont CSD #14	Lincoln CSD #2	Sheridan CSD #2
Big Horn CSD #1	Fremont CSD #21	Natrona CSD #1	Sheridan CSD #3
Big Horn CSD #2	Fremont CSD #24	Park CSD #1	Uinta CSD #1
Big Horn CSD #3	Goshen CSD #1	Park CSD #6	Uinta CSD #4
Converse CSD #2	Hot Springs CSD #1	Park CSD #16	Washakie CSD #1
Crook CSD #1	Johnson CSD #1	Platte CSD #1	Weston CSD #1
Fremont CSD #1	Laramie CSD #1	Platte CSD #2	Weston CSD #7
Fremont CSD #6	Laramie CSD #2	Sheridan CSD #1	

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

Big Horn CSD #4	Sublette CSD #9
Carbon CSD #2	Sweetwater CSD #1
Fremont CSD #2	Sweetwater CSD #2
Fremont CSD #38	Teton CSD #1
Lincoln CSD #1	Uinta CSD #6
Sublette CSD #1	Washakie #2

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

Campbell CSD #1
Carbon #1
Converse #1
Fremont #25
Niobrara #1

SUPPORTING INFORMATION ATTACHED:

a. Five-year Accreditation Visit Schedule
b. Overall Accreditation Rubric
c. Summaries of District Reports for Districts visited in 2009-2010
d. WDE 2010 Misassignment and BOE Recommendations for Accreditation
e. Wyoming District Accreditation 2009 and 2010

PREPARED BY: Kay Post
Unit Director, Educational Quality and Accountability
and
Annette Bohling
Wyoming NCA State Director

APPROVED BY:_____
Mary Kay Hill, State Board Liaison

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

Wyoming NCA Accreditation for Quality Schools

During this school year schools in Lincoln County School District #1 received an on-site quality assurance visit lasting two days. Teams visiting each school were led by a trained AdvancED Quality Assurance Reviewer. The team conducted interviews, reviewed artifacts, and made observations as to the school's adherence to the seven Accreditation Standards for Quality Schools.

***Standard 1—Vision & Purpose**: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.*

***Standard 2—Governance & Leadership**: The school provides governance and leadership that promote student performance and school effectiveness.*

***Standard 3—Teaching & Learning**: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.*

***Standard 4—Documenting & Using Results**: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.*

***Standard 5—Resources & Support Systems**: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.*

***Standard 6—Stakeholder Communications & Relationship**: The school fosters effective communications and relationships with and among its stakeholders.*

***Standard 7—Commitment to Continuous Improvement**: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.*

Based on evidence collected during the visit, the team rated each school on a continuum of proficiency against the standards that ranges from Not Evident (1), Emerging (2), Operational (3), to Highly Functional (4). Operational and Highly Functional ratings indicate the school has met the standard; Emerging and Not Evident ratings indicate the school has <u>not</u> met the standard.

The team provided each school with overarching Commendations and Required Actions. In order to maintain AdvancED, NCA, and State of Wyoming accreditation, schools are required to address the team's Required Actions within one or two years, depending on accreditation status. Schools will be contacted each year following this year's quality assurance visit to monitor progress on the Required Actions.

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4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Lincoln County School District #1

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Kemmerer Elementary School	2	3	3	3	3	3	2
Kemmerer Middle School	2	3	3	3	3	2	3
Kemmerer High School	3	3	3	4	3	3	3
Kemmerer Alternative School	3	3	3	3	3	3	3

District Summary

Schools in Lincoln County School District #1 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action was taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on January 26, 2010. All schools in Lincoln County School District #1 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a district has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

Overarching Commendations noted for schools in Lincoln County School District #1 include:

- *The school and administration has built a collaborative culture throughout the building. (Kemmerer Elementary)*
- *Kemmerer Middle School is committed to improving instruction for students based on data gathered from multiple sources. (Kemmerer Middle School)*
- *The teaching staff at Kemmerer Middle School is committed to ensuring that students have every opportunity to be successful. (Kemmerer Middle School)*
- *Continuous improvement is a critical part of the school's culture; staff members are dedicated to making adjustments in their approaches to reading improvement interventions. (Kemmerer High School)*
- *The school has developed and maintains an effective, successful approach to stakeholder communication. (Kemmerer High School)*

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Overarching Commendations (continued)

- *Staff members have clearly focused upon and subsequently developed a comprehensive reading program for specific students. (Kemmerer High School)*
- *Staff members consistently use data to assess student achievement, guide instruction, and develop interventions to meet student needs. (Kemmerer High School)*
- *Kemmerer Alternative School has developed a strong foundation of emotional support for all of its students, many of whom have had negative experiences within the public school system. At this school, they feel valued and respected as individuals, and many are achieving academic success for the first time in their lives or for the first time in many years. (Kemmerer Alternative School)*
- *Kemmerer Alternative School fosters strong relationships with parents and other stakeholders and thereby supporting student learning. (Kemmerer Alternative School)*

Overarching Required Actions noted for schools in Lincoln County School District #1 include:

- *Provide opportunities for higher achieving students to excel and/or challenged at their level. (Kemmerer Elementary)*
- *Develop a Response to Intervention (RtI) model for your school. Identify students who are not proficient in the core content areas (reading, writing, and math) based on data. This should also be done with students exhibiting negative behaviors. (Kemmerer Elementary)*
- *Develop a school vision and purpose that is meaningful and guides the efforts of continuous improvement with input from all stakeholders. (Kemmerer Elementary)*
- *Expand the use of data, include progress monitoring of students needing interventions to drive student learning, and communicate this to all stakeholders. (Kemmerer Elementary)*
- *Articulate opportunities for collaboration and shared leadership among stakeholders to help students learn and to advance improvement efforts. (Kemmerer Middle School)*
- *Establish a system to assess student performance on expectations for student learning and determine interventions to improve student performance. (Kemmerer Middle School)*
- *Develop and integrate the school's vision and purpose so that all other standards will reflect and correspond with the school's goals. (Kemmerer Middle School)*
- *Collaboratively develop a systematic school-wide approach to implement reading and math interventions. (Kemmerer High School)*
- *Develop a research-based approach to improve math skills. (Kemmerer High School)*
- *In collaboration with representatives of all stakeholder groups, establish an updated mission and vision for the school that truly reflects the Kemmerer Alternative School community's shared purpose and values. (Kemmerer Alternative School)*
- *Identify, create and implement systematic school wide procedures for review of the mission and vision and for school governance and administration. (Kemmerer Alternative School)*
- *Consistently implement a school-wide program for students' social, emotional learning. (Kemmerer Alternative School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Regularly update school and district mission and vision to include representatives from all stakeholder groups.*
- *Expand opportunities for shared leadership to include representatives from all stakeholder groups.*
- *Investigate implementing a Response to Intervention (RtI) model district-wide to address the needs of all learners.*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Lincoln County School District #2

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Afton Elementary School	4	4	3	4	4	4	4
Cokeville Elementary School	4	4	3	4	4	4	4
Cokeville High School	4	4	4	3	3	3	3
Etna Elementary School	3	4	3	3	3	3	3
Osmond Elementary School	4	4	4	4	4	4	4
Star Valley High School	4	3	3	3	4	3	3
Star Valley Middle School	4	4	3	3	4	4	4
Swift Creek High School	4	4	3	4	3	4	3
Thayne Elementary School	4	3	3	3	3	3	3

District Summary

Schools in Lincoln County School District #2 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action was taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on January 26, 2010. All schools in Lincoln County School District #2 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

Overarching Commendations noted for schools in Lincoln County School District #2 include:

- *The school has a positive and caring school climate with a commitment and dedication all students. (Afton Elementary School)*

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Overarching Commendations (continued):

- *The school has a powerful school-wide focus on student academic achievement. (Afton Elementary School)*
- *The school involved all stakeholders, including representatives from Cokeville High School, to create a vision and purpose for Cokeville Elementary appropriate for all students throughout their educational career (Cokeville Elementary School)*
- *Stakeholders review, analyze, and interpret data from multiple sources at an in-depth level throughout the school year to monitor student achievement. (Afton Elementary School)*
- *The school has developed a comprehensive Response to Intervention (RTI) program that addresses the needs of all students. (Afton Elementary School, Cokeville Elementary School)*
- *Staff members have a well-developed school-wide reading program that helps improve student performance. (Afton Elementary School, Cokeville Elementary School)*
- *The school has integrated a "positive weekly phone call" policy into their school improvement process to increase stakeholder communications. (Afton Elementary School, Cokeville Elementary School)*
- *The school involved all stakeholders, including representatives from Cokeville Elementary School, to create a vision and purpose that would be appropriate for all students throughout their educational career. (Cokeville High School)*
- *Stakeholders have developed a daily and weekly schedule that allows time for academic interventions, reading, and extra-curricular activities without infringing on instructional time. (Cokeville High School)*
- *The school has developed a comprehensive Pyramid of Interventions program, including Friday School that addresses the needs of all students. (Cokeville High School)*
- *Staff members have developed a successful school-wide reading program to improve student performance. (Cokeville High School)*
- *The school has added a writing component in their reading groups once a week to improve student performance. (Cokeville High School)*
- *The school offers multiple professional development opportunities to both staff and parents.(Etna Elementary School)*
- *The school maintains effective, positive relationships among the staff, students, and the community. (Etna Elementary School)*
- *The school has a strong commitment to teaching and learning and students are held to high expectations in a caring and safe environment. (Etna Elementary School)*
- *The school provides effective and ongoing staff development to all employees. (Osmond Elementary School)*
- *Administration and staff provide consistent and effective communication with all stakeholders. (Osmond Elementary School)*
- *The school utilizes its community members' skills, expertise, and financial resources for classroom and extended day support. (Osmond Elementary School)*
- *The school has established a school mission that drives the entire system. (Osmond Elementary School)*
- *Star Valley High School has a comprehensive and well articulated Professional Development Process. (Star Valley High School)*
- *Star Valley High School (SVHS) has a strong and united mission/vision. (Star Valley High School)*
- *The Parent Advisory Group has clearly defined roles and is actively engaged in school improvement. (Star Valley Middle School)*
- *The school schedule facilitates and supports collaboration time for teachers. (Star Valley Middle School)*
- *Data guides decision making for social and academic excellence at all levels. (Star Valley Middle School)*
- *The school's stakeholders all know and exemplify their vision statement. The vision is a guiding principle for all operations of the school. (Star Valley Middle School)*

Overarching Commendations (continued):

- *The school has established a culture of rigorous academic and behavioral expectations while maintaining flexible responses to individual student needs.(Swift Creek High School)*
- *The school's decision-making process is driven by the school's mission statement and involves an ongoing, systematic collection and analysis of data from a wide variety of sources. (Swift Creek High School)*
- *The school is committed to continuous improvement that is focused on life skills, academic needs, and student progress and involves all school and community stakeholder groups. (Swift Creek High School)*
- *There is a strong teacher-parent communication system in place that enhances student learning. (Thayne Elementary School)*
- *The staff is driven by relationships. They work positively and cooperatively with each other to achieve success for all students. (Thayne Elementary School)*
- *The vision statement is well established and drives instructional decisions. (Thayne Elementary School)*
- *The school has created and nurtures a highly-effective, positive climate and culture for all stakeholders. (Thayne Elementary School)*

Overarching Required Actions noted for schools in Lincoln County School District #2 include:

- *Implement effective research-based writing interventions to increase writing achievement of the lowest performing students on the Proficiency Assessments of Wyoming Students (PAWS) test (Afton Elementary School)*
- *Restructure the student writing assessment system to better inform instruction, including progress monitoring of low performing students and end of trimester evaluations. (Afton Elementary School)*
- *Implement additional research-based instructional strategies to improve writing skills. (Afton Elementary School (Cokeville Elementary School)*
- *Research and develop enrichment lessons for higher-level learners. (Afton Elementary School, Cokeville Elementary School)*
- *Increase technology skills with ActivBoards to include lesson design, advanced Internet usage, and in-depth use of additional resources. (Afton Elementary School, Cokeville Elementary School)*
- *Increase parent and student participation in parent/teacher conferences. (Cokeville High School)*
- *Utilize trend data to evaluate student performance, effectiveness of curriculum and instruction, and effectiveness of interventions. (Cokeville High School)*
- *Increase technology skills to include lesson design, advanced Internet usage, and in-depth use of additional resources. (Cokeville High School)*
- *Develop and implement a process to involve all teachers in school-wide data analysis. (Etna Elementary School)*
- *Provide a more comprehensive picture of student achievement by collecting and graphing multiple assessment data. (Etna Elementary School)*
- *Incorporate a transparent system that warehouses all student achievement data, formative and summative, and monitors student progress toward their goals and share these results with all pertinent staff and stakeholders. (Osmond Elementary School)*
- *Star Valley High School would benefit from looking at their data sets more longitudinally including data from subgroups. (Star Valley High School)*
- *Find a strategic way to identify and analyze data regarding subgroups from the communities across the valley that make up the high school student body. (Star Valley High School)*
- *Clarify objectives related to student learning. (Star Valley Middle School)*
- *Research and implement reading interventions that have a strong research base and create a pyramid of interventions. (Star Valley Middle School)*

Overarching Required Actions (continued):

- *Expand off-campus career-vocational placements through collaboration with the Star Valley High School Community Resource Training (CRT) Program, including an emphasis on the connection between academic classes and post-secondary career/vocational opportunities. (Swift Creek High School)*
- *Expand guidance services to include a focus on post-secondary educational, career-vocational, and financial resource opportunities. (Swift Creek High School)*
- *Develop a systematic approach for meeting the students' needs for a safe learning environment, free of bullying, intimidation, or harassment. (Thayne Elementary School)*
- *Analyze disaggregated data in more detail to further guide instruction and professional development. (Thayne Elementary School)*
- *Research and implement opportunities to meet the needs of the gifted population. (Thayne Elementary School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement.*
- *Improve integration of technological resources to enhance student learning.*
- *Implement research-based writing and reading programs to improve overall student performance.*
- *Research, design, and implement a curriculum that meets the needs of all learners, i.e. higher-achieving students as well as lower-performing students.*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Sublette County School District #1

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Pinedale High School	2	3	3	3	4	2	2
Pinedale Middle School	4	3	3	3	4	4	3
Pinedale-Bondurant Elementary School	4	4	3	4	4	4	4

District Summary

Schools in Sublette County School District #1 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action was taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on January 26, 2010. All schools in Sublette County School District #1 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

Overarching Commendations noted for schools in Sublette County School District #1 include:

- *Pinedale High School is commended for having students achieve at high levels on the Proficiency Assessment of Wyoming Students (PAWS) and the American Collegiate Test (ACT). (Pinedale High School)*
- *The team consistently observed respectful and orderly behavior from students at the school. (Pinedale High School)*
- *The school has chosen to use their ample financial and human resources in many ways that directly benefit the students in the school. (Pinedale High School)*
- *The leadership, faculty, and staff of Pinedale Middle School are to be commended for the strong emphasis placed on activities to address social and emotional needs as well as academic basic skill.*

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Overarching Commendations (continued):

- *Adequate professional development is provided for all staff to address needs indentified through the school improvement process. (Pinedale Middle School)*
- *Pinedale Middle School is to be commended for its use of the Professional Learning Communities (PLC) process for program development and improvement. (Pinedale Middle School)*
- *Interviews and observations made evident the high level of sincere respect among all stakeholders. (Pinedale/Bondurant Elementary)*
- *The inceptive and integrated PEAK gifted and talented program demonstrates the commitment and determination of the school to meet the individual needs of students. (Pinedale/Bondurant Elementary)*
- *There was evidence of strong school-wide support of the Learning Everything Absolutely Possible (LEAP) intervention program. This is an innovative program, unique to Pinedale Elementary. (Pinedale/Bondurant Elementary)*

Overarching Required Actions noted for schools in Sublette County School District #1 include:

- *Initiate a systematic process to track the deployment of and analyze the results of existing interventions such as silent sustained reading (SSR) and professional learning communities (PLCs). (Pinedale High School)*
- *Engage in a purposeful and direct campaign to increase stakeholder involvement in all aspects of the school. (Pinedale High School)*
- *Articulate and document a vision for the future of the school using a process that involves all stakeholders and becomes accepted and well known by the community. (Pinedale High School)*
- *Develop and implement a plan to integrate more exploratory and enrichment opportunities for students into the curriculum. (Pinedale Middle School)*
- *Explore and implement effective methods of integrating exploratory career offerings and experiences into the curriculum for 7th and 8th grade students. (Pinedale Middle School)*
- *Embed critical communication skills, including word processing skills, across the curriculum to enable students to communicate more effectively to meet present academic expectations and enhance readiness for postsecondary education and careers. (Pinedale Middle School)*
- *Maintain and monitor commitment to continuous improvement by prioritizing areas of focus.(Pinedale/Bondurant Elementary)*
- *Analyze the school's technology needs and their impact on instruction through timely and adequate maintenance of the systems. (Pinedale/Bondurant Elementary)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement.*
- *Address development of basic technology and communication skills to assist students in the 21st Century.*
- *Improve involvement and communication with all stakeholders in development of school/district vision.*
- *Commit to all aspects of a continuous improvement model to enhance student achievement and school performance.*
- *Research, design, and implement enrichment opportunities throughout the curriculum to address the needs of all students.*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Sublette County School District #9

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Big Piney Middle School	3	3	3	3	3	3	3
LaBarge Elementary School	3	3	3	3	3	4	3
Big Piney Elementary School	3	3	3	3	3	3	3
Big Piney High School	2	3	3	3	3	3	2

District Summary

Schools in Sublette County School District #9 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action will be taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on June 22, 2010. All schools in Sublette County School District #9 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

Overarching Commendations noted for schools in Sublette County School District #9 include:

- *Continuous commitment and understanding of collaboration between school and community through newsletters, emails, phone calls, web page, news media and regular meetings. (Big Piney Middle School)*
- *Leadership from the building principal and essential stakeholders focus school improvement decisions on student academic and behavioral performance. (Big Piney Middle School)*
- *All stakeholders are involved in guiding instruction, school climate and budgetary allocations (Big Piney Middle School)*
- *The school has articulated the Mission and Vision Statements to all stakeholders. (Big Piney Middle School)*
- *Math core instructional materials are research-based and implemented with fidelity showing positive results in student achievement. (LaBarge Elementary School)*
- *LaBarge Elementary School provides a safe environment that supports and values students learning. (LaBarge Elementary School)*

Overarching Commendations (continued)

- *The school climate at LaBarge Elementary School is positive and stakeholders share a sense of community. (LaBarge Elementary School)*
- *The school has committed to effectively mapping the school-wide curriculum in alignment with the Wyoming State Content Standards. (Big Piney Elementary School)*
- *The school has successfully adopted and implemented the Every Day Math program. (Big Piney Elementary School)*
- *The school fosters and maintains a culture focused on the mission: "Lifelong Learners/Success for All." (Big Piney Elementary School)*
- *The school provides numerous mediums to inform and actively involve stakeholders in school issues and events that foster a strong commitment to student learning. (Big Piney High School)*

Overarching Required Actions noted for schools in Sublette County School District #9 include:

- *Explore and implement opportunities for student enrichment programs. (Big Piney Middle School)*
- *Create a systematic process for training and monitoring all staff in the school's chosen areas of interventions. (Big Piney Middle School)*
- *Map a plan that solicits participation from a more diverse group of community members. (Big Piney Middle School)*
- *Implement a process to monitor the continuous improvement cycle. (LaBarge Elementary School)*
- *Strengthen instructional strategies in the classroom. (LaBarge Elementary School)*
- *Develop a systematic process to analyze data and determine student placement in Tier 2 intervention programs. (LaBarge Elementary School)*
- *Establish a clear link between programmatic changes and student performance. Data results must clearly articulate the effectiveness of instructional programs at the school, grade, and individual student levels. (Big Piney Elementary School)*
- *Revise the school improvement process so it engages all stakeholders and strongly ties together and communicates use of data, instructional practices, and specific interventions. (Big Piney Elementary School)*
- *Develop and implement a systematic process for reviewing the validity and applicability of the vision and purpose, which includes the participation of all stakeholder groups and is in alignment with instructional practices. (Big Piney High School)*
- *Create a systematic approach to continuous school improvement by in involving stakeholders in analyzing and synthesizing data in a process that is continuous and facilitates clarity in such way that stakeholders are able to communicate how the results of the data are clearly linked to the school's vision, the school's improvement goals, classroom instruction, intervention programs, and professional development. (Big Piney High School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement*
- *Use multiple measurements to assess, monitor, and improve student achievement*
- *Commit to and implement all aspects of a continuous school improvement model*
- *Improve involvement and communication with all stakeholders*
- *Align school visions and missions with those of the district*
- *Implement research-based staff development to increase efficacy of instruction and improve student achievement*
- *Research and implement enrichment programs that meet the needs of all students*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Sweetwater County School District #1

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
White Mountain Elementary School	3	3	3	3	4	3	3
Desert School K-8	4	3	3	3	3	4	3
Desert View Elementary School	3	3	3	4	3	3	4
East Junior High School	2	3	3	3	3	3	3
Farson-Eden K-12	3	3	3	2	3	4	2
Northpark Elementary School	4	3	3	3	4	4	3
Rock Springs High School	4	4	3	3	3	3	3
Independence High School	3	3	3	4	4	3	3
Overland Elementary School	4	3	3	4	4	3	3
Sage Elementary School	3	3	3	3	3	3	3
Walnut Elementary School	4	4	4	4	4	3	4
Westridge Elementary School	3	4	3	4	4	3	3

District Summary

Schools in Sweetwater County School District #1 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action will be taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on June 22, 2010. All schools in Sweetwater County School District #1 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up fo the District.

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Overarching <u>Commendations</u> noted for schools in Sweetwater County School District #1 include:

- *The school has created a safe learning community for all students by implementing systematic positive behavioral expectations. (White Mountain Elementary School)*
- *The school has created and is maintaining a collaborative environment in which school personnel work together, focusing on individual student achievement. (White Mountain Elementary School)*
- *The school has organized and implemented school-wide systems for students and teachers to track student progress in order to meet achievement and behavioral goals. (White Mountain Elementary School)*
- *The school has established a school community that encourages and facilitates positive relationships among students, staff and parents. (White Mountain Elementary School)*
- *Consistently high expectations for the success of each and every student. (Desert School K-8)*
- *Personal and professional manner in which the school provides a welcoming, inclusive, and supporting environment which is conducive to the learning of all students. (Desert School K-8)*
- *Stakeholders and the community demonstrated support and buy-in of the mission and vision of the school. (Desert School K-8)*
- *Using feedback from all stakeholders in creating the school's vision and purpose. (Desert View Elementary School)*
- *Shared leadership between teachers and support staff. (Desert View Elementary School)*
- *Great use of collaboration that monitors student interventions. (Desert View Elementary School)*
- *East Junior High School (EJHS) has unique and innovative programs for At Risk students (Circle of Friends, Community Connections, Check-in/Check-out, Cougar Room, Camp FEAT).*
- *EJHS staff reorganizes student schedules to address academic concerns based on proven data collected through Proficiency Assessments for Wyoming Students (PAWS) and MAP assessments. (East Junior High School)*
- *Through administrative leadership, EJHS has teaming time to facilitate a collaborative environment and promote a student centered school. (East Junior High School)*
- *The administrative leadership team listens to stakeholders and values their input. (East Junior High School)*
- *East Junior High School is developing a positive school environment that is responsive to student needs. (East Junior High School)*
- *Farson-Eden School provides various types of opportunities to students, parents, and other staff to increase higher levels of learning. (Farson-Eden School K-12)*
  Stakeholders possess a strong sense of community and commitment to a quality education. (Farson-Eden School K-12)
- *The school has developed comprehensive Response to Interventions (RtI) plans to improve reading and math skills, and maintain appropriate student behavior. Extensive professional development and staff commitment contribute to the success of their four-tier RtI plans. (Northpark Elementary School)*
- *The school works collaboratively with all stakeholder groups to promote the mission of the school, develop appropriate interventions to improve student performance, and engage in continuous school improvement. The Parent Teacher Organization (PTO), the School Community Council, and school personnel share leadership and guide the school improvement process. (Northpark Elementary School)*
- *The school demonstrates a commitment to continuous improvement. (Northpark Elementary School)*
- *The students have a role in the leadership and governance of Rock Springs High School (RSHS). (Rock Springs High School)*
- *Rock Springs High School (RSHS) is a learning community that identifies research-based teaching strategies and curriculum to support student learning such as the Health Occupations and Energy Academies. (Rock Springs High School)*
- *The Rock Springs High School's vision and mission provides a shared purpose for all stakeholders. (Rock Springs High School)*
- *Independence High School maintains a strong, school-wide emphasis on student academic performance. (Independence High School)*
- *The administrator, teachers and support staff are all focused on a short list of school-wide improvement goals, which the team developed to support the school's overall plan for continuous improvement. (Independence High School)*

Overarching Commendations noted for schools in Sweetwater County School District #1 (Continued)

- *The entire staff at Independence High School works together as a highly functioning professional learning community (PLC). (Independence High School)*
- *Independence excels at maintaining a safe learning environment. Students feel physically and emotionally safe at school, many for the first time in their academic careers. (Independence High School)*
- *Third Grade students achieved at approximately the state average on the PAWS Reading assessment. (Overland Elementary School)*
- *The principal is highly visible and accessible and with the leadership team provides direction and support for student achievement. (Overland Elementary School)*
- *Professional Learning Communities engage school leadership and staff in advancing the mission/vision of the school through a collaborative review of student learning data and instruction. (Overland Elementary School)*
- *All stakeholders are strongly committed to accomplishing the mission/vision of the school and the success of all students. (Overland Elementary School)*
- *There is a systematic collection and analysis of data gathered from state, district, and grade-level assessments that drive increased opportunities for student learning. (Sage Elementary School)*
- *Staff, students, and leadership are creating a positive school culture which supports academic and behavioral success for all. (Sage Elementary School)*
- *Effective use of a Summer Academy created a master schedule that protects instructional and collaborative time. (Sage Elementary School)*
- *The staff has established a systemic and sustainable commitment to the student-centered vision and mission of the school. (Walnut Elementary School)*
- *Staff members are committed to a highly effective, data-driven system in order to provide differentiated education to all students. (Walnut Elementary School)*
- *The leadership team and staff have developed a cohesive and dedicated team of professionals, certified and classified, who skillfully implement quality instructional practices with integrity. (Walnut Elementary School)*
- *Professional development has exceptional variety and many opportunities are available. (Westridge Elementary School)*
- *A strong school-wide focus on student performance emphasizes using data and assessments to guide instructio (Westridge Elementary School)*
- *Staff is committed to student success through a climate of teamwork, collaboration, and dedication to the education of all children. (Westridge Elementary School)*

Overarching <u>Required Actions</u> noted for schools in Sweetwater County School District #1 include:

- *Develop separate reading comprehension and writing skills school improvement action plans in order to narrow the focus and provide sequential strategies to address specific, measurable, attainable, and time-bound essential goals in each area. (White Mountain Elementary School)*
- *Establish specific program and time expectations for classroom implementation of reading, writing and math curriculum. In addition, formalize building level processes in order to monitor these expectations to ensure fidelity. (White Mountain Elementary School)*
- *Use assessment results to inform and improve classroom instruction practices and validate curriculum. (White Mountain Elementary School)*
- *Evaluate the targeted interventions and focus on a limited number of specific, research –based programs that yield valid and reliable data. (Desert School K-8)*
- *Research and implement a plan to achieve the necessary staffing to meet the guidance needs of the students. (Desert School K-8)*
- *Create assessment and intervention methods for increasing writing scores. (Desert View Elementary School)*
- *Allow students and parents to have a more active role in the leadership of the school. (Desert View Elementary School)*

Overarching <u>Required Actions</u> noted for schools in Sweetwater County School District #1 (continued)

- *Create a systematic process for training and monitoring all staff in the use of strategies to be taught across the curriculum and implemented with fidelity. (East Junior High School)*
- *Create a Building Leadership Team (BLT) of staff members and building administrators who monitor data, revise action plans, and develop effective interventions in conjunction with district initiatives. (East Junior High School)*
- *Develop common assessments in all content areas aligned to state standards. (East Junior High School)*
- *Develop a building level profile that communicates to all stakeholders important data for immediate and trend implications. (East Junior High School)*
- *Establish a process to review and communicate the vision and mission statements with all stakeholders. (East Junior High School)*
- *Create and execute a systemic process to track the implementation and effectiveness of interventions after a need is established by analyzing student achievement data. This process will ensure ongoing monitoring and the adjustment of interventions to increase student achievement. (Farson-Eden School K-12)*
- *Design a K-12 continuous school improvement plan which involves the documentation of student achievement data, analysis of data, and goals based on that data to increase higher levels of learning. (Farson-Eden School K-12)*
- *Use the mission and vision to guide the continued development of a K-4 reading and writing program. (Northpark Elementary School)*
- *Investigate opportunities for formal professional learning in systematic and systemic continuous improvement. (Overland Elementary School)*
- *Investigate research-based or research-proven parent involvement strategies to increase support for student learning, opportunities for collaboration and shared leadership among stakeholders. (Overland Elementary School)*
- *Clarify students' understanding of their learning goals, the goal setting process, and actions they should take to achieve those goals. (Overland Elementary School)*
- *Enlist more meaningful participation, ownership, and understanding of roles for students, parents, and support staff in helping to achieve the mission/vision and goals of the school. (Overland Elementary School)*
- *Develop a systematic approach to study results in order to raise mathematics achievement for all students. (Rock Springs High School)*
- *Enhance the relevance of the school's curriculum and credit recovery emphasis by increasing student opportunities for career or vocational education. (Independence High School)*
- *Create more opportunities for parents and other community stakeholders to engage in meaningful collaboration with Independence staff and students. (Independence High School)*
- *Utilize data from the February, 2010 Parent Survey to build and provide leadership opportunities for parents and community stakeholders. (Sage Elementary School)*
- *Provide all staff members a means to understand the procedures and process of the Professional Learning Communities. (Sage Elementary School)*
- *Address the mechanical breakdowns in the school-wide communication system. (Sage Elementary School)*
- *Investigate and establish opportunities to expand effective communication and collaboration with community stakeholders. (Walnut Elementary School)*
- *Prioritize resources to ensure the integrity of differentiated instructional practices through the provision of sufficient staff and technology. (Walnut Elementary School)*
- *Contact and involve a greater number of stakeholders, including the hard to reach parents and community members, in the school and its programs. (Westridge Elementary School)*
- *Implement effective, research-based interventions to increase writing achievement for all students on PAWS and ensure all staff is trained in the writing process. (Westridge Elementary School)*

Sweetwater County School District #2

Wyoming NCA Accreditation for Quality Schools

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Jackson Granger Elementary School	3	3	3	3	3	3	3
Lincoln Middle School	4	4	3	3	3	3	4
Monroe Intermediate School	4	3	3	3	4	4	3
Truman Elementary School	3	3	3	3	4	3	3
Washington McKinnon Elementary School	3	4	3	3	4	4	3
Expedition Academy	3	3	3	2	3	4	3
Harrison Elementary School	3	4	3	3	3	3	3
Green River High School	3	3	3	3	4	3	3

District Summary

Schools in Sweetwater County School District #2 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of Accredited. If a school received an "Emerging" rating on one or more of the AdvancED Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action will be taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on June 22, 2010. All schools in Sweetwater County School District #2 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow up for the District.

ADVANCED
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Overarching Commendations noted for schools in Sweetwater County School District #2 include:

- *The staff has developed and implemented an intervention time to meet the needs of all students. (Jackson Granger Elementary School)*
- *The school climate is very positive for staff, students, and parents. (Jackson Granger Elementary School)*
- *The staff has developed a positive relationship with the parents in the community (Jackson Granger Elementary School)*
- *Staff members have established protected time within the schedule to meet within CORE and content departments to maximize instruction and improve student learning. (Lincoln Middle School)*
- *Exploratory curriculum is a strong asset for students at Lincoln Middle School. The exploratory selection of coursework allows students to develop a sense of ownership with personalized learning. (Lincoln Middle School)*
- *Lincoln Middle School communicates a clear vision and purpose for all stakeholders, which permeates all levels of the organization. The vision is present through the actions, words, and beliefs of the students, teachers, and parents. This commitment and collected efficacy has ensured that Lincoln Middle School's vision guides the teaching and learning process. Allocations of all resources are determined by the established vision of the school. (Lincoln Middle School)*
- *The school has implemented a process that uses data to determine specific student needs, provides interventions to address those needs, and monitors the effectiveness of the interventions through frequent progress monitoring. (Monroe Intermediate School)*
- *The school administration has articulated and implemented a leadership philosophy that has encouraged collaboration and empowered stakeholders. (Monroe Intermediate School)*
- *The school administration and staff have fostered a warm, supportive and educationally challenging school culture. (Monroe Intermediate School)*
- *The school uses multiple sources of data to track student progress and make student placement decisions. (Truman Elementary School)*
- *Instructional time is valued and protected. (Truman Elementary School)*
- *Core instructional materials are research-based. (Truman Elementary School)*
- *The school climate is collaborative and positive. (Truman Elementary School)*
- *District, school, and personal growth plans (PGP) are aligned. (Truman Elementary School)*
- *The school collects and uses individual student data to identify needs and monitor individual student learning. (Washington McKinnon Elementary School)*
- *The staff, including the principal, teachers, and support staff, work well as a learning team focused on student learning. (Washington McKinnon Elementary School)*
- *The school-wide implementation of a Positive Behavioral Interventions and Support (PBIS) System provides students with clear expectations and supports their learning appropriate behaviors. (Washington McKinnon Elementary School)*
- *The school has established a school climate where students, parents, staff, and others feel safe, valued, and important. (Washington McKinnon Elementary School)*
- *The school program for continuing efforts to foster a positive image in the community, improve student morale, and enhance the learning environment through community service activities within the school's curriculum.*
- *The school leadership for utilizing sustained input from all stakeholder groups toward program improvement and the identification of role expectations by and for all involved parties. (Expedition Academy)*
- *The new building principal and leadership team for establishing high expectations for student academic and behavioral performance, and for the implementation of the Professional Learning Communities program to improve instructional practices. (Expedition Academy)*
- *The school staff for emphasizing student success through individual effort, improved self-concept and differentiated instruction according to individual student needs. (Expedition Academy)*
- *Harrison Elementary has developed a strong continual communication between students, teachers, administration, and parents using a variety of communication tactics. (Harrison Elementary School)*
- *The staff uses short term disaggregated data to drive instruction and curriculum. (Harrison Elementary School)*
- *Harrison Elementary has a unified staff dedicated to student growth and improvement. (Harrison Elementary School)*

Overarching Commendations noted for schools in Sweetwater County School District #2 (continued)

- *Harrison Elementary is in a district that is led by a superintendent that has united the district with common curriculum and assessments. (Harrison Elementary School)*
- *Harrison Elementary has a strong administrator that is caring and dedicated to the success of student achievement. (Harrison Elementary School)*
- *The strong leadership team and the faculty working hard to become a professional learning community fosters a positive, safe, learning culture and translates into greater learning for all. (Green River High School)*
- *The impressive, well maintained facility is utilized and appreciated by all stakeholders. (Green River High School)*
- *The dedicated, caring staff does whatever it takes to ensure success for all, specifically being available for students before school, after school, and during lunch. (Green River High School)*

Overarching Required Actions noted for schools in Sweetwater County School District #2 include:

- *Develop a comprehensive, long term staff development plan that focuses the efforts of the staff in an aligned process. (Jackson Granger Elementary School)*
- *Create a system of shared leadership that builds the capacity of the school to ensure input, ownership, sustainability, and fidelity to provide continuous improvement efforts in the areas of curriculum, instruction, and assessment. (Jackson Granger Elementary School)*
- *Refine current and future plans for the newly established Parent Advisory Committee (PAC). (Lincoln Middle School)*
- *Restructure the student transition system to streamline movement from 6th to 7th grade. (Lincoln Middle School)*
- *Evaluate time spent in transitions between classes as well as the allotment of instructional time in core areas compared to special classes and design a master schedule that is reflective of instructional priorities outlined in the school improvement plan. (Monroe Intermediate School)*
- *Evaluate the pattern and consistency of high quality student engagement during regular classroom and intervention instruction and implement school-wide strategies to maximize student learning time. (Monroe Intermediate School)*
- *Revise the school's action plan for writing to include 1) measurable key skills that every student will acquire, 2) specific school-wide instructional strategies to teach those skills across content areas, 3) involvement of all staff, and 4) plans for displaying student writing and celebrating student success. (Monroe Intermediate School)*
- *Implement a process to monitor the continuous improvement cycle. (Truman Elementary School)*
- *Provide parent and student leadership opportunities. (Truman Elementary School)*
- *Strengthen instructional strategies in core instruction in the classroom. (Truman Elementary School)*
- *Utilize student assessment data to inform and guide instruction. (Truman Elementary School)*
- *Develop a systematic process to analyze data and determine student placement in intervention programs. (Truman Elementary School)*
- *Aggregate and analyze school level, grade level, and classroom data to evaluate progress towards achieving school improvement goals. (Washington McKinnon Elementary)*
- *Develop strategies that involve students in monitoring their own learning and progress. (Washington McKinnon Elementary School)*
- *Implement a plan of action to accurately identify skill levels of new students in the areas of language arts and mathematics and provide scheduling and scientifically research-based interventions commensurate with their levels of performance. (Expedition Academy)*
- *Provide professional development to the staff on the effective use of data to drive decision-making toward improving instructional practices. (Expedition Academy)*
- *Utilize the district-established process to create and recommend new assessments for adoption by the district, which will provide valid and reliable options for use as multiple opportunities for student assessment. (Expedition Academy)*

Overarching <u>Required Actions</u> noted for schools in Sweetwater County School District #2 (continued)

- *Collaborate with subject area colleagues at the Green River High School in order to maintain continuity in the curriculum; to revise, delete, or create assessments to effectively identify student proficiencies; and to assure consistent expectations for student performance. (Expedition Academy)*
- *Research and/or revise programs to engage and challenge students excelling above grade level. (Harrison Elementary School)*
- *Involve parents on committees formed to revise and/or adopt curriculum and instruction. (Harrison Elementary School)*
- *Collect and disaggregate data over a period of several years to develop school trend data. (Harrison Elementary School)*
- *Implement transitional strategies for incoming students to enhance their opportunities for success. (Green River High School)*
- *Expand and improve the use of formative data to inform and adjust instruction in all classrooms. (Green River High School)*
- *Implement the school improvement plan interventions and strategies with fidelity throughout the building. (Green River High School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement*
- *Use multiple measurements to assess, monitor, and improve student achievement*
- *Commit to and implement all aspects of a continuous school improvement model*
- *Improve meaningful involvement and communication with all stakeholders*
- *Implement research-based staff development to increase efficacy of instruction and improve student achievement*
- *Research and implement enrichment programs that meet the needs of all students*
- *Investigate and implement curricular alignment and transition efficacy*
- *Address needs of students at all points along the ability continuum*
- *Increase student engagement in classrooms to ameliorate student achievement*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Teton County School District #1

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Alta Elementary School	3	3	3	3	3	3	2
Colter Elementary School	3	3	3	3	4	3	3
Jackson Elementary School	3	4	3	3	4	3	3
Jackson Hole High School	3	4	3	3	3	4	3
Jackson Hole Middle School	3	3	4	3	3	3	3
Kelly/Moran Elementary Schools	3	4	3	3	3	4	3
Summit High School	3	3	4	3	4	2	3
Wilson Elementary School	3	3	3	3	4	4	3

District Summary

Schools in Teton County School District #1 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action was taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on January 26 2010. All schools in Teton County School District #1 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

ADVANCED
Advancing Excellence in Education Worldwide

Overarching Commendations noted for schools in Teton County School District #1 include:

- *The school climate, which is positive, open to all stakeholders, and focused on the students. (Alta Elementary School)*
- *The school staff, which are highly committed, passionate about improvement, and centered around the growth of the whole child. (Alta Elementary School)*
- *Successfully implementing the Positive Behavior Intervention System (PBIS). (Colter Elementary School)*
- *Exemplary use, knowledge, and acceptance of technology at the school. (Colter Elementary School)*
- *Facilitating opportunities for professional growth. (Colter Elementary School)*
- *Actively engaging in positive teaching and learning collaboration efforts among school stakeholders. (Colter Elementary School)*
- *Creation of vision, mission, and goal statements that encompass and promote the shared beliefs of school personnel as evidenced by interviews, observations, and artifacts. (Colter Elementary School)*
- *The principal and staff function as a true instructional team that provides appropriate multiple opportunities for student learning using data to drive quality teaching and interventions. (Jackson Elementary School)*
- *The principal and staff function cohesively as a school improvement team. (Jackson Elementary School)*
- *The freshman advisory program established by the school assures a focus on student learning and success as students transition into high school. (Jackson Hole High School)*
- *The shared governance committee established by the new leadership team includes a representative from each stakeholder group and is effective in school communication and establishing ownership. (Jackson Hole High School)*
- *The school has a strong commitment to provide data driven professional development provided by staff for staff. (Jackson Hole Middle School)*
- *The school maintains a consistent student-centered focus of learning in its classrooms. (Jackson Hole Middle School)*
- *The school has developed a unique "social norming campaign" that allows members of the school community to identify their beliefs about learning that positively promote the school vision statement. (Jackson Hole Middle School)*
- *Kelly and Moran Schools maintain supportive learning communities with their schools which extend to the local communities. (Kelly/Moran Elementary School)*
- *The school staff is a dedicated and competent team committed to meeting the academic and social needs of alternative learners. (Summit High School)*
- *The school has a shared vision for their learning community that emphasizes students as the focus of their school. The essence of that vision permeates Wilson Elementary. (Wilson Elementary School)*

Overarching Required Actions noted for schools in Teton County School District #1 include:

- *Document the process of using data collection and analysis to drive school improvement. (Alta Elementary School)*
- *Formalize and document the process for the upcoming review of the school's mission and vision. (Alta Elementary School)*
- *Involve all stakeholders in the school improvement process. (Colter Elementary School)*
- *Amend/modify the assessment system so that it clearly accounts for students that are advanced proficient in areas on assessments. (Colter Elementary School)*
- *Amend/modify the student assessment system by aligning student performance measures to Wyoming State Standards. (Colter Elementary School)*
- *Increase student instructional time. (Jackson Elementary School)*
- *Develop a mentor program for new support staff. (Jackson Hole Elementary School)*

Overarching Required Actions (continued):

- *Reevaluate class allocations to make them equitable for the abilities of all students. (Jackson Hole High School)*
- *Revisit the mission statement. (Jackson Hole High School)*
- *Increase the number of parents actively involved in the Parents in Education group in the school. (Jackson Hole Middle School)*
- *Further educate parents and other stakeholders on the student assessment plan as it relates to Jackson Hole Middle School and the value of each individual assessment as it relates to overall school improvement. (Jackson Hole Middle School)*
- *Develop a data collection system that measures student progress in writing. (Kelly/Moran Elementary School)*
- *Build the understanding, commitment, and support of community stakeholders by seeking their collaboration and shared leadership to enhance student success. Provide information about students, their performance, and school effectiveness in a meaningful and useful way. (Summit High School)*
- *Develop and implement a formal process for assessing essential student learning. This process should focus on a systematic approach to assessment design and development, data collection and analysis, and incorporation of interventions based on that data analysis. There should be a clear alignment between formative, summative, and large scale assessments. Assessment results should drive the teaching and learning cycle. (Wilson Elementary School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement.*
- *Use multiple measurements to assess, monitor, and improve student achievement.*
- *Research, design, and implement curriculum that enhances learning for all learners, i.e. high-achieving students as well as lower-performing students.*
- *Improve involvement and communication with all stakeholders.*
- *Provide opportunities for shared leadership for all stakeholders.*
- *Implement research-based staff development for all faculty and staff to increase efficacy of instruction and improve student achievement.*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Uinta County School District #1

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Aspen Elementary School	3	4	3	3	4	4	4
Clark Elementary School	3	3	4	3	3	3	4
Davis Middle School	3	3	3	3	4	3	3
Evanston High School	3	3	3	3	4	3	3
Evanston Middle School	3	3	3	3	3	3	3
Horizon High School	3	3	3	3	3	3	3
North Elementary School	4	3	3	3	3	3	3
Uinta Meadows Elementary School	4	4	4	3	3	4	3

District Summary

Schools in Uinta County School District #1 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action was taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on January 26, 2010. All schools in Uinta County School District #1 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

Overarching Commendations noted for schools in Uinta County School District #1 include:

- *Aspen Elementary School has an intensive professional development schedule that leverages both external consultants and internal experts. (Aspen Elementary School)*
- *The entire staff is involved in the school improvement process through collaboration, p unified commitment. (Clark Elementary School)*

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Overarching Commendations (continued):

- *The school fosters a warm, supportive, and educationally challenging school culture. (Clark Elementary School)*
- *Davis Middle School effectively facilitates an environment where staff feels supported in their efforts to educate Davis's students. (Davis Middle School)*
- *Davis Middle School has created an exceptionally welcoming, positive, safe, and student-centered learning environment. (Davis Middle School)*
- *Davis Middle School has established a collaborative, professional environment that provides for continuous articulation and alignment between and among all levels of schools. (Davis Middle School)*
- *Davis Middle School has collaboratively developed a vision and mission that supports the multiplicity of 21st century needs. (Davis Middle School)*
- *The present leadership team provides direction, focus, and consistency. (Evanston High School)*
- *There is an emphasis on providing interventions for students struggling with reading and math. (Evanston High School)*
- *The administration, faculty, and staff are committed to the school improvement process. (Evanston High School)*
- *The faculty/staff and building leadership is student-centered and committed to the success of the students. (Evanston Middle School)*
- *The school has successfully integrated 21st Century Skills into all classes. (Evanston Middle School)*
- *The school has developed a process for implementing continuous school improvement. (Evanston Middle School)*
- *The school has developed a plan to address students who are academically at-risk. (Evanston Middle School)*
- *The building leadership is strongly committed to the success of the staff and the students. (Horizon High School)*
- *The school staff emphasizes the use of data from a variety of sources extensively in decision making and for program improvement. (Horizon High School)*
- *There is a positive, caring relationship of mutual respect within the school community among administration, staff, students and parents. (Horizon High School)*
- *Stakeholders continually review, analyze, and interpret data from multiple sources to monitor student achievement. (North Elementary School)*
- *Staff members have created multiple opportunities and interventions to improve students' performance and meet individual academic expectations for a diverse student population. (North Elementary School)*
- *The school has a well-developed approach to improving writing across all grade levels. (North Elementary School)*
- *The school has implemented a school-wide policy of expectations for learning and behavior creating a culture where every student counts. (North Elementary School)*
- *The school has developed a positive Hispanic community outreach program to involve all stakeholders in school improvement. (North Elementary School)*
- *Distributive leadership empowers staff members with the opportunity to embrace shared responsibility in an efficacious professional learning community. (Uinta Meadows Elementary School)*
- *The principal's leadership and vision permeate the entire learning community and has a direct effect on student achievement, professional growth, and stakeholder involvement. (Uinta Meadows Elementary School)*
- *Effective instructional practices are delivered by both teachers and support staff and provide multiple opportunities to engage and challenge students in authentic meta-cognitive processes. (Uinta Meadows Elementary School)*
- *The school has an effective systemic and systematic process for professional development. (Uinta Meadows Elementary School)*

Overarching <u>Required Actions</u> noted for schools in Uinta County School District #1 include:

- *Expand the school's emphasis on teaching and learning to include curriculum mapping and the selection of research-based instructional materials to other core content areas, especially next year's focus on reading. (Aspen Elementary School)*
- *Refine communication procedures with stakeholders in an effort to improve and document levels of parent engagement, feedback, understanding of school goals and student achievement. (Clark Elementary School)*
- *Compile and analyze data that documents academic achievement for student cohorts. (Clark Elementary School)*
- *Evaluate, document, and communicate the results of improvement efforts to stakeholders via a continuously maintained profile document of the school, its students, and the community. (Davis Middle School)*
- *Involve content-area teachers (stakeholders) in the development of action plan interventions and action steps so as to build a systemic, dynamic, building-wide school improvement initiative. (Davis Middle School)*
- *Collaborate, via content-areas, to gather, analyze, and organize both aggregate and disaggregate student performance data in an easy-to-read format so as to increase capacity for shared responsibility and data-driven decision-making. (Davis Middle School)*
- *Develop a process to analyze course rigor and relevance to improve student achievement. (Evanston High School)*
- *Ensure the development of the assessment system to maximize teachers' ability to use the data gained to drive instruction and to share with students to increase ownership of their learning. (Evanston High School)*
- *Develop a systematic and systemic process to actively involve and inform stakeholders about school improvement. (Evanston High School)*
- *Identify and implement research-based reading interventions for regular education students. (Evanston Middle School)*
- *Formalize a procedure for evaluating and monitoring continuous improvement. (Horizon High School)*
- *Establish a process to involve all stakeholder groups in the development of program goals. (Horizon High School)*
- *Develop a program to improve the reading performance of all students. (North Elementary School)*
- *Further develop relationships with parents and community members to increase stakeholder involvement in the school community. (North Elementary School)*
- *Identify action plan components of the school improvement plan that target action steps in student terms to meet the needs of at-risk students. (Uinta Meadows Elementary School)*
- *Select and implement appropriate reading initiatives that address a core program and strategic interventions. (Uinta Meadows Elementary School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement.*
- *Use multiple measurements to assess, monitor, and improve student achievement.*
- *Commit to and implement all aspects of a continuous school improvement model including representatives from all stakeholder groups in the process.*
- *Improve vertical and horizontal curricular articulation district-wide and within each building.*
- *Address reading skills district-wide.*
- *Improve involvement and communication with all stakeholders—this includes parents, community members, teachers, staff, and students.*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Uinta County School District #4

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Mountain View Elementary School	3	3	3	3	3	3	3
Mountain View High School	3	4	3	3	4	4	4
Mountain View Middle School	3	3	3	3	4	4	3

District Summary

Schools in Uinta County School District #4 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action was taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on January 26, 2010. All schools in Uinta County School District #4 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

Overarching Commendations noted for schools in Uinta County School District #4 include:

- *The Mountain View Elementary school has a good allocation of technology for student learning. (Mountain View Elementary School)*
- *Mountain View Elementary is a collaborative community in which student learning and achievement is the goal to all stakeholders. (Mountain View Elementary School)*
- *The Mountain View High School (MVHS) staff creates an environment that is open to the community by extending their facilities to meet various community needs. (Mountain View High School)*
- *Technology is integrated throughout the school and is utilized in a variety of settings, from the number of computers available to the students and staff, to the integration of technology into instruction and assessment. These resources are available to all stakeholders to promote lifelong learning. (Mountain View High School)*
- *The school maintains an environment that is clean, welcoming and presents a family-like atmosphere that is conducive to learning and community involvement. (Mountain View High School)*
- *Mountain View Middle School (MVMS) effectively involves parents and community mem operation and school improvement process. (Mountain View Middle School)*

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Overarching Commendations (continued):

- *Mountain View Middle School's administration and teaching staff have established a school-wide open-door policy where parents are fully welcomed into the school as active participants in their children's education. (Mountain View Middle School)*
- *Mountain View Middle School has worked to foster a system of open communication with parents. (Mountain View Middle School)*
- *Mountain View Middle School has collaboratively worked to research and implement a Positive Behavior Intervention System (PBIS) to address both staff and parent stakeholder concerns. (Mountain View Middle School)*
- *Mountain View Middle School has implemented a comprehensive assessment system where data is gathered, organized, and analyzed for student performance. (Mountain View Middle School)*
- *Mountain View Middle School has compiled a comprehensive, effective, standards-based Curriculum Mapping/Body of Evidence system that is used to guide instruction and continuous improvement efforts. (Mountain View Middle School)*
- *Mountain View Middle School has implemented a job-embedded professional development system that is available to all stakeholders. (Mountain View Middle School)*
- *Mountain View Middle School, in conjunction with Uinta County School District No. 4, has established an effective leadership team who strongly advocate for the school's vision and improvement efforts. (Mountain View Middle School)*

Overarching Required Actions noted for schools in Uinta County School District #4 include:

- *Mountain View Elementary School will develop and implement a plan to provide students with leadership opportunities and involve parents in decision making processes regarding the school. (Mountain View Elementary School)*
- *Develop and articulate a transition program from grade 8 to grade 9, including grade to grade dialogue between teachers and vertical alignment of curriculum 6-12. (Mountain View High School)*
- *Develop specific and effective interventions, geared to the high school level, to improve PAWS scores in the areas of writing, reading, mathematics and science. Include in your interventions subgroups that are not performing at the proficient level. (Mountain View High School)*
- *Create a Building Leadership Team (BLT) consisting of teachers and the building administration to actively guide school improvement, monitor building level data, revise action plans, and implement effective interventions to support building level action plans and district initiatives. (Mountain View High School)*
- *Conduct a systematic, critical analysis of instructional and organizational effectiveness as related to the current schedule. (Mountain View Middle School)*
- *Implement and critically monitor school improvement goals and action plan interventions consistently across the curriculum. (Mountain View Middle School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement.*
- *Commit to and implement all aspects of a continuous school improvement model.*
- *Improve vertical and horizontal curricular articulation district-wide and within each building.*
- *Improve involvement and communication with all stakeholders to include parents and students in meaningful decision-making and shared leadership roles.*

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

Uinta County School District #6

Wyoming NCA Accreditation for Quality Schools

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Lyman High School	3	3	3	3	3	3	3
Lyman Intermediate School	4	4	3	4	4	4	3
Urie Elementary School	3	3	3	3	4	4	3

District Summary

Schools in Uinta County School District #6 that were rated as either "Highly Functional" or "Operational" on all seven Standards for Quality Schools have met all of the standards and have received an accreditation status of: Accredited. If a school received an "Emerging" rating on one or more of the Standards for Quality Schools, the standard has not been met, and the school received an accreditation status of: Accredited On Advisement.

All schools will be required to address the Required Actions through an online Accreditation Progress Report (APR). The APR is due within two years of the date of the quality assurance visit for schools that are "Accredited" and one year for schools that are "Accredited On Advisement." A determination to modify an accreditation status for schools Accredited On Advisement will be made within that timeframe. Accreditation action was taken based on the teams' findings by NCA through the AdvancED Accreditation Commission on January 26, 2010. All schools in Uinta County School District #6 will receive a five-year term of accreditation expiring June 30, 2015. Additionally, these accreditation reports will be delivered to the Wyoming Department of Education for accreditation decisions by the Wyoming State Board of Education. If a District has a school that has received On Advisement, this will result in Accreditation With Follow-Up for the District.

Overarching Commendations noted for schools in Uinta County School District #6 include:

- *Staff members have created a culture of commitment to putting student needs first. (Lyman High School)*
- *The school has implemented a summer program that includes enrichment and credit recovery. (Lyman High School)*
- *The school has developed a systemic and systematic approach to support student learning through Eagle Time. (Lyman High School)*
- *The school has demonstrated a commitment to continuous improvement. (Lyman High School)*
- *The systematic approach to leadership and governance of the school provide all staff with weekly collaboration time for the Professional Learning Communities (PLC's), Building Intervention Team (BIT) meetings, and on-going review of data to improve student achievement in the targeted areas. (Lyman Intermediate School)*

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Overarching Commendations (continued)

- *The adoption and full implementation of "Positive Behavior System" (PBS) has created an environment of mutual respect and purpose that transcends across all stakeholders in the school. (Lyman Intermediate School)*
- *Stakeholders confirm the school maintains a warm and inviting environment for all. (Urie Elementary School)*
- *The school utilizes the talents and abilities of many stakeholders for the delivery of instruction. (Urie Elementary School)*
- *The school collects, disseminates, and uses data to guide instruction. (Urie Elementary School)*
- *The Media Center provides valuable resources in support of student instruction. (Urie Elementary School)*

Overarching Required Actions noted for schools in Uinta County School District #6 include:

- *Create a vision and mission statement that reflects the changing culture of the high school. (Lyman High School)*
- *Create a parent advisory group for the high school. (Lyman High School)*
- *Develop a systematic way to use data to guide instruction. (Lyman High School)*
- *Develop a systematic approach for implementing research-based strategies to improve mathematics. (Lyman Intermediate School)*
- *Familiarize staff more thoroughly with the data analysis and reports available through Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) and use the results to impact instruction. (Urie Elementary School)*
- *Use a research-based template to formalize and document the school improvement planning process. (Urie Elementary School)*

In conclusion, the recurring themes for improvement district-wide fall into the following areas:

- *Improve data collection, data analysis, and data usage in making decisions, shaping instruction, and improving overall student achievement.*
- *Commit to and implement all aspects of a continuous school improvement model.*
- *Improve involvement and communication with all stakeholders.*

Carbon County School District One

Educational Excellence

615 Rodeo
P.O. Box 160
Rawlins, WY 82301
June 8, 2010

(307) 328-9200
(307) 328-9258 FAX
www.crb1.k12.wy.us

TO: Wyoming Board of Education

FROM: M. Neil Terhune Ed. D., Carbon County School District Number One, Rawlins, Wyoming 82301

RE: Accreditation Status

This memorandum serves as a formal appeal for Full Accreditation Status for the following reasons.

1. Staff Certification. The recommendation for "Accreditation with Deficiencies" proposed by the WDE states that the district has had misassigned staff 4 of the last 4 years "indicating a need for improvement in the Human Resources Division". A review of the districts history of misassigned personnel for this year indicates two misassigned coaches only. There were some administrative corrections but there have not been misaasigned teachers or administrative staff for SY 2009-2010. This clearly indicates that the district has made significant improvement in this area.
2. NCA Accreditation Process. It is true that two schools received a score of "2" in one area each during the onsite evaluation in January of 2009. They also received a "4" in one area each. Immediate follow up by the district resulted in both areas being corrected by the start of SY 2009. The onsite follow up formally reflected a "3" (Operational) in April 2010.
3. Body of Evidence. The district underwent a laborious and time consuming process that resulted in correcting all but one deficient area. That deficiency was in Design Criteria for Standard Setting. Not meeting the standard was a result of mixed communication signals experienced by our staff and the professional facilitator; with the stated objectives by WDE. It is not a measure of the district's ability or desire to implement correct Design Criteria for Standard Setting. Clearly the correction of all but one of the original reported deficiencies is evidence of marked and significant progress with a BOE system that is considered problematic by a majority of Wyoming Educators.

I apologized for not being there for this very important request. The knowledge of our deficient status and the date/time to report came within the last three weeks and I am training in Denver that day. Dr. Mockelmann who has been assisting the district will be our spokesperson.

Your favorable consideration would indicate your willingness to acknowledge the collective efforts and significant progress of a great many in our district. I also believe that a fully accredited status would be accurate.

Respectfully,

M. Neil Terhune Ed. D.
Superintendent
Carbon County School District #1

Wyoming Department of Education
Dr. Jim McBride, Superintendent of Public Instruction
Hathaway Building, 2nd Floor, 2300 Capitol Avenue
Cheyenne, WY 82002-0050
Phone 307-777-7673 Fax 307-777-6234 Website www.k12.wy.us

May 18, 2010

MAY 20 2010

Neil Terhune, Superintendent
Carbon CSD # 1
P.O. Box 160
Rawlins, WY 82301-0160

Dear Mr. Terhune: Neil

This letter is to inform you of the recommended accreditation status for your district. Based on a review of factors including staff certification, NCA accreditation, Body of Evidence, and district systems, the following recommendation will be made to the State Board of Education (SBE) on June 16, 2010:

Accreditation with Deficiencies

The deciding factors determining this recommendation follow:

Staff Certification:

The district has had misassigned staff for 4 of the last 4 years, including this year, indicating a consistent need for improvement in the Human Resources system.

NCA Accreditation Process:

One or more of the schools in your district received a score of "2" in one or more of the NCA Standards.

Body of Evidence (BOE):

Your district BOE did not meet requirements in one or more of the 5 areas of the Peer Review.

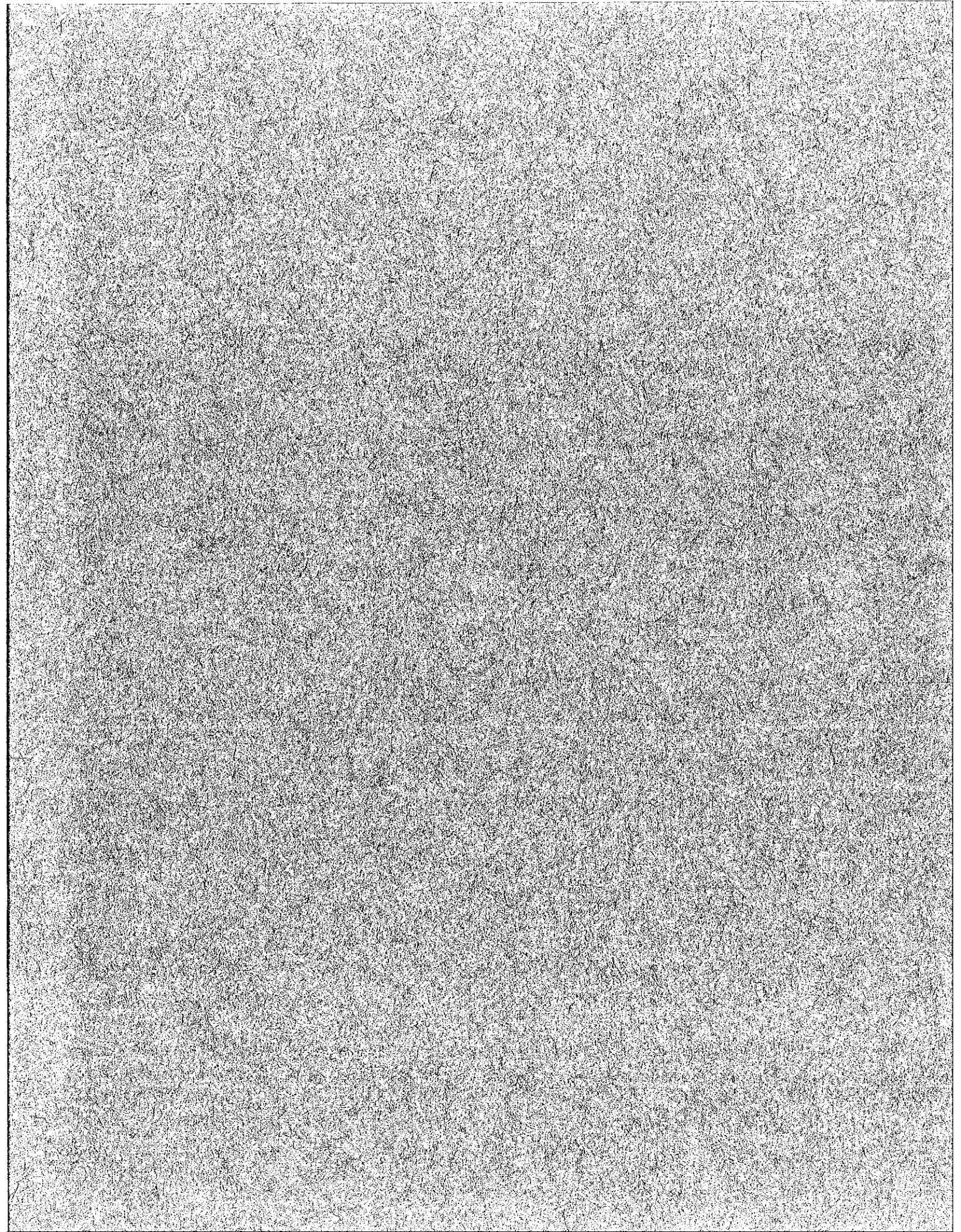
Accreditation with Deficiencies means that your district has issues that may require up to two years for the necessary improvements to be made, or needs an additional year to complete improvements required under Accreditation with Follow-Up. Your district will be assigned a coach to provide technical assistance and follow-up on the completion of improvements to restore full accreditation.

As explained in Superintendent's Memorandum 2010-092 dated April 23, 2010, districts are welcome to attend the meeting of the SBE when these recommendations will be made. The SBE will meet on June 15 and 16, 2010 at the Fremont County School District #25 Board Room, 121 North 5th Street, Riverton, WY. The Accreditation Action Item is scheduled at 9:30 a.m. on June 16. Time has been scheduled on the agenda for a district representative to address the SBE. If you plan to send a representative, please RSVP to Teresa Canjar at tcanja@educ.state.wy.us or 307-777-6213 no later than June 1, 2010. Any district that responds by June 1 will be scheduled for a presentation of 3 – 5 minutes.

If you have any questions concerning this letter or the WDE accreditation recommendation process, please contact Joe Simpson at 307-777-7674, email deputysupt@educ.state.wy.us or Kay Post at 307-777-3498, email kpost@educ.state.wy.us.

Sincerely,

Joe Simpson
Deputy Superintendent of Public Instruction



ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: Institutional Schools Accreditation

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

Findings: The following institutional schools have accomplished the tasks required of them for the 2009-2010 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks.

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

Attention Homes, Inc.
Big Horn Basin Children's Center (Northwest BOCES)
Colter High School (Wyoming Boys' School)
Mae Olson Education Center (Cathedral Home for Children)
Powder River Basin Children's Center (Northeast BOCES)
Red Top Meadows
St. Joseph's Children's Home
Wyoming Girls' School

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

C-V Ranch (Region V BOCES)
Normative Services
Wyoming Behavioral Institute
Youth Emergency Services, Inc.

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

Jeffrey C. Wardle Academy (Cornerstone Programs)

SUPPORTING INFORMATION ATTACHED:

a. Overall Accreditation Rubric
b. Institutional Schools Accreditation Summary

PREPARED BY: Kay Post
Educational Quality and Accountability
and
Annette Bohling
Wyoming NCA State Director

APPROVED BY:_____
Mary Kay Hill, State Board Liaison

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

Wyoming NCA/AdvancED Accreditation for Quality Schools

Wyoming Institutional Schools

During this school Wyoming institutional schools received an on-site quality assurance visit lasting two or three days. Teams visiting each school were led by a trained AdvancED Quality Assurance Reviewer. The team conducted interviews, reviewed artifacts, and made observations as to the school's adherence to the seven AdvancEd Accreditation Standards for Quality Schools.

***Standard 1—Vision & Purpose**: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.*

***Standard 2—Governance & Leadership**: The school provides governance and leadership that promote student performance and school effectiveness.*

***Standard 3—Teaching & Learning**: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.*

***Standard 4—Documenting & Using Results**: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.*

***Standard 5—Resources & Support Systems**: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.*

***Standard 6—Stakehoolder Communications & Relationship**: The school fosters effective communications and relationships with and among its stakeholders.*

***Standard 7—Commitment to Continuous Improvement**: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.*

Based on evidence that was collected during the visit, the team rated each school on a continuum of proficiency against the standards that ranges from Not Evident (1), Emerging (2), Operational (3), to Highly Functional (4). Operational and Highly Functional ratings indicate that the school has met the standard; Emerging and Not Evident ratings indicate that the school has <u>not</u> met the standard.

The team provided each school with overarching Commendations and Recommendations. In order to maintain AdvancED, NCA, and State of Wyoming accreditation, schools are required to address the team's Recommendations within two years. Schools will be contacted each year following this year's quality assurance visit to monitor progress on the Recommendations.

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Advancing Excellence in Education Worldwide

Wyoming Institutional Schools

Wyoming NCA/AdvancED Accreditation for Quality Schools

4—Highly Functional
3—Operational
2—Emerging
1—Not Evident

	Standard #1 Vision & Purpose	Standard #2 Governance & Leadership	Standard #3 Teaching & Learning	Standard #4 Documenting & Using Results	Standard #5 Resources & Support Systems	Standard #6 Stakeholder Communication & Relationships	Standard #7 Commitment to Continuous Improvement
Attention Homes, Inc.	3	3	3	3	3	4	3
Big Horn Basin Children's Center	4	4	3	3	4	4	3
C-V Ranch	3	3	3	2	3	3	3
Colter High School	3	4	3	3	3	4	3
Jeffrey C. Wardle Academy	2	2	2	2	2	2	2
Mae Olson Education Center	4	3	3	3	4	3	3
Normative Services	3	3	3	3	2	2	2
Powder River Basin Children's Center	3	3	3	3	3	3	3
Red Top Meadows	4	4	3	3	4	4	3
St. Joseph's Children's Home	3	3	3	3	3	3	3
Wyoming Behavioral Institute	3	3	2	2	3	3	3
Wyoming Girls' School	4	4	3	3	4	3	4
Youth Emergency Services, Inc.	2	3	3	2	3	3	2

ADVANCED
Advancing Excellence in Education Worldwide

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: District Commendations

BACKGROUND: Every year the Wyoming Department of Education conducts a review of staff certification for the accreditation recommendation process. Last year Body of Evidence was not used in the accreditation recommendations. Districts were given until 2010 to work on their BOE.

SUGGESTED MOTION/RECOMMENDATION: The State Board of Education commends the following districts for accreditation in staffing and/or body of evidence:

Staffing
Carbon County School District #2
Fremont County School District #1
Fremont County School District #24
Goshen County School District #1
Laramie County School District #2
Platte County School District #2
Sheridan County School District #2
Washakie County School District #1
Weston County School District #7

Body of Evidence
Big Horn School District #1
Fremont County School District #1
Fremont County School District #38
Laramie County School District #1
Sublette County School District #1
Sweetwater County School District #1

SUPPORTING INFORMATION ATTACHED:

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

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: November 19, 2009

ISSUE:

Should Wyoming adopt the Common Core State Standards in Language Arts and Mathematics to be incorporated in the next revision of the Wyoming Content and Performance Standards in Language Arts and Mathematics?

BACKGROUND:

The final versions of the Common Core State Standards (CCSS) in Language Arts and Mathematics were released on June 2, 2010. As part of the 2009-2013 cycle of standards review and revision, state-wide committees in Language Arts and Mathematics have met to study the CCSS, to compare them to the current Wyoming standards, and to offer their recommendations to the SBE related to their adoption. If Wyoming chooses to adopt the CCSS, Wyoming may add up to 15% more standards in each content area. This potential additional 15% would be recommended by the content committees during the rest of their review process to be completed by December, 2011. A decision from the SBE is needed, so that these review committees can know what direction to take in the rest of their work. If the CCSS are adopted, their work would relate to the potential additional 15%. If the CCSS are not adopted, they will need to begin the detailed analysis and recommendations for change in our current Standards.

Adoption or non-adoption of the CCSS has far-reaching implications for district curricula, state and local assessments, and the future accountability climate in Wyoming under a reauthorized Elementary and Secondary Education Act, expected by the end of 2011.

SUGGESTED MOTION/RECOMMENDATION:

The Wyoming State Board of Education approves the adoption of the Common Core State Standards in English Language Arts and Mathematics in the next revision of the Wyoming Content and Performance Standards to be completed by December, 2011. The Common Core State Standards will comprise at least 85% of the revised Wyoming Content and Performance Standards in each of these two content areas.

SUPPORTING INFORMATION ATTACHED:

Please see four (4) documents under Tab M

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

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

ACTION TAKEN BY STATE BOARD: _____ DATE: _____

COMMENTS:

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 15, 2010

ISSUE: Chapter 29 Rules for Certified Personnel Evaluation Systems

BACKGROUND: A statewide task force has been working on new rules for Personnel Evaluation Systems for several years. Last November, the State Board of Education was presented with draft rules, which have been widely distributed. A public comment period was available this spring, and a public hearing was held on March 25, 2010. Chapter 29 Rules are now ready for final adoption.

Based on the public comments, only a minor word change is recommended in the final rules. (The addition of the word "growth" in Sections 5(g) and 6(g).)

Additionally, the task force is requesting that districts be given two years to complete the process of revising their current systems so that they align with the new rules.

SUGGESTED MOTION/RECOMMENDATION: I move to approve Chapter 29 Rules for Personnel Evaluation Systems, as modified. Further, school districts must submit their revised Evaluation Systems to the Wyoming Department of Education no later than May 1, 2012, for approval, and implement their revised systems no later than the 2012-2013 school year.

SUPPORTING INFORMATION ATTACHED: Revised Chapter 29 Rules and suggested timeline.

PREPARED BY: *Margie Simineo*

APPROVED BY: _____
Mary Kay Hill
State Board of Education Liaison

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

COMMENTS:

CERTIFIED PERSONNEL EVALUATION TASK FORCE
RECOMMENDED TIMELINES FOR CHAPTER 29

(Note: The following timeline allows districts up to two years to develop or revise their Evaluation Systems to align with Chapter 29 Rules.)

June, 2010 – May, 2012 Development Phase – Districts work on developing and/or revising their Evaluation Systems for all certified personnel.

June, 2011 Progress Check – Districts report progress on their Evaluation Systems work to WDE.

Summer, 2011 Partner Roundtables – Districts meet for roundtable sharing and discussion regarding Chapter 29 progress and ideas.

May, 2011 – May, 2012 Submission – Districts submit new or revised Evaluation Systems to WDE.

Summer, 2011 or Summer, 2012 Review and Approval – Peer Review Panels review district Evaluation Systems and recommend approval or revisions.

Summer, 2011 or Summer, 2012 – In-depth training of district evaluators to ensure consistency.

Fall, 2011 – Fall, 2012 Corrections and Revisions – Districts make necessary corrections or revisions to Evaluation Systems.

Fall, 2011 or Fall, 2012 – Awareness training of all district staff to be evaluated according to new Evaluation System.

2011-2012 or 2012-2013 Implementation Phase – Districts implement new or revised Personnel Evaluation Systems.

Chapter 29

CERTIFIED PERSONNEL EVALUATION SYSTEMS

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

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

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

Section 4. Definitions.

(a) "Assessment Procedures" means the process used to obtain data for the appraisal of performance of certified personnel.

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

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

(d) "Department" means the Wyoming Department of Education (WDE).

(e) "Equitable" means dealing fairly and equally with all concerned.

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

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

(h) "Performance Criteria" means the areas on which personnel are to be evaluated.

(i) "Reliable" means dependable; obtaining the same results in successive trials.

(j) "Research Based" means basic or applied research that:

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

(ii) Has been replicated by other researchers; and

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

(k) "Significantly Amended" means an evaluation system that replaces in whole or in part an existing system or plan.

(l) "Stakeholder" means an individual who will be directly impacted by the evaluation system.

(m) "Summative Evaluation" means the written summary of performance based on data collected during the evaluation cycle.

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

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

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

(c) Facilitates professional growth and continuous improvement;

(d) Is Reliable and Equitable;

(e) Includes an evaluation instrument and process that support the ability to generate the required documentation to make employment decisions;

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

(g) Includes student performance growth data and how it is used by the certified staff member to improve teaching and learning; and

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

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

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

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

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

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

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

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

(g) Identification of the types of student performance growth data that is used in the evaluation process. The Summative Evaluations will identify the outcome of reviewing student performance data, such as identification of a professional development goal, modification of instructional practice, or identification of groups of students that need remediation or enrichment; and

(h) The details of the Evaluation System include the differentiation in evaluations between initial-contract and continuing-contract teachers; the frequency of observations during Evaluation Cycles; any type of assistance or remediation that is provided; and any other requirements of the Evaluation Cycles used by the district, such as action research or portfolios.

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

a) Full approval;

b) Conditional approval with conditions noted for remediation;

c) Disapproval with deficiencies noted; and

d) Non-compliance.

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

PUBLIC COMMENTS RECEIVED ON CHAPTER 29 RULES

Comment #1:

Remove the requirement for use of student performance data for some employee groups (such as nurses and librarians).

Response #1:

While the relationship of performance data for staff other than teachers may not be as direct as test scores, the research is clear that there are many other factors that are relevant to student learning. We agree that the "number of students seen by a nurse, the number of books checked out from a library, etc., are meaningless numbers when it comes to use in an evaluation system". However, we believe that each of the groups of other certified personnel will be able to provide input regarding appropriate performance data for their group that relates to student learning.

Recommendation #1:

The rule regarding student performance data should remain as written.

****

Comment #2:

If teachers are required to use one validated assessment and one other assessment as part of the student performance component, it should be outlined as such in the rules.

Response #2:

This is only the exemplar suggested by the Teacher Committee. Certainly, it would be appropriate and helpful for teachers to have two assessments to review which would confirm or refute what they believe to be their students' performance.

Recommendation #2:

Since this is only the exemplar suggested by the committee, the rule should remain as written.

****

Comment #3:

Evaluations should include a review of student performance data using a growth model specific to the curricular area of each staff member.

Response #3:

At one of the meetings of the Teacher and Principal committee, they discussed this very issue and the importance of looking at growth in students instead of just their current status, such as basic, proficient, etc. Your suggestion aligns with their concerns as well.

Recommendation #3:

Add "growth" to the wording in Section 5(g) and Section 6 (g).

****

Comment #4:

a) Evaluations should include Superintendents and all administrators.
b) Districts should provide evaluation documents and their research to WDE.
c) Pay scales should not be tied to evaluations.
d) Student test scores should not be tied to contract status.

Response #4:

a) These rules will cover all certified staff, including those who are licensed by a professional licensing agency other than the Professional Teaching Standards Board. The only exceptions are extra-duty positions. Because Superintendents are not currently required to be certified or licensed in Wyoming, these rules will not specifically apply to Superintendents, although local boards will be encouraged to do so.
b) This is a requirement of Chapter 29. Each submitted evaluation system must include how each district will comply with all of the components in Sections 5 and 6. Therefore, your suggestion that districts provide supporting research and involvement of stakeholders is a requirement. (Districts will be provided suggested exemplars that have already been researched. They may choose one of the exemplars, or their own model. If they choose their own model, they must submit the supporting research with it.)
c) There are several districts that have had good results with performance pay. However, there is no requirement for this. It would be strictly a district option.
d) It is inconceivable that test scores alone could support the determination to terminate a teacher. If a district is considering a termination, they must have a wealth of information and data to support their decision.

Recommendation #4:

No changes are necessary.

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Comment #5:

a) WDE should just develop one evaluation system for all districts.
b) Pay and evaluations should not be based on student performance.
c) Evaluations should apply to all staff, including WDE employees.

Response #5:

a) The WDE currently has a committee of teachers from around the state that has been looking at several exemplar rubrics. For teachers, they have determined that the Framework for Teaching,

developed by Charlotte Danielson, or the McREL Teacher Evaluation Rubric are two exemplar rubrics that are research-based and best meet the needs for teachers in Wyoming. Districts will be able to choose one of these two models. If a district decides that there is another model that is better for their district, they may submit it with the appropriate research to WDE for approval.

b) Pay for performance is not one of the required components of Chapter 29. However, districts may choose to add that component, if they believe it is appropriate for their district. Regarding the issue of job performance, there is a wealth of research that shows teacher performance does affect student performance. Chapter 29 only requires that student performance be reviewed as part of an evaluation. Further, the purpose of that review is growth. Student performance data will help the teacher and supervisor to identify a professional development goal, to modify instruction, or to identify students that need remediation or enrichment.

c) The revised rules will apply to all certified staff. All districts must submit updated evaluation systems that include evaluations for all certified staff. Regarding the need for the Wyoming Department of Education to also be accountable, it is why Dr. McBride now issues the Wyoming Education Summary each year.

Recommendation #5:

No changes are necessary.

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

DATE: June 16, 2010

ISSUE: Alternative School Schedule Approval

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

WYOMING DEPARTMENT OF EDUCATION 2010 ALTERNATIVE SCHEDULE REQUESTS

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	YEARS APPROVED
1) Carbon CSD #1 (Rawlins – Little Snake River Valley School and Cooperative High School)	150 day schedule for Little Snake River Valley School and Cooperative High School (◆ 4 day week)	2010-2011 2011-2012
2) Converse CSD #1 (Douglas – four Rural Schools)	153 day schedule for four Rural Schools (White, Moss Agate, Shawnee, and Dry Creek Rural Schools)(◆ 4 day week)	2010-2011 2011-2012
3) Crook CSD #1 (Sundance)	167 day schedule	2010-2011 2011-2012
4) Fremont CSD #2 (Dubois)	159 day schedule for Dubois High School and 172 day schedule for Dubois Elementary/Middle School	2010-2011 2011-2012
5) Fremont CSD #6 (Pavillion))	155 day schedule (◆ 4 day week)	2010-2011 2011-2012
6) Fremont CSD #14 (Ethete)	174 day schedule	2010-2011 2011-2012
7) Fremont CSD #24 (Shoshoni)	172 day schedule for grades 7-12 169 day schedule for grades K-6	2010-2011 2011-2012
8) Laramie CSD #2 (Pine Bluffs)	169 day schedule	2010-2011
9) Lincoln CSD #1 (Diamondville)	163 day schedule	2010-2011 2011-2012
10) Uinta CSD #4 (Mountain View)	165 day schedule	2010-2011 2011-2012
11) Uinta CSD #6 (Lyman)	148 day schedule (◆ 4 day week)	2010-2011 2011-2012

ACTION SUMMARY SHEET
STATE BOARD OF EDUCATION

INFORMATION ONLY:
The following school districts have provided letters stating they intend to continue with their approved Alternative Schedules for the 2011-2012 school year:

Campbell CSD #1
Carbon CSD #2
Johnson CSD #1
Lincoln CSD #2
Natrona CSD #1
Park CSD #16
Sheridan CSD #1
Sheridan CSD #3
Sweetwater CSD #1
Weston CSD #7

SUGGESTED MOTION/RECOMMENDATION: That the alternative schedules for the above listed schools be approved for the 2010-2011 and 2011-2012 school years.

SUPPORTING INFORMATION ATTACHED:
1. **Alternative Schedule Summary**
2. **Alternative School Schedule applications from 11 districts.**

PREPARED BY: Dianne Frazer

APPROVED BY:_____
Deputy State Superintendent

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

COMMENTS:

WYOMING DEPARTMENT OF EDUCATION

ALTERNATIVE SCHEDULES

STATE BOARD OF EDUCATION CONSIDERATION

June 16, 2010 Summary

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	REQUEST APPROVAL FOR YEAR(S)	2009 AYP STATUS/ OTHER RESULTS	ACCRED. STATUS – CURRENT & RECOMMEND
Carbon #1 (Rawlins – Little Snake River Valley School and Cooperative High School)	150 day alternative schedule for Little Snake River Valley School (LSRV) and Cooperative High School (CHS) alternative high school program. (♦ 4 day week) **Educational objectives:** **LSRV:** Offer daily and weekly opportunities for remediation and enrichment meeting the individual needs of each student. Increase student achievement by providing uninterrupted academic time Improve attendance for both students and teachers. **CHS:** Increase student contact time with each core subject teacher. Provide 90 minutes/day additional reading instruction Provide incentive to increase attendance.	2010-2011 2011-2012	LSRV: MET AYP Grad rate: 90.9%. Attendance: 94%. PAWS proficiency trends remained consistent. Reports increased collaborative time for teachers. CHS: missed AYP in Math for All, Year 4 in Holding for Grad Rate. Grad rate: 32.1% Attendance: 86.4% PAWS proficiency trends improved in language arts. District proficiency in goal areas: 3rd grade reading: under 40% 8th grade math: about 40% District grad rate: 64.8%	2009: FOLLOW-UP – scored 2/s for NCA and staff licenses 2010 REC.: DEFICIENCIES – BOE and staff licenses

Carbon #1, cont.	Provide PLC time for staff to discuss data, student work, and needs of at-risk students. Improve enrollment and dropout rate. Allow for alternative students' individual needs. **Method of evaluation:** Data will be collected and analyzed from: MAP, PAWS, BOE, Formative Assessments, ACT, Work Keys, and Student Career Folders			
Converse #1 (Douglas – 4 Rural Schools)	153 day alternative schedule for White, Moss Agate, Shawnee, and Dry Creek Schools (◆ 4 day week) **Educational objectives:** Provide teacher collaborative and professional development time focusing on curriculum, assessments, and school improvement.	2010-2011 2011-2012	MET AYP For district and all 4 schools. School size ranges from 2 – 10 students. Attendance: White – 87.3% Moss Agate: 98.1% Shawnee: 97.5% Dry Creek: 97.7% Schools are too small to report PAWS results.	2009: FULL 2010 REC: FOLLOW-UP - BOE
	Maximize instruction time to increase student achievement and attendance. Protect academic time and alleviate disruptions. Decrease student travel time. **Method of evaluation:** The district will collect and analyze statistics on behavior, achievement, and attendance. Surveys will be conducted with all		District proficiency in goal areas: 3rd grade reading: under 60% 8th grade math: under 60% District grad rate: 81.5%	

Converse #1, cont.	stakeholders. An annual review of goals will be done.			
Crook #1 (Sundance)	167 day alternative schedule **Educational objectives:** Increased student time-on-task. Increased teacher time-on task. Reduced absences of students and staff. Increased teacher skills by in-service days with less teacher pull-out time. Increased student achievement. Increased patron satisfaction. **Method of evaluation:** Improvement in teacher effectiveness and student learning will be evaluated using the MAP and district assessments at the start and end of the school year with stakeholders at each school.	2010-2011 2011-2012	Met AYP Grad rate remained above 95% 2004-2008. Attendance 94%. District proficiency in goal areas: 3rd grade reading: about 60% 8th grade math: 80% District grad rate: 95.1%	2009: FOLLOW-UP – staff licenses. 2010 REC.: FULL
Fremont #2 (Dubois)	159 day alternative schedule for Dubois High School 172 day alternative schedule for Dubois Elementary and Middle Schools **Educational objectives:** Increase contact time with regular classroom teachers. Increase time at school while maintaining bus routes. Reduce number of subs needed.	2010-2011 2011-2012	Met AYP Grad rate: above 88% for last 5 years. Attendance 91.8% PAWS performance trends increasing in most grades with enough students to report. District proficiency in goal areas: 3rd grade reading: cohort too small to report, 4th grade: over 80% 8th grade math: over 80% District grad rate: 92.0%	2009: FULL 2010 REC: FOLLOW-UP – staff licenses

Fremont #2, cont.	Provide time for remediation, make-up work, and other student assistance on Friday. Provide time for professional development and collaboration for teachers. **Method of evaluation:** Student achievement data is collected using PAWS and MAP results.			
Fremont #6 (Pavillion)	155 day alternative schedule (• 4 day week) **Educational objectives:** Maximize learning time by limiting interruptions. Assure students are home by 6:00 pm daily. Provide time for professional development for staff. Provide Friday school remediation and enrichment opportunities. Maximize academic time by scheduling in-school discipline on Fridays. Improve parent/student communication with regular parent notification of at-risk status. Provide time for staff collaboration. **Method of evaluation:** Analyze data from: PAWS, MAP, Dibels, attendance records, discipline records, Friday school attendance, surveys.	2010-2011 2011-2012	District Met AYP, Middle/High missed Grad Rate, Warning Year Grad rate: above 80% 2004 – 2007, fell to 78.1% 2008 Attendance: 92.0% PAWS proficiency trends vary by grade level in Math; are consistent in Reading; and increasing in Writing for most grades. District proficiency in goal areas: 3rd grade reading: 60% 8th grade math: under 50% District grad rate: 78.1%	2009: FULL 2010 REC: FULL

Fremont #14 (Ethete)	174 day alternative schedule **Educational objectives:** Provide staff in-service time to work on school improvement goals. Provide NWEA staff training to administer MAP and use results. Provide professional development for staff in language arts and math content knowledge. Develop vertical and horizontal articulation of curriculum. Provide professional development for staff on Culturally Responsive Teaching. **Method of Evaluation:** Student achievement will be evaluated using District assessments; professional development will be evaluated using staff evaluation forms. Public comment will be sought regarding the calendar.	2010-2011 2011-2012	District missed AYP for Math, Warning Year Elementary: missed AYP for Math & LA, Improvement Year 1. Middle School missed AYP in Math & LA, Improvement Year 4 High School missed AYP in Math, Warning Year Attendance: 90.5% PAWS proficiency trends are declining in elementary Math; LA varies by grade in elementary; Middle School is improving at most grade levels in all subjects; High School is consistent in Math, decreasing in Reading, and increasing in Writing. District proficiency in goal areas: 3rd grade reading: under 20% 8th grade math: about 20% District grad rate: 66.7%	2009: FULL 2010 REC: FULL
Fremont #24 (Shoshoni)	172 day alternative schedule for grades 7-12 169 day alternative schedule for grades K-6 **Educational objectives:** Improve attendance by being sensitive to farming schedules. Increase student performance and attendance. **Method of Evaluation:**	2010-2011 2011-2012	Met AYP Grad rate: over 90% for past 3 years, 100% 2008. Attendance: 92.1% Reports students with 10 or more absences decreased: Elementary – 18.5% JHS – 40% HS – 4% District proficiency in goal areas: 3rd grade reading: about	2009: FULL 2010 REC: FULL

Fremont #24, cont.	Review student achievement based on MAP, PAWS, and Renaissance Place assessments.		50% 8th grade math: over 40% District grad rate: 100%	
Laramie #2 (Pine Bluffs)	169 day alternative schedule. **Educational objectives:** Provide collaborative time for teachers to develop school goals, create common assessments, review data results, and design instruction. Provide professional development for teachers. Provide additional time and support for students at risk. Prevent dropouts. Increase 3rd grade reading proficiency. Increase 8th grade math proficiency. **Method of Evaluation:** Review student achievement based on PAWS, MAP, Dibels, and common core assessment results. Review calendar based on survey results.	2010-2011	Met AYP Attendance: 95.0% PAWS proficiency trends show scores meet or exceed state averages in most grade levels for Math and Reading. Writing trends are improving. District proficiency in goal areas: 3rd grade reading: 60% 8th grade math: 50% District grad rate: 82.9%	2009: FULL 2010 REC FULL
Lincoln #1 (Diamondville)	163 day alternative schedule. **Educational objectives:** Improve attendance during academic time. Provide remediation and enrichment opportunities. **Method of Evaluation:** Monitor attendance.	2010-2011 2011-2012	Met AYP Attendance: 95.1% PAWS proficiency trends are consistent for most grade levels in Math and Reading; secondary Writing scores are improving. District proficiency in goal areas: 3rd grade reading: under 60%	2009: FULL 2010 REC.: FULL

Lincoln #1, cont.	Evaluate PAWS results for increase in proficiency. Evaluate MAP results for growth.		8th grade math: under 70% District grad rate: 83.0%	
Uinta #4 (Mountain View)	165 day alternative schedule. **Educational objectives:** Improve student learning opportunities. Improve student and staff attendance Increase professional development opportunities. **Method of Evaluation:** Evaluate student achievement using MAP, PAWS, and formative assessment data.	2010-2011 2011-2012	District met AYP Mt. View Intermediate missed AYP, M & L IEP & L F/R, Improvement – year 1. Attendance:94.0% District proficiency in goal areas: 3rd grade reading: over 40% 8th grade math: over 50% District grad rate: 91.0%	2009: FULL 2010 REC: FULL
Uinta #6 (Lyman)	148 day alternative schedule. (◆ 4 day week) **Educational objectives:** Reduce absenteeism. Reduce need for subs. Improve instruction by reducing interruptions during class time. Increase number of course options and access to remedial learning. Increase family time. **Method of Evaluation:** Survey results from stakeholders. Attendance records. ACT, PAWS, MAP, & Dibels data. Public comment.	2010-2011 2011-2012	Met AYP Lyman Intermediate missed M & L IEP, warning year. Attendance: 94.3% PAWS proficiency trends indicate decreases in Math & Reading scores at or above 60% for all grade levels. Writing scores meet or exceed state averages in all but one grade. District proficiency in goal areas: 3rd grade reading: under 60% 8th grade math: over 60% District grad rate: 80.0%	2009: FULL 2010 REC: FOLLOW-UP – staff licenses.

WYOMING DEPARTMENT OF EDUCATION
ALTERNATIVE SCHEDULES

June 2010

SCHOOL DISTRICT	ALTERNATIVE SCHEDULE SUMMARY	YEARS APPROVED
1) Campbell CSD #1 (Gillette – Westwood High School)	144 day schedule for Westwood High School (**• 4 day week**)	2010-2011
2) Carbon CSD #1 (Rawlins – Little Snake River Valley School and Cooperative High School)	150 day schedule for Little Snake River Valley School and Cooperative High School (**• 4 day week**)	2010-2011 2011-2012
3) Carbon CSD #2	154 day schedule for Saratoga Elementary School, Saratoga Middle/High School, H-E-M Junior/Senior High School (**• 4 day week**) 172 day schedule for Encampment K-12 School 171 day schedule for Hanna Elementary, Medicine Bow Elementary, and Elk Mountain Elementary Schools	2010-2011
4) Converse CSD #1 (Douglas – four Rural Schools)	153 day schedule for four Rural Schools (White, Moss Agate, Shawnee, and Dry Creek Rural Schools) (**• 4 day week**)	2010-2011 2011-2012
5) Crook CSD #1 (Sundance)	167 day schedule	2010-2011 2011-2012
6) Fremont CSD #2 (Dubois)	159 day schedule for Dubois High School 172 day schedule for Dubois Elementary/Middle School	2010-2011 2011-2012
7) Fremont CSD #6 (Pavillion)	155 day schedule (**• 4 day week**)	2010-2011 2011-2012
8) Fremont CSD #14 (Ethete)	174 day schedule	2010-2011 2011-2012
9) Fremont CSD #24 (Shoshoni)	172 day schedule for grades 7-12 169 day schedule for grades K-6	2010-2011 2011-2012
10) Johnson CSD #1 (Buffalo)	171 day schedule (Buffalo) and 167 day schedule (Kaycee)	2010-2011
11) Laramie CSD #2 (Pine Bluffs)	169 day schedule	2010-2011
12) Lincoln CSD #1 (Diamondville)	163 day schedule	2010-2011 2011-2012
13) Lincoln CSD #2 (Cokeville schools)	153 day schedule for Cokeville schools (**• 4 day week**)	2010-2011
14) Natrona CSD #1 (Casper – six elementary schools only)	172 day schedule for Mountain View, Grant, Willard, University Park, Evansville, and Sagewood Elementary Schools	2010-2011
15) Park CSD #16 (Meeteetse)	148 day schedule (**• 4 day week**)	2010-2011
16) Sheridan CSD #1 (Ranchester)	148 day schedule (**• 4 day week**)	2010-2011
17) Sheridan CSD #3 (Clearmont)	148 day schedule (**• 4 day week**)	2010-2011
18) Sweetwater CSD #1 (Rock Springs)	168 day schedule	2010-2011
19) Uinta CSD #4 (Mountain View)	165 day schedule	2010-2011 2011-2012
20) Uinta CSD #6 (Lyman)	148 day schedule (**• 4 day week**)	2010-2011 2011-2012
21) Weston CSD #7 (Upton)	169 day schedule	2010-2011

APR 22 2010

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Carbon County #1 (Little Snake River School)

DISTRICT CONTACT: Joel Thomas, Principal (307) 383-2660

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

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

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

Dianne Frazer

From: Joel Thomas [jthomas@lsrvs.crb1.k12.wy.us]
Sent: Tuesday, April 27, 2010 7:47 AM
To: Dianne Frazer
Subject: RE:
Attachments: Public Meeting.docx

Dianne,
Thanks for your response. Your first question is exactly correct on all 3 points. For the second question when surveys have been taken both from students and community members there is over 95% support for the 4 day week. Because there are so few people against it people don't really show up anymore to discuss it. We had only our advisory board members and a few teachers attend the meeting and all of them just nodded that they love it and lets keep going with it. I could possibly get some comments made on surveys from Central Office but those were done over a year ago and I am not sure they would still be valid. Since arriving here in August I have listened to a lot of complaints about a lot of different things but I have yet to here a student, parent, or staff member say one negative thing about the 4 day schedule. We hung the attached flyer around the school and at local businesses.
Thanks,
Joel

-----Original Message-----
From: Dianne Frazer [mailto:dfraze@educ.state.wy.us]
Sent: Thursday, April 22, 2010 3:17 PM
To: Joel Thomas
Subject: RE:

Hello Joel,

Thank you for submitting your application for an Alternative School Schedule. I have entered your application as received effective today's date.

I have 2 questions about your application. First, from the narrative included in the application I have gleaned the following that I believe comprise your Education Objectives for the Alternative School Schedule:

1. To offer daily & weekly opportunities for remediation and enrichment meeting the individual needs of each student.
2. To increase student achievement by providing uninterrupted academic time Monday through Friday.
3. To improve attendance for both students and teachers.

Can you confirm for me that these are your objectives, or clarify any areas I have not stated accurately?

Secondly, from the materials you have provided, I have guessed that the your Advisory Board Meetings served as the public meetings for comment on the proposed calendar. I need 2 more types of documentation from you. First, I need some evidence that these were ADVERTISED public meetings. A flier sent home, newspaper ad, or similar document will work. The second type of documentation is a copy of the public comments received. If you used a survey, a copy of the survey results will work. If comments were received at your Advisory Board Meetings, a copy of that part of the minutes recording the comments will be ok. If no comments were received, a statement to that effect will suffice.

If you have any questions, please feel free to contact me. I will be in my office tomorrow, but will be out of the country all next week. If you cannot reach me tomorrow, I will be available after May 3.

ıanks,

Dianne

Please take a moment to complete this survey on my customer service.
http://www.zoomerang.com/Survey/WEB22AFNVQDC8X

"Collaborative Partnerships for Continuous Improvement"

Dianne Frazer
Education Consultant
Educational Quality & Accountability Unit District Support & Coordination Team Wyoming Department of Education 2300 Capitol Ave., First Floor Cheyenne, WY 82001
(307)777-8676
fax: (307)777-6234
dfraze@educ.state.wy.us

-----Original Message-----
From: Joel Thomas [mailto:jthomas@lsrvs.crb1.k12.wy.us]
Sent: Thursday, April 22, 2010 2:22 PM
To: Dianne Frazer
Cc: Amanda Medina; Davi Duncan; Neil Terhune
ubject: FW:

Dianne,
Attached is the Alternative Schedule Request from Little Snake River Valley School requesting an additional two years of approval. Thank you in advance for your time and consideration of this application, please let me know if there is any other information that you need.
Thanks,

Joel Thomas
Principal
Little Snake River Valley School

-----Original Message-----
From: LSRVScopier@crb1.k12.wy.us [mailto:LSRVScopier@crb1.k12.wy.us]
Sent: Thursday, April 22, 2010 11:57 AM
To: Joel Thomas
Subject:

This E-mail was sent from "RNPE58A55" (Aficio MP 6000).

Scan Date: 04.22.2010 13:57:07 (-0400)
Queries to: LSRVScopier@crb1.k12.wy.us

LITTLE SNAKE RIVER VALLEY SCHOOLS

P.O. Box 9
Baggs, Wyoming 82321

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

Davi Duncan, Secretary

"Rattlers"

Dr. M. Neil Terhune, Ed. D.
Superintendent 307-328-9200

Ann Wille, AD

April 6, 2010

To the Wyoming Department of Education,

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

Sincerely,

Joel Thomas

Little Snake River Valley School Principal

LSRVS

April 6. 2010

To the Wyoming Department of Education,

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

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

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

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

Sincerely,

The LSRV Staff

Carbon County School District #1

2010 - 2011 School Calendar

Little Snake River Valley School

AUGUST

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19		21
22	23	24				28
29	30	31				

August
- — - Initial Contract Day in Rawlins
- 20 - Staff Workday
- 23 - Staff Development
- 24 - Staff Development
- 25 - School Begins

SEPTEMBER

						4
5						11
12					17	18
19					24	25
26						

September
- 6 - Labor Day

OCTOBER

					1	2
3						9
10					15	16
17					22	23
24					29	30
31						

October
- 21 - End of 1st Quarter
- 28 - Evening P/T Conf.
- 29 - P/T Conferences

NOVEMBER

					5	6
7					12	13
14					19	20
21					26	27
28						

November
- 24 25, & 26 Thanksgiving Vacation

DECEMBER

					3	4
5					10	11
12						18
19					24	25
26					31	

December
- — - 31 - Winter Break

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

Sessions

1st Quarter	35 Days
2nd Quarter	41 Days
3rd Quarter	36 Days
4th Quarter	38 Days
Total	150 Days

JANUARY

						1
2					7	8
9					14	15
16					21	22
23						29
30						

January
- 1 - New Year's Day
- 3 - Back to School
- 13 - End of Semester

FEBRUARY

					4	5
6						12
13					18	19
20					25	26
27						

February

MARCH

					4	5
6					11	12
13					18	19
20					25	26
27						

March
- 17 - End of 3rd Quarter
- 24 - Evening P/T Conf.
- 25 - P/T Conferences

APRIL

						2
3					8	9
10					15	16
17					22	23
24					29	30

April
- 21 - 25 - Easter Break

MAY

1						7
8					13	14
15					20	21
22					27	28
29	30	31				

May
- 21 - LSRVS Graduation
- 26 - End of 4th Quarter
- 26 - Students Last Day
- 27 - Staff Work Day
- 30 - Memorial Day

JUNE

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

June
- — - Staff Work Day
- - First Day of Summer School

Little Snake River Valley School Friday Work Schedule for 2010-2011

NOTE: Below are the Friday throughout the year your team is required to work to fulfill your 2010-2011 contracts. Friday workdays are from 7:30 A.M. to 3:30 P.M. (2:35 P.M. if you work straight through) Friday school for students will be from 8:00 A.M. to 11:00 A.M.

August ____; New teachers report to central office in Rawlins for Induction

August 20; All teachers report to LSRVS (Schedule TBD)

August 23; All teachers report to LSRVS (Schedule TBD)

August 24; All teachers report to LSRVS (Workday)

August 25; First day for students and paraprofessionals for LSRVS

September 3; Team 1, Elementary

September 17; Staff development required for all teachers

September 24; Team 3

October 1; Staff development required for all teachers

October 8; Team 4,

October 15; Team 2

October 22; Team 1

October 29; Parent/Teacher conferences required for all teachers

November 5; Team 4

November 12; Staff development required for all teachers

November 19; Team 3, Elementary

December 3; Team 4

December 10; Team 2

December 17; Team 1, Elementary

Little Snake River Valley School Friday Work Schedule for 2010-2011

January 7; Team 1 & 2, Elementary

January 14; Staff development required for all teachers

January 21; Team 4

January 28; Team 3

February 4; Staff development required for all teachers

February 11; Team 1 & Elementary

February 18; Team 3

February 25; Team 2

March 4; Team 2

March 11; Team 3 & 4

March 18; Team 1 & Elementary

March 25; Parent/Teacher conferences required for all teachers

April 1; Team 2

April 8; Team 3 & Elementary

April 15; Team 1

April 29; Team 4

May 6; Team 3

May 13; Team 2

May 20; Team 4

May 27; Teacher checkout day required for all teachers

??? Not sure what day for All staff to Rawlins for Dist. Induction Assembly

Scheduling Notes

*I have attached our current elementary school specials schedule as well as our middle and high school master schedule.

Elementary

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

Middle and High School

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

	8:00-8:58	9:01-9:57	9:58-10:20	10:20-10:58	10:59-11:55	11:58-12:26	12:26-1:01	1:01-1:57	2:00-2:56	2:59-3:55
P.E.						K	1st/2nd	MW 3rd/4th TTh 5th/6th		
Art	MS	1st Grade		HS Art	Lunch	MW 2nd 11:55-12:2 TTh 4th	MW K TTh 5th	Planning	TTH 1st 2:20-2:50 MW 3rd 2:00-2:30	HS Art
Spanish	Spanish 1	Planning		TTh 7th	K 11:05-11:25	MW 5th	TTH 3rd MW 4th	MW 6th T TH Planning	1st 2:00-2:20 2nd 2:25-2:45	
Music	MS	Instruments		Planning	Lunch	TTH 2nd 11:55-12:2 MW 4th	TTH K MW 5th		MW 1st 2:20-2:50 TTh 3rd 2:00-2:30	
Enrichment	Planning	6th Grade	W 2nd					M 5th 1:00-1:45 T 4th 1:00-1:45 Th 3rd 1:00-1:45		
Counseling										
Library								T K 1:30-2:00 W 2nd 1:30-2:00 Th 1st 1:30-2:00	M 3rd 2:35-3:05	
Computers								T 1st 1:30-2:00 Th 2nd 1:00-1:30	T 3rd 2:35-3:00	

	8:00-10:00	10:00-10:20	10:20-11:00	11:00-12:00	12:00-12:30	12:30-1:00	1:00-1:30	1:30-2:00	2:00-2:20	2:20-3:15
Kinder		Recess		Spanish 11:05	P.E. MTWTh	Art 12:35 MW Music 12:35 TTh		T Library		
1st		Recess		Lunch 11:15		P.E. MTWTH		T Computer Th Library	Spanish	Music MW Art TTh
2nd		Recess W Enrichment		Lunch 11:15	Art MW 11:55-1 Music TH 11:5	P.E. MTWTH	Th Computer	W Library		Spanish 2:25-2:45
3rd		Recess		Lunch 11:30		Spanish TTh	P.E. MW Enrichment Th		Art MW Music TTh	Library M 2:35-3:05 Computer T 2:35-3:00 Counseling Th 2:35-3:05
4th		Recess		Lunch 11:30	Art TTh Music MW	Spanish MW	P.E. MW Enrichment T			
5th		Recess		Lunch 11:30	Spanish MW	Music MW Art TTh	P.E. TTh Enrichment M			

LSRV High/Middle School Schedule 2009-2010

Period	1	2	3	4	DEAR	HS Lunch	5	6	7
	8:00 - 8:58	9:01 - 9:57	10:00 - 10:56	10:59-11:55	11:58-12:26	12:26-1:01	1:01 - 1:57	2:00 - 2:56	2:59 - 3:55
Dale	Planning	Ag Ed 9	Ag Ed 11	Ag Ed 10	S		Ag Ed 11	Ag Ed 12	Ag Ed 12
Wille					C				
Jennifer	Pre-Calc./ Geometry	Alg II	Pre-Cal. (12)	Alg I (9)	H		Geom	Alg I 8th Grade Math	Math Recovery &
Hamel					O				Consumer Math
Pat	Advanced Biology	Chem (11)	Biology 1 (10)	Earth Science (9)	O		Earth Science (9)	Planning	Env. Science
Russell					L				
Mike	PE 10	Geography	Planning	American Govt	W		Elem. PE	American History (10)	Geography
Bates		World History (9)		Economics (11)	I				World History
Ann	Middle School Specials	Planning	AD	Acct/ Bus. Comm	D		Bus. Comm	Word Processing (9)	Digital Design
Wille	Business Communications				E				
Julia	Planning	English 10	9th English	Annual			English 10	English 11	Annual
Johnson									
Linda	Counseling	Elem Counseling	Planning	Elem Counseling	S		Speech	Counseling	STW
Duncan					C		Inter. Comm		
Ana	Spanish I (9)	Planning	Elementary M, W	Elementary Spanish	H		6th T & TH	Elementary	HS Spanish II/III
Kunsman					O				
Susan	Middle School Specials	Planning	High School Art	Elementary Art	O		Elementary Art	Elementary Art	HS Art
Leonhardt					L				
Jodi	Lifetime Sports	PE 8	7th M, W	Planning	W		6th M, W	PE5 Planning	9th Health / PE
Stanley			Elem. T & TH	PE	I		Elem. T & TH	PE	
Linda	Elementary	Resource	Planning	Resource	D		Resource	Resource	Resource
Taylor					E				
Patty	Middle School Specials	Instrument Instruction	Planning	5th Music			Elementary Music	Elementary Music	HS/MS Band
Jones									
Darcy	Planning	Planning	6th Mth	7th SS			8th SS	6th SS	Enrichment
Kaisler									
Susan	Planning	7th Science	8th Science	6th Science			7th Math	8th Math	WYR
Reagan									
Carolyn	Planning	6th L Arts	Planning	8th L Arts			Enrichment	7th L Arts	Enrichment
Hicks									
Danielle									
McKee	Library	Library	Library	Library			Library	WYR	WYR

		6th Grade	7th Grade		8th Grade				
		Keyboarding	Art		Music				
		Music	Keyboarding		Art				
	1st Semester								
	2nd Semester								

Methods of Assessment

Little Snake River Valley School uses the following formative and summative assessment tools to guide our instruction and interventions:

- PAWS
- DIBELS
- WIDA
- Accelerated Reading
- Body of Evidence
- Unit and Chapter Tests
- Running Records
- ACT
- SAT
- Work Keys
- MAP (this is a new assessment our district recently adopted K-12 that is really going to help us focus our instruction and interventions)

LSRV School will be taking public comment on the 4 day Schedule at our Advisory Board Meetings on March 25th and April 12th at 4:15 in the school library.

Please plan to attend!

If you are unable to make either meeting but have a comment please email Joel Thomas at jthomas@crb1.k12.wy.us

Little Snake River Valley Schools

ADVISORY BOARD AGENDA

Wednesday March 25, 2010
4:15 p.m., LSRVS Library

I. Call to Order
   a. Roll Call

II. Additions/Amendments to Agenda

III. Approval of Minutes
   a. February 2010 - Regular Meeting

IV. Reports:
   a. Principal's Report - Mr. Joel Thomas
   b. CCSD#1 Board Report –Pat Sheehan
   c. Superintendent's Report – Neil Terhune
   d. Technology Report – Kolleen Forsyth
   e. Other

V. Old Business:

VI. New Business:
   a. Calendar

VII. Open Discussion with Audience

VIII. Adjournment

Little Snake River Valley School Advisory Board Minutes

March 25, 2010 ***DRAFT*** until Board approved

Board Members present: Tami Davis, Ryan Kudera, Jack Corson / Principal Joel Thomas
CCSD1 Board Representative: Pat Sheehan
Administration present: Superintendent Neil Terhune, CCSD Board President Dave Dingman
Minutes by: Kolleen Forsyth
Guests: Brenda Updike, Linda Duncan, Nick DeMarino-Rawlins Daily Times Reporter
The meeting was called to order at 4:20 p.m. Additions to the agenda: The Curtis Rochelle scholarship will be discussed in Executive session. Public comments on the school calendar are being gathered during March and April. The 4-day school week is also open for public comment. Corson motioned to accept the revised agenda. Davis seconded. Motion passed. Though received via email, minutes from Feb 10, 2010 were not present for approval. They will be approved at the April meeting.

PRINCIPAL'S REPORT – Joel Thomas:

- The Music teacher has resigned at LSRVS. Application screening and interviews are scheduled.
- Seniors got stranded at Western Wyoming College due to weather.
- Gravel was added to the walkway for students to cross from the school to the playground
- Discussion about PAWS testing
- Discussion regarding new maintenance position and Holmquist's positive job performance
- Two public meetings are required about next year's calendar.
- Comments are being gathered on the 4 day school week. Mr. Thomas has received calls from other districts asking how we do it. Corson thanked Principal Thomas for his work behind the scenes. The four-day school week continues to be very well received in the LSRV.

BOARD REPORT: Pat Sheehan

- The Advisory Board expressed thanks for another Smartboard for our HS English room.
- It was noted that District and CCSD Board information needs to be published in the SRP. Sheehan sponsors the 'Student Spotlight' for the SRP and thanked Brenda Updike for handling that.

SUPERINTENDENT'S REPORT: Superintendent Terhune:

- Negotiations are starting. The number of teachers at LSRVS will stay the same, but Rawlins will reduce 2 teachers and reroute the funding elsewhere. Due to unemployment elsewhere, the pool of available teachers is large.
- Discussion was held on fixing the LSRVS gym floor vs the leaking roof: The District has $3M in needed major maintenance requests and less than $1M to spend. Prioritization centers on students and instruction.
- Rawlins schools are changing to a half-day on Friday with an occasional whole Friday for training. Supt. Terhune asked for support to help with the calendar. Staff were commended on testing efforts.
- Corson thanked the Superintendent for establishing a technology position at LSRVS and to Kolleen for keeping our technology operating smoothly.

TECHNOLOGY REPORT: Kolleen Forsyth

- The District was thanked for purchasing a new laptop for every teacher. Being current technology, the laptops run Windows 7, Office 2007 and are capable of operating smartboards adequately. Former teacher desktops are being repurposed to classified staff and students. The District is making great strides to meet the technology footprint established for classrooms and personnel.
- The elementary center has received 6 new desktop PCs for student use. Thanks expressed to Cory Houghton, Technology Director.
- PAWS testing has been underway since March 3rd. It should conclude, with make-ups, after spring

break on April 7th. PAWS testing with Pearson did not go as smoothly as it did with Harcourt hosting last year.

The Advisory Board members, Corson, Kudera and Davis moved into Executive Session for discussion on the Curtis Rochelle Scholarship. Their decision will be forwarded on to the CCSD Board for consideration in April. Davis moved to close the Executive Session with Corson seconding. Motion carried.

NEW BUSINESS / OPEN DISCUSSION:

The next Advisory Board meeting will be held Monday, April 12th, 2010, at 4:15 in the school library. Corson motioned to adjourn the meeting at 5:05 p.m. with Davis seconding. Motion carried.

Little Snake River Valley Schools

ADVISORY BOARD AGENDA

Monday April 12, 2010
4:15 p.m., LSRVS Library

I. Call to Order
   a. Roll Call

II. Additions/Amendments to Agenda

III. Approval of Minutes
   a. February 2010 - Regular Meeting
   b. March 2010

IV. Reports:
   a. Principal's Report - Mr. Joel Thomas
   b. CCSD#1 Board Report –Pat Sheehan
   c. Superintendent's Report – Neil Terhune
   d. Technology Report – Kolleen Forsyth
   e. Other

V. Old Business:
   a. Calendar

VI. New Business:

VII. Open Discussion with Audience

VIII. Adjournment

Little Snake River Valley School Advisory Board

April 12, 2010

Attending: Tami Davis / Principal Joel Thomas
Discussion Summary: Kolleen Forsyth

Due to the lack of a quorum at the March 12th LSRVS Advisory Board meeting, official business was postponed. Informative discussion occurred on the Principal's report and the Technology report.

Principal Thomas:

- Public comments continue to be accepted through then end of April regarding the 4 day school week. The proposed LSRV school calendar for 2010-11 was presented at the March Advisory Board meeting and is also still open for comment.
- PAWS testing has finished and school is back to normal. We are looking forward to what the state decides to do with the results.
- A new winch has been installed in the gym that will safely raise and lower the basketball hoop. Thanks to custodial and maintenance departments for accomplishing that.
- The music position interviews have occurred and an offer has been made. We are waiting on the applicants response.
- Thirty-three students attended the State FFA convention in Cheyenne. Our teams ranked 14th out of the 48 teams attending.
- Upcoming events:
  - The first LSRV home track meet is on April 16th
  - Prom will be held on April 17th
  - The annual Health Fair will be held at the school on Saturday, April 17th.

Our current enrollment is 177 students. Elementary = 65, MS = 44, HS = 68

Technology Report: Kolleen Forsyth

- Computer rotation continues among the ranks with former teacher PCs being repurposed for classified/student use
- The first document camera has been received and will be placed in 1st grade. The plan is for each classroom to have a document camera to start the 2010-11 SY. This is another advancement in the "District's Classroom Footprint", as outlined within the technology department.
- MAP online testing begins in May

Davis was reminded that the Advisory Board needs to meet privately to review applications for the LSRVS Advisory Board scholarship. They will need to have a decision ready for the May 10th board meeting.

The May Advisory Board meeting will be held on Monday, May 10th in the school library. The public is always encouraged to attend.

LSRV 4 Day Week Schedule

*Calendars are enclosed

Elementary

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

6hrs 23min x 150days = 957.5 hours per year (State of WY requires 950 hours per year)

Middle and High School Schedule

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

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

**The above schedule involves a double bussing system.

Report for
Carbon County School District #1 Board of Trustees
regarding the

Survey on the Possibility of a Four Day School Week for Little Snake River Valley School

Survey Response

The response to the survey regarding a possible four day school week for LSRVS was strong—a total of 88 surveys were completed and returned.

As well, the responses came from a good cross-section of the citizens of Baggs and the surrounding area. Specifically:

Parents of:

Pre-school children	13 responses
K-2 grade children	21 responses
3-5 grade children	26 responses
6-8 grade children	31 responses
9-12 grade children	21 responses

(remember, a parent can have more than one child)

Parent of a Student in Activities	46 responses
Parent of a Student who has a job	14 responses
Adult at home during school day	17 responses
Community member without a child preschool-12 grade	9 responses
School Employee	16 responses

Do the Respondents Feel Well Informed about a 4-Day Week?

The vast majority (63) of people who completed the survey felt like they had adequate knowledge about the Four Day School Week.

Twenty-two (25) people said they would like additional information. Of those who would prefer additional data, information about: 1) instructional changes by teachers, 2) changes in homework loads and 3) changes in sports schedules were the highest priorities.

When asked how they would like to receive additional information, the overwhelming majority preferred the LSRVS newsletter (the Snake Pit). However, most seemed comfortable with the internet or parent/community meetings for distributing information as well.

Of significance, a large portion of respondents said they would like to have information from schools that are already operating on a four day week.

Friday Daycare

When asked:

If LSRVS implemented a four day week, would daycare on Fridays be a problem for your family, either in terms of finding care or paying for it?

72 respondents said, "No it is not a problem."
16 respondents said, "Yes, it will be a problem."

Preference For or Against a Four Day Week

When asked:

If you were asked to choose TODAY for or against changing the schedule to the 4-day school week for next year (08-09), what would you decide?

65 respondents said, "Yes, change to 4-day."
11 respondents said, "Undecided"
12 respondents said, "No, stay the same."

Of those that said "Yes, change to 4-day" the perceived benefits were:

Major Perceived Benefits

1. Students can learn more this way.
2. This will allow my family to spend more time together.
3. My child will be able to do more activities outside of school without missing classes.

Mid-level Perceived Benefits

1. There will be fewer substitute teachers in classes due to better teacher attendance.
2. Teacher and student morale will improve.
3. Student attendance will improve.
4. This is the first step to getting activities out of class time.

Minor Perceived Benefits

1. The school can save money.
2. My student needs more downtime to relax.
3. My student will be able to work more hours.

Of those that said, "No, stay the same" or "Undecided" the perceived weaknesses were:

1. Students won't learn as much.
2. The traditional schedule works just fine and the 4-day week won't work as well.
3. The bus rides will begin too early and end too late.
4. Sports and activities will be negatively affected.
5. The added daycare expense is too much.

ALTERNATIVE SCHEDULE REQUEST

APR 29 2010

Please Return this Page with Your Documentation

DISTRICT: Carbon County SD #1

DISTRICT CONTACT: Dr. Neil Terhune

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	4-28-10
Education objectives (How will students benefit from this alternative schedule?)	4-28-10
Description of the schedule(s) and a copy of the calendar(s)	4-28-10
Method of evaluating how student learning has improved	4-28-10
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	4-28-10
Copy of public comment records	4-28-10
Length of waiver (circle one) • 1 year • (2 years)	✓
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School (1100)	✓

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

Cooperative High School

615 Rodeo Street, Rawlins, Wyoming 82301

307-328-9250

Richard Taedter
Principal

April 27, 2010

TO: Diane Frazier
Educational Quality & Accountability
Wyoming Department of Education

RE: Alternative Schedule Request

Dear Ms. Frazier,

The purpose of this letter is to seek approval for the Rawlins Cooperative High school (an alternative high school) to utilize an alternative schedule for the 2010-2011 and 2011-2012 school years. The proposed alternative schedule will consist of a 4 day school week in which both the necessary students' annual contact hours and the teacher's contracted work days (as set by the Carbon County School District #1 Board of Education) are fulfilled.

The Cooperative High School is an alternative high school which serves at-risk youth. There is little about our students that is traditional in nature thus it is our professional duty and responsibility to create a schedule that meets the needs of our students and helps to ensure that each child has an opportunity to succeed.

It is my professional opinion the WDE review board will quickly recognize this proposed alternative schedule is research based and supported via best educational practices and thus is a positive adjustment which supports student success at the Cooperative High School.

Respectfully,

Richard Taedter

Richard Taedter
Principal, Cooperative High School

Cooperative High School
Educational Objectives

The student advantages of the proposed Cooperative High School schedule when compared to the current schedule are as follows:

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

Under the current schedule, morning students do not have contact with Mr. Lewman (math) and Mrs. Peralta (English/Reading) from 3:30 until 5:15 PM on Monday through Thursday. In addition, afternoon students do not have contact with Mr. Schurtz (social studies) from 7:45 AM until 9:30 AM.

The proposed schedule would completely eliminate the 1 hour and 45 minutes of student teacher contact time.

This adjustment falls within the following Robert Marzano's What Works in Schools research:

a) Guaranteed Curriculum – more contact time between staff & students better ensures the curriculum will be covered in a timely fashion.

b) Challenging Goals/Effective Feedback – more contact time between staff & students better ensures timely feedback.

c) Classroom Management – more contact time improves the behavior and productivity of the COOP students

d) Classroom Curriculum Design – positively impacted by increased contact time between staff and students

e) Student Motivation – the students are unanimously in favor of the proposed schedule change – people support what they prefer.

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

The Read 180 intervention currently occurs twice each day; once for the morning session and again for the afternoon session. Each Read 180 session lasts 90 minutes which means that Mrs. Peralta spends 3 hours each day (except Fridays) in this capacity.

The proposed schedule would combine these 2 Read 180 sessions into 1 session. This means Mrs. Peralta would be available to work with students on English assignments 90 minutes more each day than our current schedule allows. This provides more contact and instruction time for our students regarding English as well as streamlining our Read 180 reading intervention – allows us to work smarter (one session) rather than harder (two separate sessions).

This adjustment falls within the following correlates of Marzano's What Works in Schools research:

a) Guaranteed & Viable Curriculum: Mrs. Peralta will gain 90 minutes each day during which she can continue to solidify the COOP English curriculum (guaranteed) and be available to assist students as needed (viable).

b) Challenging Goals and Effective Feedback: this gain of 90 minutes each day affords Mrs. Peralta more time to correct papers, provide timely feedback which in turn benefits the students, and work with them as they need.

c) Safe and Orderly Environment: Mrs. Peralta will be in the COOP HS 90 minutes more each day which provides increased supervision of our students.

~~d) Classroom Management: same rationale as part C~~

Objective 3: The proposed schedule affords students who are on attendance and/or academic contracts a full 2 day weekend and the motivation to do what is necessary to be in good standing which would allow them the 3 day weekend.

Currently, COOP High School offers two extended school day sessions each week. We call them GAS (Graduation Acceleration Sessions). Students who are on attendance and/or academic contracts must attend 1 GAS session each week (their choice). These GAS sessions are currently held on Wednesday nights from 5 to 8 PM (a bit late for staff/students) and Saturday mornings from 9 AM to Noon (not a popular choice for students). Thus, students who choose to or must attend Saturday morning school do not get the full 2 day weekend break which impacts them and their families/children.

The proposed schedule moves the GAS session to Fridays from 9 AM to Noon. This adjustment allows the COOP staff to provide a necessary GAS session during a more suitable day and time than our current schedule. It is our professional opinion that the possibility for students to have Friday off will provide the motivation to do what is necessary to remain in good standing and thus not have to attend the Friday GAS session. GAS sessions are supervised by the Cooperative High School's teacher (all of whom are highly qualified) on a rotating basis.

GAS sessions may be attended on a volunteer basis by students who are in good standing and are seeking to expedite credit completion and graduation. Many students voluntarily attend GAS; if only for an hour or two (which is acceptable since they are not required to attend).

This adjustment falls within the following correlates of Marzano's What Works in Schools research:

a) Parent/Community Involvement: the original charter of the COOP High School required students to do job shadowing – this was not occurring when I became COOP principal in July 2006. And I have struggled to determine how to work this worthy cause into our existing schedule. If students did not have school on Fridays (or must attend 9 AM to Noon for a required GAS period), this would be the ideal time for them to perform job shadows. My current thoughts on this would be to make a semester (12 weeks) of job shadowing a graduation requirement. I would then visit the students at the job shadow locations on these select Fridays. This practice certainly brings into play community involvement.

b) Student Motivation: the students, while understanding a bit more time must be spent in school Monday through Thursdays, are excited about the possibility of having a 3 day weekend. I have heard comments that this would serve as a strong motivator to stay in good standing in terms of attendance and credits completed – otherwise a GAS session is required.

Objective 4: Provides scheduled monthly professional learning community (PLC) time for the Cooperative High School staff to discuss topics such as: student learning data, MAP and PAWS assessment results, differentiated instruction, COOP's character building program known as Discovery, and other essential topics which address the needs of our at-risk students. This established time for collaboration will improve the school's efficiency which benefits the students.

Currently, the COOP staff meets *approximately* once a month on Friday mornings. This is not a scheduled event in most cases but rather occurs on Fridays when we have fewer students attending than normal.

The proposed schedule allows the COOP staff to have set monthly PLC meetings. Of course this benefits the staff but I'd suggest it also benefits the students as it allows the COOP faculty and me to discuss & evaluate our program, collaborate as we differentiate our curricula, etc...

This adjustment falls within the following correlates of Marzano's What Works in Schools research:

a) G&V Curriculum: PLC meetings will allow the COOP staff to have a scheduled monthly PLC session (if the District is going to make this a priority and an area where funds will be spent next year, it makes sense that each school would create PLC time).

b) Collegiality & Professionalism: this is one of the positive aspects of working in a Professional Learning Community.

c) Instructional Strategies: PLC time used to ensure the 9 most influential instructional strategies (according to Marzano) are deeply embedded within each core curriculum.

d) Classroom Curriculum Design: same as part C.

Objective 5: A four day school week will improve the attendance of our students who live out of town as well as providing a more appealing option for out of town students who are currently not attending high school.

Currently, there are a few students who attend COOP High School who live out of town. In the past, COOP has served students from Wamsutter and currently we have students attending who live in Bairoil and Sinclair.

The proposed schedule would require 4 weekly commutes vs. the current 5 weekly commutes. This 20% reduction in driving certainly won't hurt our chances of having success with these students and may very well improve the odds of such students earning a high school diploma.

This adjustment falls within the following correlates of Marzano's What Works in Schools research:

a) Parent/Community Involvement: Perhaps this reduction in driving won't impact parent involvement but it certainly may touch on parent appreciation; which is a good start in developing parental involvement.

b) Student Motivation: self evident. As is the aspect of student safety.

Objective 6: The move to a 4 day school week would have a positive economic impact upon the Cooperative High School students as well as increasing time with their own families.

Currently 52% (12 of 23) of COOP's students have jobs. A 4 day school week allows them the option of working an extra day to better meet their needs and/or those of their family. For COOP students with children of their own, a 4 day week means one less day of daycare expenses and an additional day as a family; factors which do result in students deciding to drop out from COOP High School or work toward a GED.

This adjustment falls within the following correlates of Marzano's What Works in Schools research:

a) Home Environment: students are able to continue with current employment and, perhaps, work a few more hours each week – this would positively impact them and/or their families financially. In addition, COOP students with children of their own will now have more time as a family and one less day of daycare expenses.

b) Student Motivation: obviously a factor.

Objective 7: The proposed schedule meets the 1100 contact hours.

The number of hours each student attends school under the proposed schedule meets the state requirement.

It is my professional opinion that the COOP students may very well thrive with this schedule which takes the "less is more" approach – fewer days' attendance but a more intense period of learning during those days.

I am a bit uncertain as to where this aspect lies within the correlates of Marzano's What Works in Schools research. However, I would suggest that this schedule adjustment could be supported, to some extent, within the correlates of Classroom Management, Classroom Curriculum Design, and Student Motivation.

Other factors that should be considered include:

a) The COOP staff is 100% in favor of this proposed schedule (which certainly encourages staff motivation and impacts collegiality/professionalism)

b) The proposed schedule will not adversely affect parent-teacher conferences or Discovery (a character education program deeply embedded within the Cooperative High School) training for students and parents.

c) Select school trips could be scheduled on Fridays – this would prevent students from missing school days.

d) The move to a 4 day school week at COOP does not contradict the Carbon County School District's Mission Statement, Vision Statement, or Core Values.

e) COOP High School would need to borrow a room from Higher Ed for the Read 180 program 4 days/week rather than 5 days/week.

Cooperative High School

615 Rodeo Street, Rawlins, Wyoming 82301

307-328-9250

Richard Taedter
Principal

April 27, 2010

TO: Diane Frazier
Educational Quality & Accountability
Wyoming Department of Education

RE: Schedule Description

The Cooperative High School's proposed schedule would be as follows:

Monday through Thursday school hours: 8:00 AM to 4:00 PM

** Less 15 minutes for lunch and 10 minutes for each break

** Equals 7 hours & 25 minutes/ of contact time each day.

7 hours and 25 minutes x 150 Days = 1111.5 hours per year which meets the required 1100 contact hours for high school.

Daily Schedule

8:00-8:30	Literature Circle
8:30-10:00	Curriculum Work
10:00-10:10	Break
10:10-11:40	Curriculum Work
11:45-Noon	Lunch Break
Noon-1:30	School Work or Read 180
1:30-2:00	School Work
2:00-2:10	Break
2:10-4:00	School Work

Carbon County School District #1
Proposed 2010-2011 School Calendar
Cooperative High School

AUGUST '10

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

__ - Initial Contract Day
20 – Teacher Work Day
23 – Staff Development
24 – Staff Development
25 – School Begins

SEPTEMBER

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

6 – Labor Day
17 – COOP Staff Dev.

OCTOBER

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

1 – Dist. Prof. Dev.
21 – End of 1st Quarter
28 – Evening P/T Conf.
29 – COOP Staff Dev.

NOVEMBER

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

5 – Dist. Prof. Dev.
12 – Dist. Prof. Dev.
24-26 – Thanksgiving vacation

DECEMBER

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

23-31 – Winter Break

KEY

	Student's Day
	Dist. P.D.
	Holiday
	COOP Staff Dev.

Quarter 1	35
Quarter 2	41
Quarter 3	36
Quarter 4	38

JANUARY '11

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

1 – New Year's Day
3 – Back to school
13 – End of Semester
14 – COOP Staff Dev.

FEBRUARY

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

4 – Dist. Prof. Dev.

MARCH

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

17 – End of 3rd Q
24 – Evening P/T Conf.
25 – COOP Staff Dev.

APRIL

					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	19
17	18	19	20	21	22	23
24	25	26	27	28	29	30

1 – Dist. Prof. Dev.
21-25 – Easter Break

MAY

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

__ - Coop Graduation
26 – End of 4th Quarter
26 – Student Last Day
27 – COOP Staff Dev.
30 – Memorial Day

JUNE

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

__ - Staff Work Day
__ - First day of Summer School

Student Contact	150
Initial Contract	170
Continuing Contract	169

Cooperative High School

615 Rodeo Street, Rawlins, Wyoming 82301

307-328-9250

Richard Taedter
Principal

April 14, 2010

TO: Diane Frazier, WDE

RE: Methods of Assessment

The Cooperative High School utilizes the following formative and summative assessment tools which serve to guide our instruction, determine our interventions, and provide the framework for our school improvement goals:

- PAWS
- MAP (NWEA)
- Body of Evidence (BOE)
- Unit & Chapter Exams
- ACT
- Work Keys

In addition, the Cooperative High School has created student career portfolios which contain information regarding each student's natural aptitudes, preferred learning style inventory, and 40 developmental assets inventory, and a personality inventory termed DiSC.

PUBLIC FORUM MEETINGS

Monday, April 26th at 6 p.m.
at Cooperative High School,
615 Rodeo Street

To discuss the Cooperative High School's proposed 4 day school week for the 2010 - 2011 school year.

Rerucha

Continued from page 1

Both Bach and Rerucha said they intend to run for the position in the August primary.

Rerucha said he would like to serve one more term in the position.

"When I retire, I'd like to retire here," he said.

During the interview with the commissioners, Rerucha, who first became a prosecutor in 1979, said he doesn't foresee any major changes in the office.

PUBLIC FORUM MEETINGS

Monday, April 26th at 6 p.m. &
Tuesday, April 27th at 6 p.m.
at Cooperative High School,
615 Rodeo Street

To discuss the Cooperative High School's proposed 4 day school week for the 2010 - 2011 school year.

Public Comment Records

April 26th: Nobody attended

April 27th: 2 community members attended

They simply wanted to know what brought about the proposed change and how this would affect parking (they live near the Cooperative High School). I presented to them the power point I shared with the school board. They seemed to understand the rationale and really liked the fact that the proposed schedule would decrease parking "issues" by 20% (4 days of school vs. 5 days)

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Converse County School District #1

DISTRICT CONTACT: Lisa Weigel, Rural Principal

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2010.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	4-22-2010
Education objectives (How will students benefit from this alternative schedule?)	4-22-2010
Description of the schedule(s) and a copy of the calendar(s)	4-22-2010
Method of evaluating how student learning has improved	4-22-2010
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	4-22-2010
Copy of public comment records	4-22-2010
Length of waiver (circle one) • ~~1 year~~ • 2 years	
Evidence of meeting required hours: • Elementary ~~900~~ hours ✓ • Mid/Jr. High ~~1050~~ ✓ • High School 1100	

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

Converse County School District #1
Rural Schools
Four Day School Academic Schedule Proposal

In the interest of improving academic performance and promoting a schedule that will assist the staff development of the faculty, Converse County School District #1 Rural Schools, request that the State Board of Education authorize an alternative schedule for the Rural Schools that will include the following:

- A schedule that has **153 Student Contact days,** in session Monday through Thursday, exceeding the State's minimum contact hours of 900 hours for elementary and 1050 hours for Middle School level.

- Teacher contracts will be broken down to include 153 Student Contact days, 6 district In-service Days, 4 district Parent Teacher Conference days and 3 Rural Staff Development Days. All Rural Staff Development Days to be served on Fridays.

- Policies will be modified to ensure that attendance on the **153 Student Contact days** will be as high as is reasonably possible.

- The four academic days will be interrupted as infrequently as possible.

- This request is for the 2010-2012 school years.

Educational Objectives

Objective #1

To enhance the quality of education for students by intensifying efforts on a consistent basis in the areas of curriculum, staff development, and school improvement specific to the 4 Rural Schools.

The four day student schedule will allow for much needed teacher collaboration and staff development time. Friday's will be utilized for local, regional, and state professional development, curriculum, assessment, and school improvement tasks. Focusing upon these areas will enhance the quality of our Rural school community. This will have a direct impact on the quality of education in CCSD#1 4 Rural Schools.

Objective #2

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

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

Objective #3

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

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

Objective #4

To decrease student travel time.

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

Revised Alternative Calendar 2010 - 2011 (revised 2-18-10)

CCSD1 Rural Schools

No school district wide
District staff development day
District 2 hour early dismissal
Student contact day
Rural Activity Day in Town — Please send swimming gear
Rural Writing Assessment Day
Rural Staff Development Days
Track Day

8/18 1st day for new certified staff
8/23 1st day for teachers Professional Development
8/24 Professional Development
8/25 Professional Develoment 4:30 - 6:30 pm (Open House)
8/26 First day for Students
827 Rural Activity Day
9/6 No School Labor Day
9/7 - 9/23 Fall Window for optional DIBELS, GRADE, GMADE
9/9 ?Wyoming Hunting and Fishing Heritage Trip???
9/10 Rural Activity Day
9/27 No School Professional Development

10/1 Rural Activity Day
10/15 Rural Activity Day
10/29 morning Rural Harvest Party
10/29 Early dismissal Professional Development
10/29 End of 1st quarter (41 student contact days)

11/8 -11/11 Parent Teacher Conferences afternoons
11/12 morning Parent Teacher Conferences
11/24 Early out Thanksgiving Vacation
11/25 - 11/26 Thanksgiving Vacation

12/15 Tentative All day rehearsal
12/16 Tentative Rural School Christmas Program
12/21 Early Dismissal Christmas Vacation
12/21 End 2nd quarter (29 Student contact days)
12/22 - 12/31 Christmas Vacation

1/3 Professional Development
1/4 First day back for students
1/10 - 1/20 Winter window for DIBELS optional

0	at	5.25
22	student days	

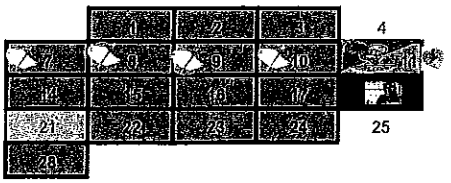
1	at	5.25
19	student days	

1	at	5.25
17	student days	

1	at	5.25
12	student days	

0	at	5.25
16	student days	

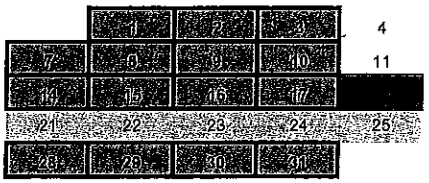
February



2/7 - 2/10 Rural Writing Assessment
2/11 Rural Activity Day morning
2/11 Rural Valentine Party afternoon
2/18 Rural Professional Development
Score Writing Assessement
2/21 No School President's Day

0 at 5.25
16 student days

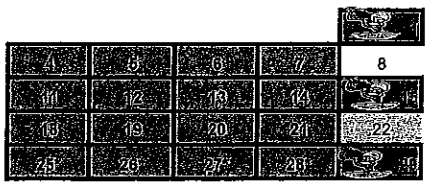
March



3/11 end of 3rd quarter (39 student contact days)
3/14 - 3/17 afternoon Parent Teacher Conferences
3/18 Parent Teacher Conferences morning
3/31 - 3/25 Spring Break
PAWS testing throughout March

0 at 5.25
15 student days

April

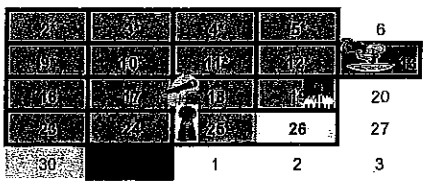


Easter 4/24

4/1 Rural Activity Day
4/15 Rural Activity Day
4/22 No School Good Friday
4/25 - 5/12 Spring Window for DIBELS, GRADE.
GMADE Required for NCA reports
4/29 Rural Activity Day

0 at 5.25
19 student days

May



June

5/13 Rural Activity Day
5/18 Tentative All day Rehearsal
5/19 Tentative Rural Spring Program
5/15 Rural Track Day
5/26 End 4th Quarter (44 Student Contact Days)
5/26 Last Day for Students Early dismissal
5/31 Last day for Teachers

1 at 5.25
17 student days

Rural Snow Days will be next convenient Friday.

153 TOTAL STUDENT CONTACT DAYS

139 Standard Student Contact Days	8:00 am to 3:45 pm
1 Friday All Day Student Contact Day	8:00 am to 3:45 pm
4 days 2 hour early release	8:00 am to 1:45 pm
9 Rural Activity Days in town	8:00 am to 1:30 pm

1081 Student contact hours -- exceeds State requirements

District Professional Development Days: Aug. 23, Aug. 24, Aug. 25, Sept. 27, Oct. 29 (1/2 day), Jan. 3, June 31
District Parent Teacher Conference Days: November 8 - 11 4:00 to 5:00 November 12 8:00 - 12:00
March 14 - 17 4:00 - 5:00 March 18 8:00 - 12:00
Rural Professional Development: February 18 (Writing Assessment)

Rural Activity Days in Town Aug. 27, Sept. 17, October 1, October 15, November 5, February 11, April 1, April 15, April 29, May 13
Friday contact days: October 29 (Fall Harvest Party) early dismissal, February 11 (Valentine's Day Party)
Christmas Program: ?? rehearsal December 15, ???Program December 16 5:30 supper 6:30 Program
Talent Show: ?? rehearsal May 18 ?? program May 19
Track day: May 25

Converse County School District #1
Rural Schools
4 – Day Week

White Rural School
Moss Agate Rural School
Shawnee Rural School
Dry Creek Rural School

The Converse County School District #1 Rural Schools listed above will operate from 8:00 A.M. to 3:45 P.M. They will operate for 153 student contact days. This will exceed the 900 hours required for K-5 students and the 1050 hours required for students in 6th, 7th, and 8th grades.

Converse County School District #1
615 Hamilton St.
Douglas, Wyoming 82633
OFFICE OF THE RURAL SCHOOLS

Dan Espeland
Superintendent of Schools
307-358-2942

Lisa Weigel
Principal
307-358-5676

Evaluation of Objectives

CCSD #1 Rural Schools (4) will evaluate the impact of the student four day school weeks annually. The evaluation process will include, but is not limited to the following components.

1. An analysis of all comparable statistics (achievement and behavioral) within the 2010-2012 school years.
2. A summary of statistics related to attendance and student achievement.
3. Yearly analysis of student survey information grade K-8.
4. Yearly analysis of community survey.
5. Yearly analysis of a certified and classified survey.
6. Annual review of alternative program goals, concepts, and data in conjunction with school improvement goals.

Publish: February 24, March 3, 10, &17, 2010 6943

CCSD#1- Alternative Rural Calendar...

Converse County School District #1
NOTICE OF PUBLIC HEARING

Converse County School District #1 will hold a Public Hearing to discuss the Alternative Rural Calender Proposal for the 2010-11 School Year. This hearing will be held on Tuesday, March 16, 2010, at 6:15 P.M. in the Board Room at the Central Administration Office at 615 Hamilton Street, Douglas, WY 82633.

Brad Reese, Clerk
Converse Co School Dist #1
Publish: February 24, March 3 & 10, 2010 6944

Notice of Vehicle Sale...

Following Vehicle will be sold for charges against it 2001 Dodge 1500 4x4 VIN 3B7HF13Y41G778260 on 16th March at OK Wrecking.
Publish: February 24, March 3, & 10, 2010 6949

Clementine's Retail Liquor License Renewal...

PUBLIC NOTICE

Notice is hereby given that on the 12th day of February, 2010 Hughes, Inc. dba Clementine's filed an application for a Retail Liquor License in the Office of the Clerk of the City of Douglas for the following described place: Lot 1, Block 5, Clearfield #2, City of Douglas, Converse County, Wyoming, more commonly known as 1199 Mesa Drive, Douglas, Wyoming. Protests, if any, against the issuance of this license will be heard at a Public Hearing to be held at the Meeting of the Douglas City Council on March 22, 2010, at 7:00 p.m. or as soon thereafter as possible, in the Council Chambers at 101 North 4th Street, Douglas, Wyoming.
/s/ Cheryl L. Ewing, City Clerk
Publish: February 24, March 3, 10 & 17, 2010 6954

Rocky Mountain Power...

PUBLIC NOTICE

The Wyoming Public Service Commission (Commission) gives notice that it has approved an Accounting Order granting Rocky Mountain Power (Rocky Mountain) authority to record a $52,198.13 advertising expense related to the Company's 2008 general rate case. No interest shall be included on this expense and it shall not be included in rate base.

Rocky Mountain stated it requested the Accounting Order to defer advertising costs associated with the Company's 2008 general rate case. The costs are described below.

	Television	Newspaper	Radio	Bill Insert	Total
Media Cost	$13,541.47	$9,969.61	$3,788.35	$1,264.50	$38,563.93
Production Cost	$6,175.28	$2,792.95	$3,292.74	$1,373.23	$13,634.20
Total	$19,716.75	$22,762.56	$7,081.09	$2,637.73	$52,198.13

The Company states the $52,198.13 costs ordinarily would not trigger the Company to request a deferral, but, in this case, the Commission required the Company to affirmatively inform the public or customer charge and rate design issues in that 2008 case and therefore told the Company that it could request recovery of costs.

The Accounting Order was approved, subject to notice, protest, further intervention, request for public hearing, change and

All in the records of the Coun
Deeds in and for Converse Cou
WHEREAS, the Mortg
by reason of said default, the M
operative, and no suit or proce
recover the debt secured by the
has any such suit or proceedin
continued; and
WHEREAS, written no
gage by advertisement and sal
owner and the party in posses
least ten (10) days prior to the
and the amount due upon the M
tion of this notice of sale being
sum consists of the unpaid pri
interest accrued to the date of
the amount of $4,632.98 plus a
accruing interest and late charg
of this notice of sale.
WHEREAS, The prop
subject to other liens and encum
at the sale. Any prospective pur
title before submitting a bid.
NOW, THEREFORE
Mortgagee, will have the Mortg
by causing the mortgaged prope
Sheriff or Deputy Sheriff, in and
the highest bidder for cash at 10
30, 2010 at the front door of th
cated at 107 N 5th, Douglas, W
on the above-described amou
mortgaged property being desc

LOT 10, REPLAT NO. 2 OF
LOT 5, BLOCK 1, REPLAT O
FOUR, FIVE, SIX, SEVEN A
DITION TO THE TOWN OF
THE COUNTY OF CONVER
SHOWN IN PLAT CABINET

with an address of
82633.

Together with all Impro
tures and appurtenances theret

Publish: March 3, 10, 17, & 24

Notice of Foreclos

FORECLOSU

WHEREAS, default in
est has occurred under the term
dated August 22, 2005, execut
and Lori G. Hoyt (Mortgagor(s)
tion, and a real estate mortgag
securing the Note, which Mortg
said Mortgagor(s), to said Mort
corded on September 7, 2005,
1270 at Page 490 in the recor
and ex-officio Register of Deed
of Wyoming; and
WHEREAS, the mortgage was

Assignee: Option One Mortgag
Assignment dated: November 3
Assignment recorded: Decembe
Assignment recording informati

St.
Protests if any against the issuance of any of these licenses will be heard at a Public Hearing to be held on February 22, 2010, at 7:00 p.m. or as soon thereafter as possible, in the Council Chambers at 101 North 4th Street, Douglas, Wyoming.

/s/ Cheryl L. Ewing, City Clerk

Publish: January 27, February 3, 10 & 17, 2010 6916

CCSD#1- Notice of Public Hearing...

Converse County School District #1
NOTICE OF PUBLIC HEARING

Converse County School District #1 will hold a Public Hearing to discuss the Alternative Rural Calendar Proposal for the 2010-11 School Year. This hearing will be held on Tuesday, February 16, 2010, at 6:15 PM in the Board Room at the Central Administration Office at 615 Hamilton Street, Douglas, WY 82633.

Brad Reese, Clerk
Converse Co School Dist #1

Publish: January 27, February 3, &10, 2010 6918

Ordinance NO. 872...

ORDINANCE NO. 872

AN ORDINANCE AMENDING SECTION 8.20.215 (HEALTH AND SAFETY – PROPERTY MAINTENANCE AND NUISANCE ABATEMENT REQUIREMENTS – INTERIOR SANITATION) OF THE DOUGLAS MUNICIPAL CODE.

BE IT ORDAINED BY THE CITY COUNCIL OF THE CITY OF DOUGLAS, WYOMING, that Section 18.20.215 (Health and Safety – Property Maintenance and Nuisance Abatement Requirements – Interior Sanitation) of the Douglas Municipal Code is hereby amended as follows:

8.20.215 Interior sanitation.

A. The interior of every building or structure shall be maintained free from any unsafe or unsanitary accumulation of refuse and garbage.

B. All sanitary facilities shall be installed and maintained in a safe and sanitary condition.

PASSED AND APPROVED ON FIRST READING THIS 14th day of December, 2009.

PASSED AND APPROVED ON SECOND READING THIS 11th day of January, 2010.

PASSED, APPROVED, AND ADOPTED ON THIRD AND FINAL READING THIS 25th day of January, 2010.

/s/ Marilyn Werner, Mayor

Attest:
/s/ Cheryl L. Ewing, City Clerk

Published: February 3, 2010 6926

Unapproved Minutes...

Unapproved Minutes
City of Douglas
January 25, 2010

Regular meeting of the Douglas City Council was held on January 25, 2010, at 7:00 p.m. in the Council Chambers of the City Hall Building at 101 N. 4th Street, Douglas, Wyoming.

Mayor Werner called the meeting to order and the assembly gave the Pledge of Allegiance. Upon roll call the following were found present: **Mayor** Marilyn Werner, **Council members** Bob Chiapuzio, Tony Reynolds, Val Marshall and Kathy Russell. **Others Present**: Interim City Administrator/Community Dev. Dir. Forrest Neuerburg, City Clerk Cheryl Ewing, Deputy City Clerk Heather Kahler, City Attorney Peg Trent and IT Director Gary Schwarz.

MEETINGS/ANNOUNCEMENTS Mayor Werner introduced the Meetings and Announcements as they appeared on the Agenda making corrections and additions when necessary.

CONSENT AGENDA Mayor Werner introduced the Consent Agenda for approval. Councilperson Chiapuzio moved to approve the **AN ORDINANCE AMENDING SECTION 13.12.040E OF THE DOUGLAS MUNICIPAL CODE – WATER RATES AND CHARGES.**

Councilperson Chiapuzio moved to pass and approve this ordinance on first reading. Councilperson Reynolds seconded. Interim City Administrator Neuerburg reviewed the ordinance. Following discussion, the motion unanimously carried.

Mayor Werner introduced a request for Bulk Water Rate discussion. Interim City Administrator Neuerburg reviewed a proposal to charge $10.00 per card and $10.00 per 1,000 gallons of water. Following discussion, Councilperson Chiapuzio moved to accept the cost of $10.00 per Bulk Water card and $10.00 per 1,000 gallons of water with a 14% annual rate increase. Councilperson Russell seconded. Following further discussion, the motion unanimously carried. Staff was directed to prepare a Resolution authorizing the rate changes.

Mayor Werner introduced a request to move forward with a Request for Proposals for City Engineering Services. Interim City Administrator Neuerburg reviewed the proposal. Following discussion, Mayor Werner directed Staff to proceed with a Request for Proposal to present at the next Council Meeting.

Mayor Werner introduced a discussion on Municipal Water Park. Mayor Werner reviewed the results of the School Board meeting and the City's future operation of the Municipal pool. Interim City Administrator Neuerburg reviewed the process needed to create job descriptions and hiring. Following discussion, Mayor Werner directed Staff to prepare job descriptions and move forward with the process.

Mayor Werner introduced discussion on Converse County School Districts unpaid claim. Following discussion, no action was taken.

PLANNING/COMMUNITY DEVELOPMENT Interim City Administrator Neuerburg read, by title only:

AN ORDINANCE ADDING SECTION 15.040.060 (BUILDINGS AND CONSTRUCTION-ADMINISTRATIVE PROCEDURES-CERTIFICATE OF OCCUPANCY) AND AMENDING SECTION 15.88.120 (BUILDINGS AND CONSTRUCTION-DEVELOPMENT PLANS AND SITE REVIEWS-LANDSCAPING) OF THE DOUGLAS MUNICIPAL CODE.

Councilperson Chiapuzio moved to pass and approve this ordinance on first reading. Councilperson Russell seconded. Interim City Administrator Neuerburg reviewed the ordinance. Following discussion, the motion unanimously carried.

Interim City Administrator Neuerburg read, by title only:

AN ORDINANCE AMENDING SECTION 8.20.215 (HEALTH AND SAFETY-PROPERTY MAINTENANCE AND NUISANCE ABATEMENT REQUIREMENTS- INTERIOR SANITATION) OF THE DOUGLAS MUNICIPAL CODE.

Councilperson Reynolds moved to pass, approve and adopt this ordinance on third and final reading. Councilperson Marshall seconded and the motion unanimously carried. **PASSED APPROVED AND ADOPTED THIS 25th DAY OF JANUARY, 2010.** This ordinance shall be known as Ordinance No 872.

Mayor Werner introduced a request for a West Plains Bike Path Archaeological Evaluation. Interim City Administrator reviewed the request and TEAL Grant requirement for archaeological evaluation. Following discussion, Councilperson Russell moved to deny Staff's ability to move forward with archaeological evaluation and TEAL Grant. Councilperson Chiapuzio seconded and the motion unanimously carried.

Mayor Werner introduced a request from Statewide Affordable Housing for funding. Interim City Administrator Neuerburg reviewed the request. Bill Russell, owner of Statewide Affordable Housing and Keely Miller, Manager addressed Council to request a funding match of 4.5 % for construction of ten affordable rental units. Bill Russell and Keely Miller responded to questions from Council. Following discussion, Councilperson Chiapuzio moved to authorize the City to provide a letter of support. Councilperson Russell seconded. Mayor Werner, and Councilpersons Russell, Reynolds and Chiapuzio voted aye. Councilperson Marshall voted nay. The motion carried.

STANDING COMMITTEES–BOARDS–CITY DEPARTMENTS/ ACTIVITY REPORTS Mayor Werner acknowledged receipt of the Quarterly Financial Report Summary for period ending December 31, 2009; Fire Suppression Authority Board Minutes of December 8, 2009 Meeting; Douglas Planning Commission Minutes of January

Comments on Alternative Schedule from Parent Advisory committee Meetings/Public Hearings:

The four day week, the best thing we've done for Rural Schools.

It has been wonderful having less travel time on Fridays.

Took a month or so to adjust to longer days, but after October students handled it well.

Alternative calendar allowed for more family time.

Compared to the previous School my children attended in the past with a 5 day week, academic needs are better met here with the alternative schedule, instructional times are maximized.

Friday activity days built in allow for student to be included in district activities and utilize other district facilities.

The four day week is a definite plus/strength for rural schools.

Academic time is adhered to, and with the alternative calendar time is utilized to the most.

My child has benefited tremendously this year from the rural school activities and academics. With our travel we do daily to get the children there and the weather we face in Wyoming it is nice to only have 4 days scheduled rather than 5. My child's grades have exceeded way farther than I expected.

March 16, 2010

Hearing for Rural Alternative Calendar for 2010-2012

Present: Lisa Weigel, principal, Cara Bolinger secretary, Larua DeWitt, Sherrill Kilpatrick, Sylvia Delgado, Dave and Karla Pellatz, Rochelle Wagner, Nicole Steinle, and Adeline Kohl.

Lisa called the meeting to order at 6:18 pm.

Evaluation of Objectives

Objective 1

The results from the climate survey have been received…see results of climate survey in packet.

Objective 2

Teachers and parents utilize the Fridays for appointments, staff development. Absences have dropped.

Objective 3

Teachers and parents appreciate the reduced amount of travel. Saves on costs.

2010-2011 proposed calendars that was revised was passed out and rechecked for errors.

Meeting was adjourned at 6:47.

Sign Up Sheet Rural PAC & Public Hearing 3/16/10

Laura Hewitt
Cara Kolinger
Sherrill Kilpatrick
Sylvia Delgoda
Karla K. Pellatz
Rochelle Wagner
Nicole Steinle
Marlene K. Kohl
Dan Schultz
Lisa Weigel

February 16, 2010
Hearing for Rural Alternative Calendar for 2010- 2012

Present: Lisa Weigel, principal, Debbie Walker, Adeline Kohl, Nicole Steinle, Dave and Karla Pellatz, Valarie Dorn, Karen York, Sherrill Kilpatrick

Lisa called the meeting to order at 6:15 pm.

Lisa introduced the purpose of the meeting. Additional meeting will be in March. Calendar to be presented to school board in April and submitted to the state in May.

Evaluation of Objectives

4 main objectives were targeted....see attached.

Objective 1

Teacher collaboration has increased. Staff has taken advantage of professional development opportunities.

Objective 2

Teachers feel that curriculum is less disjointed. Some students are utilizing Friday time for therapy and, remediation, extra instruction. Absences have dropped markedly.

Objective 3

Long rural trips take less academic time.

Objective 4

Parents and teachers appreciate the reduced amount of travel.

2010 – 2011 proposed calendar was presented

Numerous errors were found and corrected

Meeting was adjourned at 7:10. Reminder that the second public hearing is scheduled for Tuesday, March 16th at 6:15. Notices will be posted in the Douglas Budget and on the District Website.

Rural School Public Hearing
February 16, 2010

Parent/Staff Attendance

1. David Marinoor
2. Debbie Walker
3. Karen York
4. Karla Pellatz — Karla Pellatz
5. DAVID PELLATZ
6. Adeline Kohl — Adeline R. Kohl
7. Val Dorn — Valarie Dorn
8. Nicole Steele
9.
10.

Converse County School District #1
Douglas, Wyoming

REGULAR MEETING OF THE BOARD OF EDUCATION
Tuesday – April 13, 2010 – 7:30 PM
School Board Room – Central Administration Building

AGENDA

6:00 PM 1. Board Dinner

7:30 PM 2. Call Meeting to Order

3. Roll Call

4. Allegiance to the American Flag

5. Approval of Agenda

6. Approval of Minutes: Regular March 9, 2010 Board Meeting

pp. 9-79. 7. Financial Report: Claims for April – Nita Werner and Brad Reese
[General Funds Checks #69031 - #69350 with Teri Griffin abstaining from check #39286; Payroll Clearing Checks #64354- #64689; Direct Deposit #1016696- #1017296; Federal Programs Checks #13697- #13759; BOCES Checks #2136- #2153; Major Maintenance checks #3211 - #3212; Hot Lunch Checks #4218- #4238; Student Funds Checks #16398- #16462]

8. Dates for Your Calendars (see last page of agenda)

9. Correspondence – Primary School Art Display

10. Committee Reports

~~11. Audience Recognized~~

12. Staff Spotlight Recognition – Primary School

13. Good Things to Share – Intermediate and Rural Schools

14. *Unfinished Business*

INFORMATION ITEMS

A.

ACTION ITEMS

A. Approval of Bids on Summer Projects
B. Approval of Bids for Road Construction – Asphalt Purchase
C. Approval of Bids on Modular Classrooms

15. *New Business*

INFORMATION ITEMS

A.

ACTION ITEMS

A. Approval of Rural Alternative Calendar Proposal
B. Middle School Archery Overnight Trip Request
C. Official Cancellation of Uncashed School Warrants
D. Call for Hearing on Mills (Recreation, EWC BOCES and Northeast BOCES)

16. Executive Session

pp. 81 17. Personnel Report
a. Resignations
b. New Hires
c. Winter Activities Extra Duty Contract Recommendations
d. Terminations
e. Recommendation of Remaining Non-Tenured Certified Staff

18. Adjournment

DATES FOR YOUR CALENDARS

Staff, Parent, Committee Activities
April 14, 2010, Professional Development Meeting at Central Administration, 3:30 p.m.
April 19, 2010, Technology Committee Meeting at Central Administration, 3:30 p.m.
May 3, 2010, Goals and Policies Committee Meeting at Central Administration, 5:15 p.m.
May 5, 2010, T.A.B.S. Meeting at Central Administration, 3:45 p.m.

Board Activities
April 27 & 28, 2010, IBN Negotiations at Central Administration, 8:00 a.m.
May 11, 2010, Rec and Regular Board Meetings at Central Administration, 7:15 pm

Converse County School District #1
615 Hamilton St.
Douglas, Wyoming 82633
OFFICE OF THE RURAL SCHOOLS

Dan Espeland
Superintendent of Schools
307-358-2942

Lisa Weigel
Principal
307-358-5676

Parent Support of Alternative Schedule (2010)

100% of parents at White Rural School support the Alternative Calendar and feel student academic needs are being met.

100% of parents at Moss Agate Rural School support the Alternative calendar and feel student academic needs are being met.

100% of parents at Dry Creek Rural School support the Alternative calendar and feel student academic needs are being met.

100% of parents at Shawnee Rural School support the Alternative calendar and feel student academic needs are being met.

The Alternative calendar was an agenda item discussed throughout the school year at the Rural Parent Advisory Committee Meetings and response was overwhelming in support of the Alternative Calendar. Parents indicated at PAC meetings and at Public hearing meetings that they would like to see the Alternative Calendar continue for another two year cycle because of the positive impact it's had on students education.

Copy of the parent/staff survey 2010

ALTERNATIVE RURAL SCHOOL CALENDAR PARENT SURVEY

1. DO YOU THINK THAT YOUR CHILD BENEFITS FROM THE 4 DAY WEEK ALTERNATIVE CALENDAR?

2. WHAT WOULD BE THE POSITIVE ASPECTS OF HAVING A 4 DAY WEEK SCHEDULE FOR THE RURAL SCHOOLS?

3. IS THERE ANYTHING YOU WOULD LIKE TO SEE CHANGED SURROUNDING THE ALTERNATIVE CALENDAR?

4. AS A PARENT WOULD YOU LIKE TO SEE THIS TYPE OF SCHEDULE CONTINUED?

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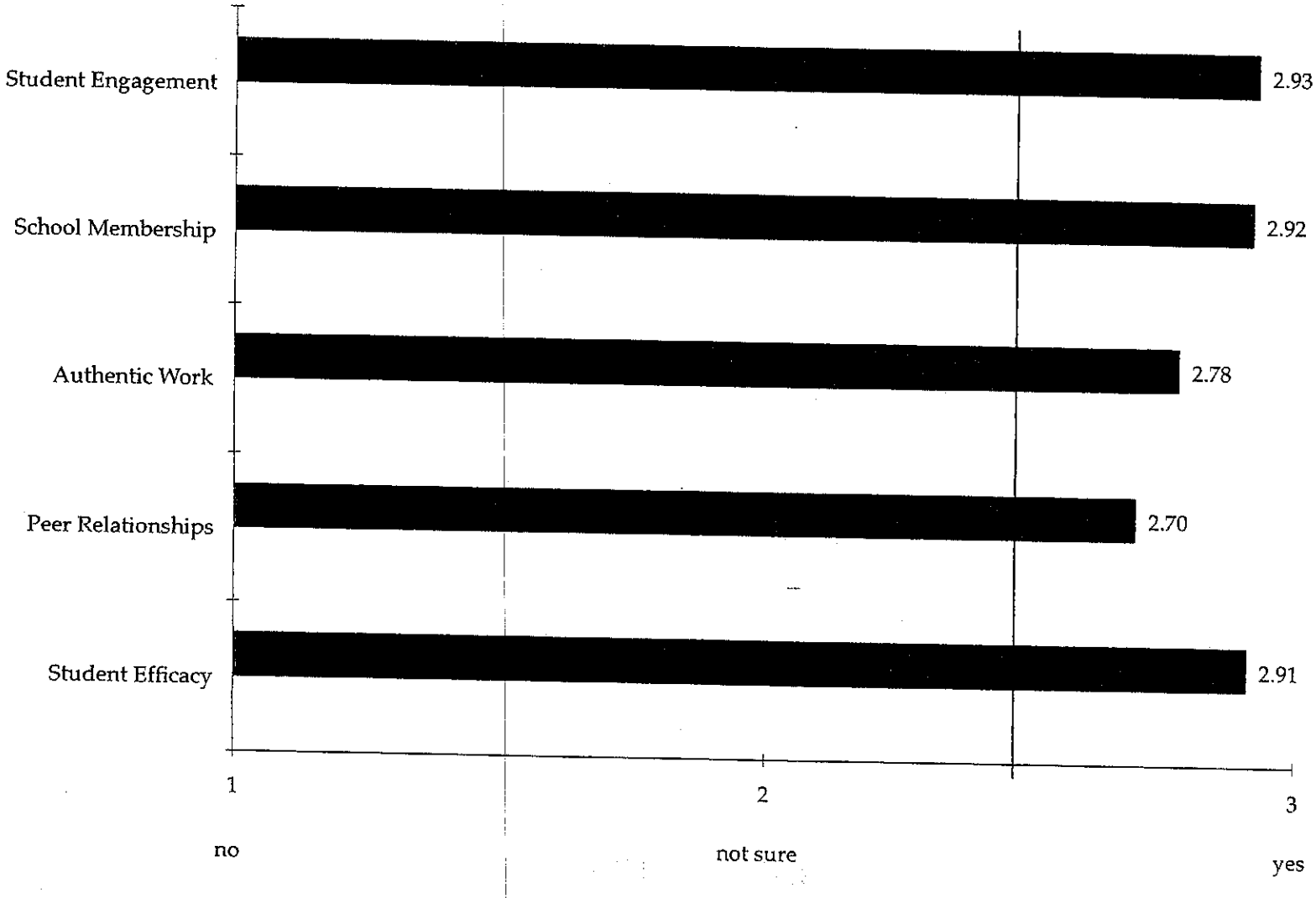
5. OTHER COMMENTS

Climate Survey results - 2010

Douglas Rural School Students' Perceptions of Quality -- Composite Means



APR 23 2010

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Crook County #1

DISTRICT CONTACT: Lon Streib

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

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

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

Crook County School District No. One

Hulett – Moorcroft – Sundance
Lon Streib, Superintendent

Central Administrative Office
108 N. 4th Street
P. O. Box 830
Sundance, WY 82729-0830
(307) 283-2299 Telephone
(307) 283-1810 Fax

April 26, 2010

To Whom It May Concern:

Crook County School District #1 is requesting approval to continue its alternative calendar through the academic school year 2010-2011.

Educational objectives this calendar allows CCSD#1 to achieve are as follows:

- increased student time on task
- increased teacher time on task
- reduced student and staff absences
- increased teacher skills by scheduling inservice days with less teacher pull out time
- increased student achievement
- increased patron satisfaction.

CCSD#1 uses scores and results, from MAP and its district assessments, at the beginning and end of each school year to evaluate the effectiveness of teacher training and student learning. These meetings are held at each school. Participants include parents, staff, school board members, and principals. Input and suggestions about the 2009-10 calendar were used to improve the 2010-2011 calendar.

The proposed calendar was presented and adopted at the regular school board meeting held on April 19, 2010. The following information is attached:

- 2010-2011 school year calendar
- A copy of newsletter and surveys results
- A copy of the April 19 board minutes (page 5)

Thank you for considering this request.

Sincerely,

Lon Streib

WYOMING HATHAWAY SCHOLARSHIP PROGRAM

The State of Wyoming provides Hathaway Merit & Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

2010-11

Elementary Hours

Monday thru Thursday				Friday		
start	8:12	11:22		8:12	11:22	190.00
190						
lunch/recess	11:22	12:07		11:22	12:07	
	12:07			12:07		
recess	2:08	2:28		1:00	1:20	93.00
163		3:20			2:00	
353						283.00

353 min. X 139 days = 817.78 hours	1038.6	283 min X 28 days	132.1 hours
	0		
Total Hours	1038.6		

High School Hours 2010-2011

	Monday thru Thursday			Friday			
	60	8:00	9:00	8:00	8:40	1	40.00
	60	9:04	10:04	8:43	9:23	2	40.00
10 Break	10	10:08	10:18	9:26	10:06	3	40.00
	60	10:22	11:22	10:09	10:49	4	40.00
		11:22	11:56	10:53	11:33	5	40.00
				11:33	11:56	Lunch	
	60	12:00	1:00	12:00	12:40	6	40.00
	60	1:04	2:04	12:43	1:23	7	40.00
Homeroom	20	2:08	2:28	1:26	2:06	8	40.00
	60	2:32	3:32				
	390						320.00

390 min. X 139 days = 903.5 hours		1052.74	320 min. X 28 days : 149.52 hours
Passing times	6X4=24X136 days =54.4	63.1	6X3=18X29 days=8.7
	Total Hours	1115.84	

Crook County School District #1
2010-11 School Calendar

July

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Friday schedule on the last day before a vacation.

AUGUST

19-20	New Teacher Work Days
23-31	Teacher Work Days

SEPTEMBER

7	First Day of School
6	Labor Day
23	P/T Conferences 4-7 PM
24	P/T 8-10 AM/Staff Work Day 10 AM-noon

OCTOBER

29	Staff Work Day
29	End of 1st Quarter

NOVEMBER

24-26	Thanksgiving Vacation

DECEMBER

9	P/T Conferences 4-7 PM
10	P/T 8-10 AM/Staff Work Day 10 AM-noon
20	Christmas Vacation

JANUARY

3	Staff Work Day
4	School Resumes
17	MLK - Teacher Work Day
19	End of 1st Semester

FEBRUARY

7	Staff Work Day
21	President's Day
25	Staff Work Day

MARCH

24	P/T Conferences 4-7PM
25	P/T 8-10 AM/Staff Work Day 10 AM-noon
25	End of 3rd Quarter

APRIL

11	Staff Work Day
22	Good Friday
25	Easter Monday

MAY

27	Last Day of School
30	Memorial Day
31	Staff Work Day
June 1	Staff Work Day

P/T Conferences
Teacher Work Day in Building
or District-Wide Inservice
Teachers ONLY - No Students
END OF QUARTER

Calendar adopted: April 19, 2010

January

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

March

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Make up snow days will be determined as needed.

APRIL

Activity calendars published each month in 3 local newspapers.

2010

CROOK COUNTY SCHOOL DISTRICT — ACTIVITY CALENDAR FOR HULETT

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	CCSD#1 wishes to remind all staff & visitors that the use of tobacco is prohibited on all school property.			1 HST AT GILLETTE	2 NO SCHOOL SPRING BREAK	3
4 EASTER	5 NO SCHOOL SPRING BREAK	6	7	8	9 HST AT HOT SPRINGS, SD	10 HST QUEEN CITY at SPEARFISH JHT at NEWCASTLE ACT in Hulett
			FFA CONVENTION IN CHEYENNE			
11	12	13	14	15 ELEM CONCERT 7PM at HULETT COMMUNITY CENTER	16 JHT at CUSTER	17 HST at BELLE
			CLOSE UP TRIP TO WASHINGTON D.C.			
18 Close up Students Return	19 School Board Mtg 6 PM at SHS Visitors welcome to comment on proposed 2010–11 calendar	20 NE DIST HS MUSIC FESTIVAL at HULETT	21	22 HULETT STAFF HEALTH FAIR BLOOD DRAW 7AM	23 HST at WRIGHT	24 JHT at WRIGHT
				ART SYMPOSIUM AT CASPER EVENT CENTER		
25	26	27	28 Junior ACT DAY	29 HS SPRING CONCERT 7PM at HULETT COMMUNITY CENTER	30 NO SCHOOL	HST at NSI JHT at STURGIS JR/SR PROM POST PROM
			***SCHEDULE IS SUBJECT TO CHANGE			

Published in all 3
local newspapers.

CROOK COUNTY SCHOOL DISTRICT #1
MINUTES of MEETING
BOARD OF TRUSTEES

CALL TO ORDER

The regular meeting of the Board of Trustees of Crook County School District No. One was held in Sundance, WY, Monday, April 19, 2010, at the hour of 6:00 PM at the Sundance Secondary School.

ROLL CALL

The meeting was opened with the following present – Chairman Ken Rathbun; Trustees Wayne Jordan, Paul Casey, Tracy Jones, Deb Smith, Todd McInerney, and Durk Brown. Trustee absent – Rob Graham. Administrators present – Lon Streib, Superintendent; Sandra Neiman, Director of Special Education; Kirby Baier, Hulett School Principal; Linda Wolfskill, Moorcroft Elementary Principal; John Cook, Moorcroft Secondary Principal; Kathy Hood, Sundance Elementary Principal; Mark Broderson, Sundance Secondary Principal; and Dale Petersen, Bear Lodge High School Principal. Administrator absent - Teresa Brown, Director of Curriculum.

APPROVAL of MINUTES

Motion was made by Trustee Casey and seconded by Trustee Brown to approve the minutes of the last regular meeting. Motion carried.

ADOPTION OF AGENDA

Motion was made by Trustee McInerney and seconded by Trustee Brown to add a travel request from the Hulett Future Business Leaders, a travel request from the Sundance Destination Imagination teams, and the resignation of Sandi Bullock, Moorcroft Secondary English Teacher, to the Consent Agenda; move the student presentation by the Sundance Destination Imagination team and the Sundance FCCLA before Don Clonch in the Visitors section; and then to adopt the agenda. Motion carried.

CONSENT AGENDA

Chairman Rathbun asked if any board member or member of the audience would like an item removed from the Consent Agenda.

Motion was made by Trustee Smith and seconded by Trustee McInerney to approve the Consent Agenda as recommended by the Superintendent.

To approve the bill listing and to issue warrants in payment thereof.

To approve the resignations of:

1. Kathy Peters – Moorcroft Elementary Teacher
2. Albert Pickerd – Sundance Head Custodian
3. Jim Pannell – Hulett Trustee
4. Jeri-Jespersen-Gibson – Moorcroft Elementary Special Education Para
5. Geralyn Johnson – Moorcroft Elementary Special Education Para
6. Rebecca Irriberry – Moorcroft Elementary Part-time

To approve the 2009-2010 Related Services Agreement with:

1. Behavior Managements Systems, Inc.

Motion was made by Trustee McInerney and seconded by Trustee Casey to hire the following individuals for the 2010-2011 school year as recommended by the principal and superintendent:

MOORCROFT SECONDARY

Melissa Buckmiller	Carolyn Feehan	Tara Ferrell
Steve Gerry	Cynthia Gill	Marilyn Ormseth
Jill Knapp	Cindy Packard	Cheryl Schneider
Robi Spears	Janell DuBeau	Barb Ellerton
Pam Kunz	Mel Mundt	Linda Smith
Cheryl Studie	Brenda Wagner	Dorothy Wondercheck
Rosalie Brimmer		

Motion carried.

Motion was made by Trustee Smith and seconded by Trustee McInerney to hire the following individuals for the 2010-2011 school year as recommended by the principal and superintendent:

SUNDANCE ELEMENTARY

Barbara Thomas	Debra Davis	Cindy Lambert
Andrea Humphrey	Sandra Hogue	Benita Mott
Bill Davis	Virginia Gable	Marti Holloway
Chris Adams	Wendy Kipp	Kathleen Lincoln
Marlene Edwards	Flo Jacobs	

Motion carried.

Trustee Jordan declared a conflict of interest and abstained from discussion or vote. Motion was made by Trustee Smith and seconded by Trustee Brown to hire the following individuals for the 2010-2011 school year as recommended by the principal and superintendent:

SUNDANCE SECONDARY

Dorothy Massey	Melissa Holso	Dustin Peterson
Rhenda Studer	Kelly Carter	Karen Bennett
Sarah Ellsbury	Val Hurd	Jo Ann Peterson
Monica Waltman	Vicky Adams	Bob Beaudoin
Terrell Buckman	Chuck Durfee	Bob Hadden
Shannon Baseman	Laura Newell	Kathy Sigel
Annette Viergets		

Substitute/Activity Bus Drivers:

Don Buckman	Deb Davis	Jim Geis
Ron Hart	Brian Kervliet	Roxanna Lossing
Charles Mitts	Randall Mixon	Jerry Olson
Mardell Olson	Albert Pickerd	Linda Riggert
John Rogers	Becky Rolf	Rick Stiles

Motion carried.

Trustee Rathbun declared a conflict of interest and abstained from discussion or vote. Motion was made by Trustee Smith and seconded by Trustee Jordan to hire the following individuals for the 2010-2011 school year as recommended by the superintendent:

BEAR LODGE HIGH SCHOOL and CENTRAL OFFICE

Beth Ellsbury	Denise Rathbun	Deb Mannetter
Jan Steele	Terri McGee	Travis Price
Janell Willems	Robert Wagner	Vera Smith

Motion carried.

Trustees Jordan and McInerney declared a conflict of interest and abstained from discussion or vote. Motion was made by Trustee Smith and seconded by Trustee Casey to hire the following individuals for the 2010-2011 school year as recommended by the special education director and superintendent:

DISTRICT-WIDE SPECIAL EDUCATION PARAS:

Jeanine Knapp	Terri Raye McInerney	Christine Maupin
JoEllen Parsons	Patricia Bruce	Criss Crozier
Julie Kuenzel	Alyson Zimmerschied	Charlotte Holzwarth
Dianna Kraft	Ann Sundstrom	Terry Williams
Kathy Davis	Becky Fossen	Margie Lienemann
Peggy Moeller	Chris Schommer	Terri Thompson
Wes Duvall	Shelley Kerkvliet	Roxanna Lossing
Marie Reed	Susan Wilson	Brittany Schmidt

Chairman Rathbun asked it be noted in the minutes that five board members, a quorum, voted yes. Motion carried.

POLICIES

Motion was made by Trustee McInerney and seconded by Trustee Brown to table Action Items B1 and B2, revisions to the Family & Medical Leave Act section of:

- Policy GCBD – Professional Staff Leaves & Absences
- Policy GDBD – Support Staff Leaves & Absences

until the May meeting to give board members more time to review the proposed changes. Motion carried.

Motion was made by Trustee Smith and seconded by Trustee Jones to accept revisions to the following policies (Action Items B3 and B4):

- Policy EEAEA – Bus Driver Requirements, Training & Responsibilities
- GBE – Staff Health & Safety

Motion carried. A copy of the policies is attached and becomes a part of these minutes.

HANDBOOKS

Motion was made by Trustee Brown and seconded by Trustee Casey to approve the 2010-2011 elementary handbook as presented by Kathy Hood, Sundance Elementary Principal. Motion carried.

Motion was made by Trustee Casey and seconded by Trustee Brown to approve all changes to the 2010-2011 secondary handbook as presented by John Cook, Moorcroft Secondary Principal, with Option 2 for determining valedictorian and salutatorian (ACT scores will be used, in case of a tie, to determine valedictorian and salutatorian). Motion carried.

BUS BARN

Motion was made by Trustee Smith and seconded by Trustee McInerney to accept the base bid of $142,800 from Skyline Builders of Moorcroft, WY, for the construction of a steel-frame bus barn in Moorcroft as recommended by Tom

Necklason, Purchasing & Facilities. Motion carried. A copy of the bid tabulation is attached and becomes a part of these minutes. A change order will be issued to include rebar in the concrete.

RECESS Chairman Rathbun called for a short recess at 6:43 PM.

REGULAR SESSION Chairman Rathbun called the meeting back into order at 6:50 PM.

WELCOME Trustee Smith welcomed visitors, thanked them for coming, and said she was heartened by the turnout. She explained board members would listen and take input, but they would not take action at this meeting.

VISITORS The Sundance Elementary Destination team (Bailey Middleton, Will Inghram, Lauren Haiar, Tanner Hofland, Shelby Garroutte, Madison Gill, and Jerrett Schloredt) performed a skit which won both 1st place at the state competition and also the special DaVinci Award.

Sundance FCCLA members (Haley Wadley, Reed Moore, Karleen Cooper, Kacie O'Connor, Megan VanVeldhuizen, Erica VanVeldhuizen, Malory Cross, Lauren Wilson, and Robin Moore) introduced themselves and gave a PowerPoint presentation about the Sundance FCCLA program, which was recently awarded the Outstanding Chapter for the State of Wyoming.

Don Clonch was the first Moorcroft patron to express his support for Donavon Voigt as the coach of the Moorcroft High School boys' basketball team. Additional supporters of Mr. Voigt included basketball players, students, parents, family members, community members, his wife, an activity bus driver, and his assistant coach. Individuals who addressed the board were: Cole Robinson, Miles Blakeman, Eric Fallon, Kris Nelson, Joe Kissack, Richard Castello, Tina Graham, Jack Petersen, Robin Voigt, Ken Schuricht, Cynthia Clonch, Kelli Williams, Helen Farnsworth, Heidi Smith, Robert Jespersen, Dave Reynolds, Evonna Schelling, Bill Dewey, and Mary Lou Petersen. Donavon Voigt also spoke to the board. Mark Hughes, CCSD#1 Attorney, and Chairman Ken Rathbun answered several questions. Members of the audience asked to know when a final decision would be made for the 2010-11 extra-duty contracts and indicated they would attend board meetings until the matter was settled.

RECESS Chairman Rathbun called for a short recess at 8:23 PM.

REGULAR SESSION Chairman Rathbun called the meeting back into order at 8:34 PM.

2010-2011 CALENDAR Motion was made by Trustee Brown and seconded by Trustee Jordan to adopt the 2010-2011 school calendar as recommended by the superintendent. Motion carried. A copy of the calendar is attached and becomes a part of these minutes.

SEARCH COMMITTEE Motion was made by Trustee Casey and seconded by Trustee McInerney to approv Chairman Rathbun's appointment of Trustees Jordan, McInerney, Smith, and

himself as members of the search committee to fill the unexpired school board position vacated by Trustee Pannell. Motion carried. The deadline for letters of interest will be Monday, May 10. The newspaper ad for a Hulett trustee will be run for 2 weeks. Interviews will be scheduled for the week of May 10.

BOARD SELF EVALUATION

Chairman Rathbun handed out the board's self evaluation summary; thanked the other board members for filling it out and returning it; and said the board can learn its strengths and weaknesses from the summary results. Motion was made by Trustee Casey and seconded by Trustee McInerney to discuss the summary at the next board work session. Motion carried.

GOVERNANCE POLICIES

Motion was made by Trustee McInerney and seconded by Trustee Casey to table adopting the Leadership Governance Policies until the May meeting. Motion carried. It was decided to discuss the document at the next board work session.

PRELIMINARY BUDGET

Trustee McInerney, a member of the 2010-11 salary committee, presented salary & benefits proposals to the full board. Questions were asked and answered. It was decided board members would review the information and adopt a 2010-11 salary & benefits package at the May meeting. Motion was made by Trustee Smith and seconded by Trustee Brown to adopt the preliminary budget. Motion carried. A copy of the budget is attached and becomes a part of these minutes.

ADDITIONS to AGENDA

Motion was made by Trustee McInerney and seconded by Trustee Casey to approve the out-of-state, overnight trip request for the:

- Hulett Secondary Future Business Leaders – National Leadership Conference – Nashville, TN – July 13-16, 2010. Motion carried.

Trustee Casey declared a conflict of interest and abstained from discussion or vote. Motion was made by Trustee Smith and seconded by Trustee Brown to approve the out-of-state, overnight trip request for the:

- Sundance Destination Teams – Global Competition – Knoxville, TN - May 25-30, 2010. Motion carried.

Motion was made by Trustee Brown and seconded by Trustee Smith to approve the

- resignation of Sandi Bullock – Moorcroft Secondary English Teacher.

Motion carried.

AUDIENCES w/ the BOARD

None.

FINANCIAL

Pamela Garman, Business Manager, informed board members that CCSD#1 health insurance premiums for 2010-11 would increase only 8% because of our good claims history. Other districts had up to an 18% increase. A question about the lunch program's negative balance was also asked and answered. Motion was made by Trustee Casey and seconded by Trustee Brown to approve the financial reports as submitted. Motion carried.

BOCES

Trustee Smith reported BOCES has 33 students enrolled; things in general are going really well; and the next BOCES board meeting will be later this week.

Trustee Smith encouraged CCSD#1 board members to attend the BOCES Talent Show if at all possible; she said it is well worth the trip.

SPECIAL PROGRAMS

Sandra Neiman, Director of Special Education, reported things are going really well; students are practicing for the summer Special Olympics; the consolidated grant meetings were held earlier this month; and the consolidated grant writing training is the end of April.

PRINCIPALS

Mark Broderson, Sundance Secondary Principal, handed out and went over the Sundance Secondary Report to the Board. Information included current enrollment and attendance figures, teaching staff, graduation rates, extra-curricular participation, concurrent enrollment, grade distribution, testing data, and the community involvement plan.

Dale Petersen, Bear Lodge High School, handed out and went over Bear Lodge High School's Report to the Board, which included similar information. He complimented the BLHS teachers and paras and invited board members to visit the school and meet Rosie and Joe.

SUPERINTENDENT

Superintendent Streib introduced Tammy Needham, Sundance Destination Imagination sponsor. Tammy said the DI students and parents had held many fundraisers during the school year; however, due to high expenses, she requested $1000 from gifted/talented funds to attend the Global Competition at the end of May. Chairman Rathbun said he would leave it to Superintendent Streib's discretion to fund this request with the appropriate funds.

CHAIRMAN

No report.

TRUSTEE DISCUSSION

Chairman Rathbun gave each board member three minutes to discuss items of interest or concern.

Trustee Jones:

- congratulated the Moorcroft boys' basketball team members, the Moorcroft patrons, and Robin Voigt for speaking up at the meeting
- congratulated Tammy Needham and the Sundance Destination Imagination teams for a job well done
- thanked Pam for answering his questions about a payment to ESRI for geographic information systems software purchased by Lance Hofland. He expressed appreciation to Lance for teaching this valuable skill
- said he appreciated the experience Moorcroft 5th grade students had when they visited Guadalajara's
- thanked Pam for keeping tabs on the district's third party health insurance administrator, CNIC

Trustee Jordan thanked the Hulett Volunteer Fire Department for carefully disposing of the old crow's nest at the Hulett football field.

Trustee McInerney:

- expressed appreciation to Dale Petersen and the Bear Lodge High School staff for the good things he hears about the school in the community
- gave kudos to administrators for running the schools

Trustee Casey:

- thanked visitors for their input
- congratulated Tammy Needham, Tina Inghram, and Tammy Jundt for their work with the Sundance Destination Imagination teams
- thanked principals for staying so late!
- expressed his opinion that the Leadership Governance Policies is an amazing document
- thanked other members of the salary committee

Trustee Brown – no comments

Chairman Rathbun:

- offered congratulations to the two student groups who gave presentations at the meeting and thanked their sponsors
- thanked patrons who spoke during the meeting and said the board was here to listen
- thanked Jim Pannell for serving on and being an asset to the board, and said he will miss him

Trustee Smith – no comments

DISCUSSION ITEMS

It was decided to hold the next board work session on Tuesday, May 11, at the Hulett School at 6 PM. Topics for the work session will include:

- Board Self Evaluation Summary
- Leadership Governance Policies
- 2010-11 Salary & Benefits Package
- New Board Member Orientation
- A report by Randy Ludeman, Secondary Facilitator

Trustee Casey informed board members he plans to assemble a packet of information to be given to individuals who want to run for one of the five school board positions on the November election ballot.

ADJOURN-MENT

Motion was made by Trustee McInerney and seconded by Trustee Casey to adjourn the meeting.

_____ _____

Chairman Clerk

Included with school newsletter
sent home to all parents of Moorcroft
Elementary students.

February 9, 2010

Dear Parents,

I have attached a survey for you to take concerning the school year. You need only fill out one per family. There is also the option to take it online. You will find the web address on the very bottom of the survey.

If you have any other concerns about the school year, please write it on the survey, and I can get the information to Central.

I would like for this to be completed this week, so please return on Friday.

Thanks for your input,

Mrs. Wolfskill

Posted at parent/
teacher conferences.

PLEASE HAVE A COOKIE AND FILL OUT OUR SCHOOL 167 DAY SCHOOL YEAR CALENDAR LIKES AND DISLIKES.

THANKS FOR TAKING THE TIME TO HELP US OUT.

February 9, 2010

Dear Parents,

I have attached a survey for you to take concerning the school year. You need only fill out one per family. There is also the option to take it online. You will find the web address on the very bottom of the survey.

If you have any other concerns about the school year, please write it on the survey, and I can get the information to Central.

I would like for this to be completed this week, so please return on Friday.

Thanks for your input,

Mrs. Wolfskill

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survey title

Parent Calendar Survey Edit Title | design survey | collect responses | analyze results

View Summary
Browse Responses
Filter Responses
Crosstab Responses
Download Responses
Share Responses

current report: Default Report | Add Report

Response Summary

Total Started Survey: 130

Total Completed Survey: 130 (100%)

Page: Default Section

1. Please select your child's grade level. You may select more than one if you have more than one child in school. Create Chart Download

	Response Percent	Response Count
1st	33.6%	41
2nd	25.4%	31
3rd	22.1%	27
4th	25.4%	31
5th	25.4%	31
6th	14.8%	18
7th	10.7%	13
8th	9.0%	11
9th	4.9%	6
10th	9.0%	11
11th	6.6%	8
12th	10.7%	13
answered question		122
skipped question		8

2. Are you happy with the 168 day school calendar? Create Chart Download

	Response Percent	Response Count
Yes	86.6%	110
No	13.4%	17
answered question		127
skipped question		3

3. Please choose a statement below. Create Chart Download

	Response Percent	Response Count
I would prefer the school year to start on Septemeber 1st and end before memorial day	88.1%	111
I would prefer the school year to start September 7th and end after memorial day.	11.9%	15
answered question		126
skipped question		4

4. Would you like to see snow days built into the schedule? Create Chart Download

	Response Percent	Response Count
Yes	58.7%	74
No	41.3%	52
answered question		126
skipped question		4

5. Would you prefer teacher inservice days to be on Mondays or Fridays? Create Chart Download

	Response Percent	Response Count
Mondays	33.3%	42
Fridays	66.7%	84
answered question		126

skipped question	4

6. Do you want a two-week Christmas vacation? Create Chart Download

	Response Percent	Response Count
Yes	86.0%	111
No	14.0%	18
answered question		129
skipped question		1

7. Do you feel the current school day is too long? Create Chart Download

	Response Percent	Response Count
Yes	20.5%	26
No	79.5%	101
answered question		127
skipped question		3

8. Do you want to keep the early dismissal on Fridays? Create Chart Download

	Response Percent	Response Count
Yes	85.3%	110
No	14.7%	19
answered question		129
skipped question		1

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survey title

Teacher Calendar Survey Edit Title

design survey | collect responses | analyze results

- View Summary
- Browse Responses
- Filter Responses
- Crosstab Responses
- Download Responses
- Share Responses

current report: Default Report Add Report

Response Summary

Total Started Survey: 84

Total Completed Survey: 84 (100%)

Page: Default Section

1. Which town do you teach in? Create Chart Download

	Response Percent	Response Count
Hulett	37.3%	31
Moorcroft	32.5%	27
Sundance	30.1%	25
answered question		83
skipped question		1

2. Are you happy with the 168 day school calendar? Create Chart Download

	Response Percent	Response Count
Yes	67.5%	54
No	32.5%	26
answered question		80
skipped question		4

3. Choose one of the statements below. Create Chart Download

	Response Percent	Response Count

I prefer to start September 1st and get out before Memorial day		98.8%	82
I prefer to start September 7th and get out after Memorial day.		1.2%	1
		answered question	83
		skipped question	1

4. Would you like to see snow days built into the schedule? Create Chart Download

		Response Percent	Response Count
Yes		71.1%	59
No		28.9%	24
		answered question	83
		skipped question	1

5. Would you prefer teacher inservice days to be on Mondays or Fridays? Create Chart Download

		Response Percent	Response Count
Mondays		56.0%	47
Fridays		44.0%	37
		answered question	84
		skipped question	0

6. Do you want a two-week Christmas vacation? Create Chart Download

		Response Percent	Response Count
Yes		81.7%	67
No		18.3%	15
		answered question	82
		skipped question	2

7. Do you feel the current school day is too long? Create Chart Download

	Response Percent	Response Count
Yes	38.1%	32
No	61.9%	52
answered question		84
skipped question		0

8. Do you want to keep the early dismissal on Fridays? Create Chart Download

	Response Percent	Response Count
Yes	94.0%	78
No	6.0%	5
answered question		83
skipped question		1

9. Did the 168 day school calendar allow less pull out time for professional development? Create Chart Download

	Response Percent	Response Count
Yes	43.0%	34
No	57.0%	45
answered question		79
skipped question		5

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Parent Calendar Survey MHS

Exit this survey

1. Default Section

1. Please select your child's grade level. You may select more than one if you have more than one child in school.

☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th 6 7th 6 8th 8 9th 5 10th 7 11th 1 12th

2. Are you happy with the 168 day school calendar?

○ Yes 13

○ No 7

3. Please choose a statement below.

○ I would prefer the school year to start on Septemeber 1st and end before memorial day 22

○ I would prefer the school year to start September 7th and end after memorial day. 1

4. Would you like to see snow days built into the schedule?

○ Yes 8

○ No 11

5. Would you prefer teacher inservice days to be on Mondays or Fridays?

○ Mondays 5

○ Fridays 17

6. Do you want a two-week Christmas vacation?

○ Yes 22

○ No

7. Do you feel the current school day is too long?

○ Yes 8

○ No 15

8. Do you want to keep the early dismissal on Fridays?

○ Yes 23

○ No

Please call your local school principal to discuss any other concerns you may have.

4 Day school week (5)

start earlier (1)

Teacher Calendar Survey MHS

Exit this survey

1. Default Section

1. Which town do you teach in?

- ○ Hulett
- ◉ Moorcroft
- ○ Sundance

2. Are you happy with the 168 day school calendar?

- ○ Yes 9
- ○ No 10

3. Choose one of the statements below.

- ○ I prefer to start September 1st and get out before Memorial day 18
- ○ I prefer to start September 7th and get out after Memorial day. 2

4. Would you like to see snow days built into the schedule?

- ○ Yes 2
- ○ No 20

5. Would you prefer teacher inservice days to be on Mondays or Fridays?

- ○ Mondays 14
- ○ Fridays 7

6. Do you want a two-week Christmas vacation?

- ○ Yes 19
- ○ No 1

7. Do you feel the current school day is too long?

- ○ Yes 12
- ○ No 10

8. Do you want to keep the early dismissal on Fridays?

- ○ Yes 21
- ○ No 0

9. Did the 168 day school calendar allow less pull out time for professional development?

yes 8

no 11

Sundance Elementary

Crook County School District #1 is looking for your input to help ensure student needs are met!

School Calendar Survey
PARENTS

Your child's grade: _____ Your child's attends school in: _____

		mark your choice	
1	Are you happy with the 168 day school calendar?	yes - 106	no - 15
2	Would you prefer school to start September 1 & get out before Memorial Day	105	
	OR start September 7 and get out after Memorial Day?		30
3	Would you like to see snow days built into the schedule?	80	31
4	Would you prefer teacher inservice days to be on Mondays or Fridays?	Mon - 36	Fri - 70
5	Do you want a two-week Christmas vacation?	yes - 96	no - 19
6	Do you feel the current school day is too long?	yes - 41	no - 56
7	Do you want to keep the early dismissal on Fridays?	yes - 95	no - 24

Please call your local school principal to discuss any other concerns you may have.

School Calendar Survey
TEACHERS

Town you teach in: Hulett Moorcroft Sundance

		mark your choice	
1	Are you happy with the 168 day school calendar?	yes - 10	no - 3
2	Would you prefer school to start September 1 & get out before Memorial Day	10	
	OR start September 7 and get out after Memorial Day?		3
3	Would you like to see snow days built into the schedule?	yes - 9	no - 4
4	Would you prefer teacher inservice days to be on Mondays or Fridays?	Mon - 5	Fri - 9
5	Do you want a two-week Christmas vacation?	yes -12	no - 1
6	Do you feel the current school day is too long?	yes -4	no - 9
7	Do you want to keep the early dismissal on Fridays?	yes - 12	no - 1
8	Did the 168 day school calendar allow less pull out time for professional development?	yes -8	no - 5

Please discuss any other concerns with your building principal.

Number and Grades

Grade	Number of Surveys
Kindergarten	23
1st	17
2nd	10
3rd	18
4th	22
5th	17
6th	18

SHS Parent

1	**168 day calendar**						
	Yes	8					
	No	3					
2	**Start Sept 1**						
	Yes	12					
	No						
2	**Get out before Memorial Day**						
	Yes	12					
	No						
	Start Sept 7						
	Yes						
	No	2					
	Get out after Memorial Day						
	Yes						
	No	2					
3	**Snow Days**						
	Yes	10					
	No	4					
4	**Teacher Inservice**						
	Mondays	9					
	Fridays	5					
5	**2-Week Christmas**						
	Yes	10					
	No	3					
6	**Current day too long**						
	Yes	4					
	No	10					
7	**Early dismissal Fridays**						
	Yes	13					
	No	1					
Comments:							
	High school should start in August even if the elementary doesn't						
	On cold days, send busses from the bus barn so they don't gel up and have kids wait in the cold.						
	4-day school week would be nice						
	Longer lunch hour would be healthier						
	Set calendar to end first semester at Christmas break and start second semester Jan. 2						
	Start school in late August.						
	Keep early Friday dismissal unless making up time for snow days, etc.						
	Longer lunch hour.						
	Have prom later when weather is nicer.						
	School days are too long; early Friday dismissal is nice.						
	Start school in late August; have days off for regional and state sports.						
	School days are too long for rural bus students.						
	Like yearly schedule.						
	Like P/T conferences in the middle of the quarter.						
	Prefer this year's schedule to a 4-day week.						
	Start high school in August; start elementary in September						
	Extended day is not helping academically; teachers are 3-4 weeks behind previous years.						
	Eliminate some inservices and leave teachers in their classrooms.						
	168 days is not enough to cover curriculum with all the days devoted to PAWS, MAPS, etc.						

MEMO

TO: TERESA BROWN
FROM: MARK BRODERSON
DATE: 3/23/2010
RE: COMMUNITY INPUT ON SCHOOL CALENDAR

Here is a copy of the article that was placed in the Sundance Times. A school reach call was also sent to every household on March 17 the night previous to the conferences. We did have a sign in sheet as well. If you would like a copy let me know. Our meeting was not very well attended, only 3 people.

Have a Great Week!

mb

Published in
Sundance Times.

Parent Teacher Conferences this week

The Sundance schools will be hosting Parent Teacher Conferences on Thursday evening, March 18 from 4 to 7 p.m. and Friday morning, March 19 from 8 to 10 a.m. A parents meeting will also be held in the high school auditorium to discuss the school calendar. The parents meeting will take place at 6:30 p.m. on Thursday evening.

APR 2 0 2010

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Fremont Co. School Dist. #2

DISTRICT CONTACT: Richard Barton, Superintendent

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2010.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	Attached 4-23-10
Education objectives (How will students benefit from this alternative schedule?)	Attached 4-23-10
Description of the schedule(s) and a copy of the calendar(s)	Attached 4-23-10
Method of evaluating how student learning has improved	Attached 4-23-10
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	Attached 4-23-10
Copy of public comment records	Attached 4-23-10
Length of waiver (circle one) • 1 year • (2 years)	2 years requested
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	Attached 4-23-10

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

The State of Wyoming
provides Hathaway Merit and Need Scholarships
to Wyoming students attending the University of Wyoming
HATHAWAY
and Wyoming community colleges. Every Wyoming
student who meets the merit requirements can earn
a Hathaway Merit Scholarship.
Contact your school counselor for more information.

EVERY ONE...

A STUDENT A TEACHER

DUBOIS SCHOOLS

Fremont County School District #2
P.O. Box 188 • Dubois, WY 82513
Phone: (307) 455-2323
Fax: (307) 455-2178

High School
(307) 455-2279

Elementary • Middle Sch
(307) 455-2488

Business Office
(307) 455-2338

April 23, 2010

Dianne Frazer
Wyoming Dept. of Education
Education Quality & Accountability Unit
2300Capital Ave., Second Floor
Cheyenne, WY 82001

Dear Ms. Frazer,

Fremont County School District has previously been approved to operate under an alternative schedule for the past several years. Please accept this as a "Letter of Petition" to operate under an alternative calendar for the 2010-2011 and the 2011-2012 school years.

Two public hearings were held to solicit input from parents, staff, students, and community members concerning the proposed alternative schedule. The hearings were held on Monday, April 19, 2010 at 12:00 noon and again on Tuesday, April 20, 2010 at 6:30 p.m. (The Affidavit of Publication for these hearings is attached.) At its regularly scheduled Board meeting of April 20, 2010, the FCSD#2 Board of Trustees approved the attached 2010-2011 School Calendars.

These calendar(s) have more than the required number of contact hours per year, at all levels. Our District's proposed alternative schedule has **159 (High School)** student contact days, with **26** teacher workdays; **172 (Elementary/Middle School)** student contact days, with **13** teacher workdays. [Please see the attachments to the respective calendars for the detailed total hours, contact days, etc.]

We respectfully petition the State, to grant us permission to implement this calendar. We feel that it is imperative to have quality time to continue our school improvement efforts and working toward our NCA School Improvement goals. Therefore, our staff development activities will align with our District's chosen goals, to include such district wide activities as vertical articulation of the curriculum, NCA school improvement efforts and Fusion staff development practices.

The amount of time required for school improvement continues to drive Fremont County School District No. 2 to persist in efforts to gain the needed time for the staff to meet for this important cause. This alternative schedule would allow the District to have specific periods of time to work on school improvement issues.

Your consideration in this matter is greatly appreciated. Thank you.

Respectfully,

Dick Barton

Dick Barton
Superintendent
Encl.

Educational Objectives for the 2010-2011 Alternative Calendar and Schedule

Students will benefit in several areas as a result of this alternative calendar:

1. Student contact time with regular classroom teachers will increase.
2. Student time at school on student contact days will increase by 15 minutes each day and not impact the daily district bus routes.
3. Reduce the number of substitute teachers needed on Fridays when coaches and sponsors are providing supervision for school related extracurricular activities.
4. Providing a student period of time (SLC) for students to have regular teachers work with students on remediation's, interventions, make up tests, assignments, study skills, (freshmen), career opportunities, (sophomores), test preparation, (juniors), and securing financial aid and pursue scholarships (seniors).
5. The 18 teacher work days along with 8 early release days on Fridays will provide much needed time for teacher in service and collaboration both in the building and the district.

Alternative Calendar Benefits to Students

Students will benefit in several areas as a result of this alternative calendar:

This calendar addresses the impact which high school sports events can have on academics by reducing the number of school days during which academics and sports events occur on the same day. This is particularly true when teams must travel, as Dubois students must spend considerable travel time to compete with other schools. The result is that often over half of the student body will be gone for activities as we enjoy a high student participation rate in activities.

Most noticeable for students will be significantly less disruption to their classes and the academic calendar as a result of activities. Students in activities will not miss important class time and lesson experiences. Students who are not in activities will benefit through having all students in classes throughout the week. Teachers will be able to plan lessons without compromising their expectations because of the number of students who are gone for activities.

The addition of teacher workdays during the year allows teachers to meet and conduct building and district level improvement activities. Vertical articulation of the curriculum is a district wide effort that will significantly impact student achievement in the long run. Through the district alternative schedule Teacher Workdays are coordinated to allow teachers across grade levels the opportunity to discuss curricular alignment.

NCA School Improvement efforts require collaboration and staff development opportunities. Targeted goals and interventions are intended to directly benefit all students through increased academic achievement. In addition targeted interventions are designed to insure that all students are provided the opportunity to achieve the specific goal.

Formative assessments delivered throughout the year through *the Measures of Academic Progress* (MAP) assessment will inform instruction and identify student deficiencies in a timely manner. This process should significantly impact student achievement as it will allow teachers to insure that students are fully prepared to take the state assessment-PAWS during the spring administration.

FUSION, a district wide staff development program will be practiced and implemented throughout the year. Teacher workdays have been built in to the calendar for Fusion. FUSION guides teachers in sharing and developing their expertise with colleagues instead of trying to cope with the demands of learning instructional techniques alone. Fusion workdays will give teachers time to pursue one innovation rather than multiple innovations at a time. It also allows time to master instructional practices and time during workdays for teachers to collaborate and observe peers.

Dubois High School Calendar
2010 - 2011

Go Rams!

KEY:

- ☆ 1st Day of School: Aug. 25
- / Early Release Day
- ▭ Teacher Work Day (TWD) - **NO SCHOOL**
- ○ Vacation Day - **NO SCHOOL**
- △ End of Quarter

2010-2011 Nine-week Quarters & P.T. Conferences:

- △ Qtr 1 ends Oct. 28
- Q1 P/T Conf's Nov. 4,5
- △ Qtr 2 / Semester 1 ends: Jan 13
- Q2 P/T Conf's Jan. 20,21
- △ Qtr 3 ends Mar. 24
- △ Qtr 4 / Sem. 2 ends (last day of school)

VACATION DAYS

Sept. 6	Labor Day
Nov. 24-26	Thanksgiving
Dec. 23-Jan. 2	Christmas Break
Feb. 21	President's Day
Mar. 14-18	Spring Break
Apr. 22-25	Easter Break
May 30	Memorial Day Observed

Other dates/events:

8/20; 9/13; 1/3	FUSION Staff Development
1st week of March?	Missoula Children's Theatre
Mar. 7 - Apr. 7	PAWS testing window
May 27	Last Day of School
May 29	High School Senior Graduation

Student Contact Days:

Total Full Days:	151	(7.08 hrs/day)	1069.08
Total E.R. Days:	8	(4.3 hrs/day)	34.4
TOTAL DAYS:	159	**TOTAL HOURS**	1103.48

Teacher Work Days:

Total Days: 26 Total E.R. Days: 8

AUGUST

M	T	W	TH	F	SCD	TWD
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20	0	2
23	24	☆	26	27	3	2
30	31				2	
				TOTAL	5	4

SEPTEMBER

M	T	W	TH	F	SCD	TWD
		1	2	3	2	1
○ 6	7	8	9	/ 10	3	0.5
13	14	15	16	/ 17	3	1.5
20	21	22	23	24	4	1
27	28	29	30		4	0
				TOTAL	16	4

OCTOBER

M	T	W	TH	F	SCD	TWD
				1	0	1
4	5	6	7	/ 8	4	0.5
11	12	13	14	/ 15	4	0.5
18	19	20	21	22	4	1
25	26	27	△ 28	29	4	1
				TOTAL	16	4

NOVEMBER

M	T	W	TH	F	SCD	TWD
1	2	3	4	5	4	1
8	9	10	11	12	5	0
15	16	17	18	19	5	0
22	23	○ 24	○ 25	○ 26	2	0
29	30				2	0
				TOTAL	18	1

DECEMBER

M	T	W	TH	F	SCD	TWD
		1	2	3	2	1
	7	8	9	10	5	0
13	14	15	16	17	5	0
20	21	22	○ 23	○ 24	3	0
○ 27	○ 28	○ 29	○ 30	○ 31	0	0
				TOTAL	15	1

JANUARY

M	T	W	TH	F	SCD	TWD
3	4	5	6	7	3	2
10	11	12	△ 13	14	4	1
17	18	19	20	21	4	1
24	25	26	27	28	5	0
31					1	0
			TOTAL		17	4

FEBRUARY

M	T	W	TH	F	SCD	TWD
	1	2	3	4	3	1
7	8	9	10	/ 11	4	0.5
14	15	16	17	18	4	1
○ 21	22	23	24	25	3	1
28					1	0
			TOTAL		15	3.5

MARCH

M	T	W	TH	F	SCD	TWD
	1	2	3	4	4	0
7	8	9	10	/ 11	4	0.5
○ 14	○ 15	○ 16	○ 17	○ 18	0	0
21	22	23	△ 24	25	4	1
28	29	30	31		4	0
			TOTAL		16	1.5

APRIL

M	T	W	TH	F	SCD	TWD
				1	1	0
4	5	6	7	/ 8	4	0.5
11	12	13	14	15	5	0
18	19	20	21	○ 22	4	0
○ 25	26	27	28	29	3	1
			TOTAL		17	1.5

MAY/JUNE

M	T	W	TH	F	SCD	TWD
2	3	4	5	6	4	1
9	10	11	12	13	4	1
16	17	18	19	20	4	1
23	24	25	26	△ 27	4	0.5
○ 30	31	1	2	3	0	2
			TOTAL		16	5.5

Dubois K-8 School Calendar 2010 - 2011

Go Rams!

AUGUST

M	T	W	TH	F	SCD	TWD
2	3	4	5	6		
9	10	11	12	13		
16	17	18	19	20		2
23	24	★	26	27	3	2
30	31				2	
				TOTAL	5	4

SEPTEMBER

M	T	W	TH	F	SCD	TWD
		1	2	3	3	
6	7	8	9	10	4	
13	14	15	16	17	4	1
20	21	22	23	24	5	
27	28	29	30		4	
				TOTAL	20	1

OCTOBER

M	T	W	TH	F	SCD	TWD
				1	1	
4	5	6	7	8	5	
11	12	13	14	15	5	
18	19	20	21	22	5	
25	26	27	△ 28	29	4	1
				TOTAL	20	1

NOVEMBER

M	T	W	TH	F	SCD	TWD
1	2	3	4	5	4	1
8	9	10	11	12	5	
15	16	17	18	19	5	
22	23	24	25	26	2	
29	30				2	
				TOTAL	18	1

DECEMBER

M	T	W	TH	F	SCD	TWD
		1	2	3	3	
6	7	8	9	10	5	
13	14	15	16	17	5	
20	21	22	23	24	3	
27	28	29	30	31		
				TOTAL	16	0

KEY:

★ 1st Day of School: Aug. 25

Early Release Day

Teacher Work Day (TWD) - **NO SCHOOL**

Vacation Day - **NO SCHOOL**

△ End of Quarter

2010-2011 Nine-week Quarters & P.T. Conferences:

△ Qtr 1 ends Oct. 28

Q1 Parent Teacher Conf's Nov. 4,5

△ Qtr 2 / Semester 1 ends: Jan. 13

Q2 Parent Teacher Conf's Jan. 20,21

△ Qtr 3 ends Mar. 24

△ Qtr 4 / Semester 2 ends (last day of school)

VACATION DAYS

Sept. 6	Labor Day
Nov. 24-26	Thanksgiving
Dec. 23-Jan. 2	Christmas Break
Feb. 21	President's Day
Mar. 14-18	Spring Break
Apr. 22-25	Easter Break
May 30	Memorial Day Observed

Other dates/events:

8/20; 9/13; 10/29; 1/3	FUSION Staff Development
Feb. 28 - Mar. 5	Missoula Children's Theatre
Mar. 7 - Apr. 7	PAWS testing window
May 27	Last Day of School
May 29	High School Senior Graduation

Student Contact Days:

Total Full Days:	166
Total E.R. Days:	6
TOTAL DAYS:	172

Teacher Work Days:

Total Days: 13

Aug. 19,20,23,24 Sept. 13 Oct. 29 Nov. 5 Jan. 3,14,21

Mar. 25 May 31 June 1

JANUARY

TWD	SCD	M	T	W	TH	F
1	4	3	4	5	6	7
1	4	10	11	12	△ 13	14
1	4	17	18	19	20	21
0	5	24	25	26	27	28
	1	31				
3	18	TOTAL				

FEBRUARY

TWD	SCD	M	T	W	TH	F
	4		1	2	3	4
	5	7	8	9	10	11
	5	14	15	16	17	18
	4	21	22	23	24	25
	1	28				
	19	TOTAL				

MARCH

TWD	SCD	M	T	W	TH	
	4		1	2	3	
	5	7	8	9	10	11
		14	15	16	17	18
1	4	21	22	23	△ 24	25
	4	28	29	30	31	
1	17	TOTAL				

APRIL

TWD	SCD	M	T	W	TH	F
	1					1
	5	4	5	6	7	8
	5	11	12	13	14	15
	4	18	19	20	21	22
	4	25	26	27	28	29
	19	TOTAL				

MAY/JUNE

TWD	SCD	M	T	W	TH	F
	5	2	3	4	5	
	5	9	10	11	12	
	5	16	17	18	19	20
	5	23	24	25	26	27
2	0	30	31	1	2	3
2	20	TOTAL				

2010- 2011 Calendar Committee Minutes March 31, 2010

Principals reported back to committee on topics which they addressed with staff and determined:

- Parent Teacher Conferences will be kept in Fall and Winter at both schools
- Start date for students:
  - August 25th
  - Classes completed prior to Memorial Day weekend
- Attend school 3 full days the week of December 20th prior to Christmas

HS Students' Input:

- Requested shorter school day through reducing passing periods- so that sports practices could be done earlier
- Pertaining to freshmen games; "didn't affect us – we were able to catch up" "sports is a choice you make", DHS students/STUCO.
- Liked having 2 weeks vacation at Christmas
- President's Day vacation day not an issue

Tasks:

- Determine additional TWD in fall to focus on accreditation needs – plan around the activities schedule.
- Determine where quarters end and plan work days at end of quarters and PT Conferences
  - (3rd Qtr. may have to be Early Release at K-8 at end of quarter)
- HS review athletic schedules to determine high impact days
- A TWD will be scheduled at the end of the third quarter. Parent Teacher Conferences requested by teachers or parents at the end of 3rd quarter will be scheduled.
- Plan for Good Friday and Easter Monday as vacation day if possible
- Fusion – plan for 1 date prior to start of school and 3 dates during the school year.
- Complete calendar drafts for each school

Next Meeting: It was determined that the remainder of the calendar issues could be completed by the admin team and then e-mail committee members with the plan.

Thanks to all for your input.

In Attendance: Dick Barton, Ralph Obray, Heidi McStay, Jo Wright, Dave Trembly, Tina Baker, Jennet Ballinger, Larry Lewis, Cheryl Horn, Jo Ellen McCabe, Juleen Leseberg

The State of Wyoming
provides Hathaway Merit and Need Scholarships
to Wyoming students attending the University of Wyoming

HATHAWAY

and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship.
Contact your school counselor for more information.

EVERY ONE. . .
A STUDENT A TEACHER
DUBOIS SCHOOLS

Fremont County School District #2
P.O. Box 188 • Dubois, WY 82513
Phone: (307) 455-2323
Fax: (307) 455-2178

High School
(307) 455-2279

Elementary • Middle Sch...
(307) 455-2488

Business Office
(307) 455-2338

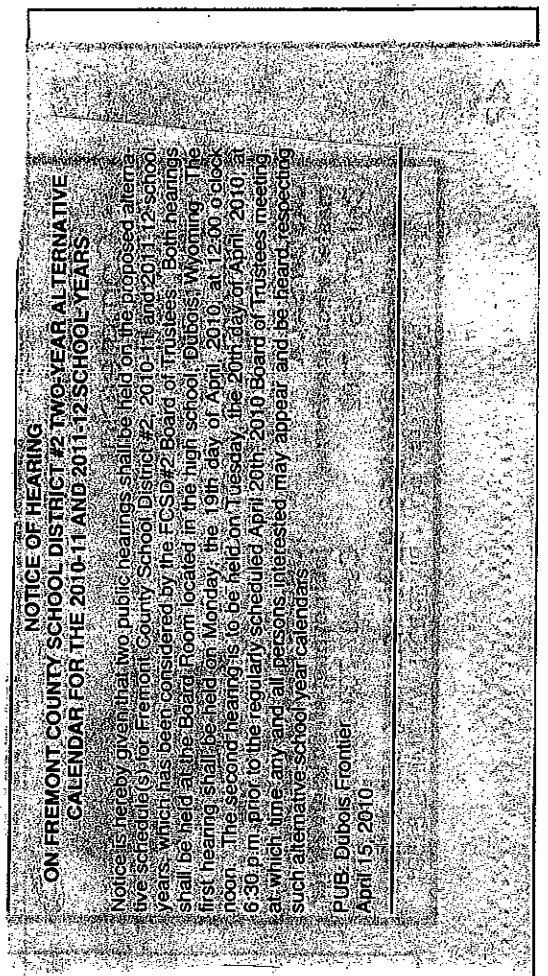
Notice of Hearing
On Fremont County School District #2
Two-Year Alternative Calendar
For the 2010-11 and 2011-12 School Years

Notice is hereby given that two public hearings shall be held on the proposed alternative schedule(s) for Fremont County School District #2, 2010-11 and 2011-12 school years, which has been considered by the FCSD#2 Board of Trustees. Both hearings shall be held at the Board Room located in the high school, Dubois, Wyoming. The first hearing shall be held on Monday, the 19th day of April, 2010, at 12:00 o'clock noon. The second hearing is to be held on Tuesday, the 20th day of April, 2010, at 6:30 p.m. prior to the regularly scheduled April 20th, 2010 Board of Trustees meeting, at which time any and all persons interested may appear and be heard respecting such alternative school year calendars.

Publish: ***Dubois Frontier, Legal*** - ***April 15, 2010***

FCSD

AFFIDAVIT OF PUBLICATION



NOTICE OF HEARING
ON FREMONT COUNTY SCHOOL DISTRICT #2 TWO-YEAR ALTERNATIVE
CALENDAR FOR THE 2010-11 AND 2011-12 SCHOOL YEARS

Notice is hereby given that two public hearings shall be held on the proposed alterna
tive schedule(s) for Fremont County School District #2, 2010-11 and 2011-12 school
years, which has been considered by the FCSD#2 Board of Trustees. Both hearings
shall be held at the Board Room located in the high school, Dubois, Wyoming. The
first hearing shall be held on Monday, the 19th day of April, 2010, at 12:00 o'clock
noon. The second hearing is to be held on Tuesday, the 20th day of April, 2010, at
6:30 p.m. prior to the regularly scheduled April 20th, 2010 Board of Trustees meeting
at which time any and all persons interested may appear and be heard respecting
such alternative school year calendars.

PUB: Dubois Frontier
April 15, 2010

STATE OF WYOMING)
) ss.
COUNTY OF FREMONT)

I, Christine M. Smith, do solemnly affirm that I am Publisher of THE DUBOIS FRONTIER, a weekly paper of general circulation, published once a week at Dubois, Fremont County, Wyoming, that the notice attached hereto and which is a part of this affidavit, was published in said newspaper for 1 weeks (issues), the first publication having been on the 15 day of April, A. D. 2010, and the last publication on the 15 day of April, A.D., 2010, that said notice was published in the regular and the entire issue of every number of the paper during the period and times of publication, and that the notice was published in the newspaper and not in a supplement.

Christine M. Smith

Subscribed in my presence and affirmed to before me on the 15 day of April, A.D., 2010.

Virginia Collins, Notary Public.
Virginia G. Collins

My commission expires on the 3rd day of August A.D., 2013.

VIRGINIA G. COLLINS - Notary Public
COUNTY OF FREMONT
STATE OF WYOMING
My Commission Expires Aug 3, 2013

FREMONT COUNTY SCHOOL DISTRICT NO. 2
PUBLIC HEARING ON ALTERNATIVE SCHEDULE
April 19, 2010

QUORUM

The Administration of Fremont County School District No. 2 convened in a public hearing at 12:00 p.m. in the Board Meeting Room at the High School, on April 19, 2010. Administrators present: Larry Lewis.
Also Present: Candis Whitlock, Lu Beecham, Pat Wilkinson and William Phelps.

Larry Lewis called the hearing to order at 12:00 p.m.

Public Comment

The purpose of this meeting was to hear public comments on the alternative schedule proposed for the 2010-2011 school year. Fremont County School District #2 shall petition the Wyoming Department of Education for approval of the proposed alternative schedule.

There were four staff members present, one of which was a parent of a current student. All present felt that the calendar worked for them. Mrs. Beecham asked if it was a two year calendar. She was informed that the district would be filing a petition to operated under an alternative calendar for the next two year period, but that a newly developed calendar would be presented for the next school year. It was also asked whether teacher work days were built into the calendar. The answer to that question was "yes".

ADJOURNMENT

Therefore, with no issues, comments, or arriving contributors, the hearing adjourned at 12:07 p.m.

Dick Barton — 4-21-10
Superintendent — Date

Candis A Whitlock — 4/21/10
Recording Secretary — Date

FREMONT COUNTY SCHOOL DISTRICT NO. 2
PUBLIC HEARING ON ALTERNATIVE SCHEDULE
April 20, 2010

QUORUM

The Administration of Fremont County School District No. 2 convened in a public hearing at 6:30 p.m. in the Board Meeting Room at the High School, on April 20, 2010. Administrators present: Dick Barton and Larry Lewis.
Also Present: Candis Whitlock, Pat Rose, and Marty Gale.

Larry Lewis called the hearing to order at 6:30 p.m.

Public Comment

The purpose of this meeting was to hear public comments on the alternative schedule proposed for the 2010-2011 school year. Fremont County School District #2 shall petition the Wyoming Department of Education for approval of the proposed alternative schedule.

It was asked why graduation is always scheduled for Memorial Day weekend? Mr. Lewis did not have an answer to that question, other than he believed that it had always been tradition. He stated that is something that would have to be taken up with the high school administration.

ADJOURNMENT

Therefore, with no issues, additional comments, or arriving contributors, the hearing adjourned at 6:35 p.m.

Dick Barton — Superintendent — 4-21-10 — Date

Candis Whitlock — Recording Secretary — 4/21/10 — Date

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Fremont Co. School District #6

DISTRICT CONTACT: Diana Clapp, Superintendent

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

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

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

FREMONT COUNTY SCHOOL DISTRICT #6

WIND RIVER SCHOOLS
P.O. BOX 10
PAVILLION, WYOMING 82523

April 29, 2010

Educ. Quality & Accountability
MAY 04 2010
WY DEPT. OF EDUCATION

Ms. Dianne Frazer, Educational Consultant
Standards, Assessment & Accountability Unit
Wyoming Department of Education
2020 Grand Ave., Fifth Floor
Laramie, WY 82070

Dear Ms. Frazer:

This letter is to request approval of an Alternative Schedule for the 2010/11 and 2011/2012 school years. The schedule we are requesting is an extension of the 4x2 school week the district has used for ten years.

Enclosed you will find requested information from the checklist for applying for an alternative schedule. I request the submission of this application to the State Board of Education for approval. If additional information is needed, please do not hesitate to contact me.

Fremont County School District #6 greatly appreciates your continued support and collaboration in the use of alternative schedules.

Sincerely,

Diana Clapp

Diana Clapp, Superintendent

PAUL LUNDBERG
ELEMENTARY PRINCIPAL
307-856-6372

DIANA CLAPP
SUPERINTENDENT
307-856-7970

CEATRISS WALL
MIDDLE/HIGH SCHOOL PRINCIPAL
307-856-6327

Fremont County School District #6

2010 - 2011 School Calendar

August 2010

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

7 8/16 Prof. Development (Initial)
14 8/18-20 Prof. Development
21 8/23 School Starts
28 8/27 Lights On Remediation

September

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

4 9/3 Lights on Remediation
11 *9/6 Holiday*
18 9/10 Regular School
25 9/17 Lights On Remediation
9/24 Midterm/All Staff

October

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

2 10/1 Prof. Development
9 10/8 Lights On Remediation
16 10/15 All Staff Remediation
23 10/22 End of 1st Qrt/No School
30 10/29 Lights On Remediation

November

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

S 11/4 No School Elementary
6 11/4 Early Out 1:00 Parent/Teacher Conf. (Tentative)
13 11/5 Parent/Teacher Conf.
20 11/12 Lights on Remediation
27 11/19 Prof. Development
11/24 Early Out 1:00
11/25-26 Holiday

December

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

S 4 12/3 Midterm/All Staff
11 12/10 Prof. Development
18 12/17 Lights on Remediation
25 *12/22-31 Holiday*

January 2011

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

1 1/3 School Resumes
8 1/7 All Staff Remediation
15 1/14 End of 2nd Qrt./No School
22 1/21 Lights On Remediation
29 1/28 Lights On Remediation

February

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

S 5 2/4 Lights On Remediation
12 2/11 Prof. Development
19 2/18 Midterm/All Staff
26 2/25 Lights On Remediation

March

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

S 5 3/4 Lights On Remediation
12 3/11 All Staff Remediation
19 3/18 End of 3rd Qrt./No School
26 3/25 Prof. Development

April

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

S 2 4/1 Lights On Remediation
9 4/8 Prof. Development
16 4/15 Midterm/All Staff Remediation
23 *4/21-25 Spring Break*
30 4/29 Regular School

May

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

S 7 10/6 Prof. Development
14 5/13 Lights On Remediation
21 5/20 All Staff Remediation
28 5/27 Lights On Remediation
5/30 Holiday

June

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

S 4 6/2 End of 4th Qrt./Last Day of School
11 6/3 Staff Work Day
18
25

1st Qrt. 36 days (Oct. 22)
2nd Qrt. 41 days (Jan. 14)
3rd Qrt. 36 days (March 18)
4th Qrt. 42 days (June 2)

Daily Schedule: 8:00 - 3:20 Crowheart Elementary School
Daily Schedule: 8:15 - 3:35 Wind River Elementary School
Daily Schedule: 8:10 - 3:50 Wind River Middle/High School

- No School Fridays
- School In Session
- Professional Development Days
- All Staff Remediation
- Parent Teacher Conference
- Italic Number - School Vacation Days
- Lights On/Remediation
- Staff Work Day
- Professional Development Days -1st & 2nd year contracts only

Total Class Days: 155

WIND RIVER COUGARS

Updated 4/30/2010

Fremont County School District #6

Objectives of the 4/2 Educational Program 2010-2012

1. Maximize academic learning time by limiting out of class time for extra-curricular activities. Activities for middle and high school students will be scheduled on Thursday evenings, Fridays and Saturdays.

2. Limit evening activities on Monday-Thursday to allow students to be home in the evenings. Practice time completion on Monday-Thursday will be 6:00 p.m.

3. Provide quality time for professional development for district staff on scheduled Fridays.

4. Provide Friday School remediation and enrichment opportunities with a focus on tutorial for students not demonstrating proficiency in standards at all grade levels.

5. Maximize academic learning time on Monday – Thursday by providing Friday in-school discipline rather than pulling students from classes during the week unless situations warrant exclusion.

6. Improve parent/student communication through regular notifications to parents of students at-risk of academic failure.

7. Provide quality time for professional staff to work collaboratively on school improvement and educational planning.

Description of Schedule and Calendar(s)

Fremont County School District #6 is in its tenth year on a 4/2 alternative schedule. This schedule is designed to provide 4 days of focused academics and 2 days of extra-curricular and remediation activities. Outside of regional and state events, activities are scheduled for Thursday evenings, Fridays and Saturdays. No early dismissals are permitted other than the scheduled 1:00 pm dismissal prior to the holiday break and Parent/Teacher conferences. In addition, the alternative schedule allows for 10 professional development days for district staff.

See attached 2010/11 School Calendar

Method of Evaluating Improvements in Student Learning

Each school within the district is a member of AdvancEd This provides the framework for school improvement planning and evaluation. In addition, the district annually evaluates student achievement through the use of standardized and standards-based assessments. Data regarding parent/community involvement, student attendance, discipline and at-risk programs are reviewed and reported annually.

Methods for Evaluating Student Learning and 4/2 Educational Programs:

- PAWS in grades 3-8 & 11
- MAP (Measures of Academic Progress)
- Dibels
- Student attendance data
- Student discipline data
- Friday School attendance
- 4/2 Alternative Schedule Survey of parents, students & staff

Student data disaggregated by ethnicity, special needs, gender, SES, LEP

Evidence of Public Meetings

- Opportunity for input on the 4/2 schedule was provided via surveys sent to the home of each enrolled family. Surveys were also given to both certified and non-certified staff and students in grades 6-12.

- On March 16, 2010 the board held a public meeting on the 4/2 alternative schedule at Wind River Middle/High School.

- On April 15, 2010 the board held a second public meeting on the 4/2 alternative schedule at Fremont County School District #6 board room.

See attachments of documentation of public meetings

Public Comment Records

See attached results of the parent, student & staff survey

Time Requested

This application request is for the next two years covering the 2010/11 & 2011/12 school terms.

Minimum Required Hours

Days of Instruction:
Traditional – 176 student days
Alternative Plan – 155 student days

Elementary School Times:
Traditional – 1003 hours – excluding lunch & recesses (8:30-3:27)
Alternative Plan – 925 hours – excluding lunch & recesses (8:20-3:40)

Middle/High School Times:
Traditional – 1129 hours – excluding lunch/recess (8:25-3:20)
Alternative Plan – 1100 hours – excluding lunch/recess (8:10-3:50)

*Times on the alternative schedule account for a 1:00 pm dismissal prior to the holiday break and for Parent/Teacher Conferences.

Time Calculations
Wind River Elementary 8:20 – 3:40 and Crowheart 8:00 – 3:20
153 days x (440 minutes per day – 80 minutes of am & pm recesses/lunch) = 55,080 min.
2 days x (280 minutes per day – 60 minutes morning recess/lunch) = 440 min.
Elementary Total Minutes = 55,520 / 60 minutes per hour = 925.34 hours

Wind River Middle School 8:05 – 3:45 and Wind River High School 8:10 – 3:50
153 days x (460 minutes per day – 32 minutes lunch) = 65,484 minutes
2 days x (290 minutes per day – 32 minutes lunch) = 516 minutes
MS/HS Total Minutes = 66,000 / 60 minutes per hour = 1,100 hours

Parent Advisory Committee Meeting

Fremont County School District #6
Elementary, Middle and High Schools
Tuesday, March 16, 2010

A. Four Day School Week

B. Vision Statements

   a. Middle/High School

   b. Elementary School

Important Dates:

Wind River Invitational Track Meet: April 9th

End of Quarter: March 18th

PAWS Testing: Continues through March 25th

State FFA: April 7 - 10

Prom: April 24th

NOTICE OF PUBLIC MEETING
FREMONT COUNTY SCHOOL DISTRICT NO. 6

Notice is hereby given that the Board of Trustees of Fremont County School District No. 6, will hold a Public Meeting on **Monday, April 19, 2010** at **7:15 P.M.** in the Central Office located at 223 Cherry Street, Pavillion, WY 82523.

The only item for discussion is the 4-Day School Week. The Board will be receiving patron input on the district's alternative 4-Day School Week schedule.

Fremont County School District #6 Public Meeting March 16, 2010

Alternative Schedule
4/2 School Week

What is the Alternative Schedule?

The 4/2 alternative schedule is a structuring of the school programs so there is a focus on academics Monday-Thursday (4 days) and activities planned on Friday – Saturday (2 days).

"Fours days of academics and two days of activities."

How is the 4/2 different than the traditional school week?

All Wyoming public school districts offer both academic and activity programs. For middle and high schools, these programs generally run 6 days per week.

The traditional 5 day approach allows for some activities to be scheduled during the Monday-Friday class time, such as early dismissal of students for games.

The 4/2 day approach requires activities be scheduled around the Monday-Thursday academic class time, with activities planned starting Thursday after school through Saturday (exceptions include regional & state events).

"The main difference is how academic and extra-curricular activities are scheduled."

Parent/Guardian Survey Results

Parent/Patron/Guardian 4 Day Survey 03/2010
Response Status: Completes

1. I have students in (83 surveys returned) Multiple answers			
Elementary		59	47%
Middle School		34	27%
High School		32	26%

2. Have you been properly informed through the Cougar News monthly newsletter, notifications by mail from the schools, and/or phone calls from teachers about Friday activities at the schools?			
Yes		79	95%
No		3	4%
No Response		1	1%
Total		83	100%

3. Is the monthly Cougar News an effective way to notify you of school information and activities?			
Yes, I read it each month		58	70%
Somewhat, I skim or read parts		21	25%
No, I do not read the newsletter		4	5%
Total		83	100%

4. Have students in your family attended Friday School in this current school year?			
0		14	17%
1-5 times		42	50%
6+ times		27	33%
Total		83	100%

5. What are the most common reasons your child (children) has attended Friday School? (multiple responses per individual question)			
Complete make-up work		55	35%
ISD		0	0%
Extra help from teacher		49	32%
Lights On activities		30	19%
Attend or play in ball games		21	14%

6. If you student was assigned to Friday remediation or ISD, were you and the student properly informed of the dates, times, etc?			
Well Informed		36	44%
Somewhat Informed		3	4%
Poorly Informed		2	2%
Not Applicable		40	48%
No response		2	2%
Total		83	100%

7. Has the four day week affected your child's (children's) grades and academic success in school?			
Improved		40	49%
Declined		2	2%
No Change		35	42%
Not Applicable		6	7%
Total		83	100%

8. Has the length of the school day affected your student's ability to learn?			
Learning More		30	36%
Learning Less		0	0%
No Effect		33	40%
Unknown		18	22%
No Response		2	2%
Total		83	100%

9. What do you like about the four day school week?
70 Responses

10. What would you like to see improved or enhanced upon for the 4 day school week?
48 Responses

11. Your Recommendation to the Board of Trustees			
4/2 day week program should be continued		76	92%
Traditional five day week should be restored		6	7%
No response		1	1%
Total		83	100%

Summary of Parent Responses of what they like about the 4/2 schedule

- Love it/Great/Excellent
- Hate it/Children tired
- Great family time
  - With long weekend
- Better for sports/activities
- Extra help on Friday
- Doctor/dentist appointments

Parent Suggestions for Improvement 2008

- Acknowledgement of holidays – class parties at the elementary
- Better communication on Friday events
- Spring break (more than one extra day)
- Mandatory Friday for students needing it
- Field trips on Fridays
- Teacher help all day on Friday, not just am

Parent Suggestions for Improvement 2010

- Mandatory attendance for C- or below
- Less teaching to the test
- Longer holidays -Spring Break
- No Thursday games
- More teacher/parent communication
- Finish school year by May
- More homework
- More individualized instruction
- Enrichment activities
- More field trips
- More/less staff remediation days

Comparative Results of Staff Recommendation for continuing the 4/2 schedule

April 2004
34 responses (teaching staff only)
31 yes (91%)
3 no (9%)

April 2006
60 responses
44 yes (73%)
16 no (27%)

April 2008
83 responses
74 yes (89%)
9 no (11%)

April 2010
83 responses
76 yes (92%)
6 no (7%)
1 no response (1%)

Comparative Results of Parent Recommendation for continuing the 4/2 schedule

April 2004
52 responses
46 yes (89%)
6 no (11%)

April 2006
51 responses
49 yes (96%)
2 no (4%)

March 2008
92 responses
83 yes (90%)
9 no (10%)

Board approval for state application for the 4/2 schedule

- Application due May 1, 2010
- Two public meetings
  - March 16, 2010, 6:30 pm MS/HS Commons
  - April 15, 2010, 6:45 pm Board Room (tentative)

Administrators, Classified, dept. supervisors, and support Staff Survey

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Administrators, Classified, dept. supervisors, and support Staff Survey

Survey Status: Active Launched: 4/13/2010 1:33 PM Closed: *N/A*

Email Invites: 0	Visits: 52	Partials: 0	Screen Outs: 0	Over Quota: 0	Completes: 34 *(Does not include blank responses)*

1. What is your overall reaction to the 4/2 program?

Positive	28	85%
Negative	1	3%
Not Committed	4	12%

2. What do your feel are the strengths of the 4/2 day program?

View 31 Responses

3. What do you feel are the weaknesses in the program?

View 33 Responses

4. Any suggested changes, modifications, additions, etc. for the 4/2 schedule?

View 27 Responses

5. Your Recommendation to the Board of Trustees

The 4/2 day week program should be continued	30	88%
The traditional five day week should be restored	4	12%

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2. What do your feel are the strengths of the 4/2 day program?

#	Response
1	Students do not miss class for activities and teacher/sponsors do not have to have subs and miss instruction time. It provides rural families an extra day on week-ends therefore helping students to stay in school the other 4 days.
2	Allows for Maintenance of buildings and equipment during work week.
3	The protection of learning time Monday -Thursday.
4	the students who need extra help w/classroom work can use that Friday. Students who participate in sports shouldn't have to miss any scheduled classroom instruction, work, etc.
5	It leaves Fridays for teacher and support staff trainin. All staff can be trained and at the same time. Also student remediation and sports travel. Students are absent less due to the Friday long weekends.
6	From a custodial and maintanence stand point the Friday allows a much more diversified time schedule to achieve deep cleaning more maintanence that requires more "hands" and schedule flexibility which in turn produces cost savings for the District.
7	Strong emphasis on academic aspects, better attendance and added help for those who need assistasnce.
8	The strengths of 4/2 day program are increased student attendance. No additional teacher prep to catch up Students participating in clubs and sports. Students seem to retain more information having an additional non-required academic day (Friday). One of the best aspects is how staff development does not result in teacher absence. It is a huge benefit to not have to plan for substitute teachers in order to attend staff development.
9	students not missing classes
10	Preservation of instructional time.
11	With all of the traveling for extras including Sports, FFA etc. it's nice to have the students not miss school on Friday.
12	Core classes not missed by student that are in sports or other activities.
13	Children are not as tired by the end of the week as the 5th day is optional. Fridays are beneficial because they are available for extra help and activities.
	It gives us a day to get caught up on maintenance and custodial duties that need to be done when

14	the school is empty.
15	Gives the staff a chance to catch up, and extra work time and preparation time for the next week. The kids enjoy having the extra day to relax and catch up on homework or other activities.
16	It allows time for sports. It gives the kids a chance to rest during the long weekend and come back on Monday refreshed and ready. It also alows time for teachers to bring in students on Fridays to work with them one on one.
17	fewer interruptions for sports and activities.
18	Academic focus Monday-Thursday.
19	As a teacher, I know my instruction time will not be interrupted with nonacademic issues. Many parents have shared they like the longer weekends for family time.
20	none
21	The strengths of the program is the concentration on education during those days.
22	MORE ONE ON ONE TIME WITH TEACHERS
23	it is nice to have friday to get things done
24	Students do not miss school for games or other nonacademic reasons.
25	helps kids who are in activities not miss any class time. helps with fuel costs, gives time for pro-development days
26	Our four days at school are sacred, and students are not pulled out of class. Our athletes do not miss school for regular season games. Our teachers have regular inservices on scheduled Fridays and also have the opportunity to remediate students. Teachers who are coaches do not miss classroom time because of games.
27	It allows us to have focused instruction Monday - Thursday without interuptions from activities. The expectation that bell to bell instruction occurs thoughout the entire day is clear and students also understand this expectation.
28	Families seem to like the extra time for doctor appointments, travel, and extra-curricular activities.
29	the fridays are valuable for remediation for the students that need it.
30	academic based for 4 days
31	Friday's off for appointments, sports, and catching up on missed work.

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3. What do you feel are the weaknesses in the program?

#	Response
1	Utilizing Fridays in the best possible ways for students and staff members is a constant challenge.
2	Not any from my perspective
3	We need to utilize Fridays better, provide better help to those students who need more time.
4	This makes a long day for students who ride the bus & participate in extra curricular activities.
5	Long school years. Ending in June and beginning early in August.
6	None
7	More time allowed for accreditation work.
8	One weakness is the inability to get parents of students needing remediation to send thier kids on available Fridays.
9	some students still miss school too much
10	Too long of school day.
11	The day is long for the students especially the Elementary students who attend Lights On. Vacation breaks from school are shorter than schools with a 5 day school week.
12	Long days for both staff and students
13	none
14	The longer hours the children have for the school day, shorter holiday periods.
15	Longer school, year, shorter breaks, and inconvienence to the other school districts schedules and holiday time.
16	It doesn't allow for as much classroom instruction.
17	I think it gives students the wrong idea of when they get out of school. They seem to think everything should run on a 4 day week.
18	I DON'T BELEIVE THERE ARE ANY WEAKNESSES IN THE 4/2 PROGRAM.
	fewer opportunities for all-inclusive enrichment activities, re: field trips that support curriculum. Fridays while they can, do not include all students as not all attend. Days are too, too long for the

19	little folks. Some elem. students are at school from 7:30 am - 5:45 pm - adding the bus ride for long distances makes for an incredibly long day for kids, especially young ones. On Fridays, enrichment is spotty, and many who need it do not come.
20	Lack of planning time through the week with IEP and team meetings scheduled.
21	Even though the day is a little longer on this program, it doesn't mean you can get more done at the elementary level.
22	IT DOESN'T SHOWTHE STUDENTS HOW TO MANAGE THEIR TIME FOR MORE TASKS THAN ONE
23	Lack of field trips and parties for holidays.
24	DONT KNOW
25	friday babysitting
26	The school day is long for the elementary students. By the end of the week they are struggling to maintain attention to their work.
27	none
28	Because we have long days and bell to bell instruction, teachers need time for grading, planning, and research. Fridays are often scheduled with other activities and can not be used for that much needed time to prepare and recharge. Burn-out is a challenge. The Fridays scheduled for student remediation is not being used to its full potential, and improved student attendance and improved grades have not resulted.
29	There are numerous leadership programs that are offered throughout the state during the week that our students don't get to attend. Perhaps we could choose a few that we would support and allow the MS/HS students to attend them.
30	None, that I see directly.
31	the fun things like field trips that enhance student learning don't get to happen except on fridays and all students don't come.
32	The attendence policy
33	not much time for field trips and other extra activities.

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4. Any suggested changes, modifications, additions, etc. for the 4/2 schedule?

#	Response
1	NO
2	None
3	Academic Opportunity for students who need more help. Maybe assign those times to students who are failing or behind becasue of absences.
4	I cannot think of anything @ this time.
5	No
6	I don't have anything suggestions.
7	No. Just make sure that the rules are kept with not dismissing students from classes for other activities and that there are not activities scheduled in the evening during the school week
8	None
9	none. love it!
10	Leave it as it is!
11	Enrichment and remediation opportunities for Lights On Fridays.
12	I think Fridays should be geared to more instructional time with teachers, especially in the MS/Hs.
13	NO
14	A required 4 1/2 days week for all students; the 1/2 on Friday could be required for all students who need remediation or need to catch up, with a release time (reward) for students who do not need remediation and/or are not behind. If the current school day remained the same, this would not affect minutes required. After school time could perhaps be restructured to be less of a "babysitting service" for parents and more organized activity/academic focus, perhpas. Restructure the Lights On for M-Th, and focus with it on Friday.
15	In-services need to be planned, and agendas delivered in a timely manner, so we can make plans and meals accordingly. It is frustrating to be handed information after the material is already being used.
16	We need to re-emphisize the importance of attendance. Students miss too much school and it is hard to cover the material they miss.

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Teaching Staff Evaluation of 4/2 Day School Program

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Teaching Staff Evaluation of 4/2 Day School Program

Survey Status: Active Launched: 3/25/2010 12:16 PM Closed: *N/A*

Email Invites: 0	Visits: 76	Partials: 0	Screen Outs: 0	Over Quota: 0	Completes: 44 *(Does not include blank responses)*

1. What is your overall reaction to the 4/2 program? Actions

Positive	35	80%
Negative	1	2%
Neutral	9	20%

2. What do your feel are the strengths of the 4/2 day program? Actions

View 44 Responses

3. What do you feel are the weaknesses in the program? Actions

View 42 Responses

4. Does the 4/2 programs effectively allow you to teach the standards in your area? Actions

Yes	26	74%
Somewhat	9	26%
No	0	0%

5. Please explain your response for #4. Actions

View 33 Responses

6. Does the 4/2 plan meet student needs for remediation and tutorial? Actions

Yes	18	46%
Somewhat	18	46%
No	3	8%

7. Please explain your response for #6. Actions

View 39 Responses

8. How has the 4/2 program affected student performance on classroom and district assessments? Actions

Increased	12	38%
Decreased	0	0%
No Impact	20	62%

9. Approximately how many students have you had come for All Staff Remediation so far this year? Actions

	3	9%

0-5	[redacted]	3	9%
6-10	[redacted]	14	40%
11-20	[redacted]	7	20%
Over 20	[redacted]	11	31%
	Total	35	100%

10. On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach? Actions

View 30 Responses

11. Do you feel the 4/2 program should be continued? Actions

Yes	[redacted]	40	93%
No	[redacted]	3	7%
	Total	43	100%

12. If yes, what changes, modifications, additions, etc. would you recommend? Actions

View 29 Responses

13. Your Recommendation to the Board of Trustees: Actions

The 4/2 day week program should be continued	[redacted]	40	93%
The traditional five day week should be restored	[redacted]	3	7%

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Teaching Staff Evaluation of 4/2 Day School Program

Results Overview

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Responses: Completes
Filter: No filter applied

2. What do your feel are the strengths of the 4/2 day program?

#	Response
1	Strong emphasis on the academics during the four school days.
2	Intense instruction and no interruptions.
3	It lets students focus on their class Monday- Thursday and then on Friday they can focus on sports.
4	No excess Friday absences for activities, longer class periods
5	Students don't miss school for sports
6	We do not have large groups of students gone on a regular basis because of athletic competitions. It allows for slightly longer class periods which is beneficial for lab and project classes. It gives us a way to provide makeup time for tests and students who require longer to complete an assignment without taking away from class time. Fridays and Lights On allow me the ability to give extra help if students will come in.
7	3-day weekends
8	Families have more quality time with children. Children are able to help out more at home. Activities don't take time away from school.
9	It allows teachers the flexibility to have more planning time which will carry over into better classes and higher level lessons.
10	Students miss less school for activities. Teachers are in the classroom more and not pulled out for activities The most is made of every school minute. Attendance is better with family activities on Fridays.
11	no interprutions from extra cirrcular activities
12	Allows year round staff time on Fridays for maintenance of equipment.
13	Athletes don't miss school due to sports events.
14	A more concentrated effort during the work and rich opportunites for mediation/remediation.
15	Kids are here for class all the time, they rarely miss for activities.
16	Fridays are great for students to get some 1 on 1 help - if they choose to. ACT prep classes and Driver's Ed. on Fridays. The majority of evening events are on Thursday and Friday. A 3-day break for everyone - we all need a break from school to re-charge.
17	Students don't miss instructional time for extra-curriculurs
18	Less interruptions, more structure and focus, incentive for kids to be here knowing they only have 4 days, time on Fridays to work with staff and students,
19	I like the 4 day school week becasue it gives us more time during the weekend for sports and other school activities.
20	we get 3 day weekend plus kids in sports dont miss lots of school
21	being off on fridays. No interference with scheduled sports
22	none
23	Students don't have to miss classes to participate in sports and other activities. Fridays allow extra time or help for the students who need it.
24	Students are not taken out of school for athletic programs. It also provides a 3 day weekend so students can spend additional time with families.
	Addresses the sports issue in the HS Gives parents an extra day with their children Gives teachers an extra

25	day to work on school things Offers remediation sometimes on Friday
26	Allows students to get intensive, quality instruction without interruptions.
27	kids not as mentally tired
28	They are able to get 4 full days on instruction.
29	concentrated instruction allowing for remediation, focus on Fridays for kids that are behind, struggling less absences, allows 3-day weekend for family
30	More students in class during the 4 days-activities reserved for Thurs-Sat additional assistance available for students on Fridays
31	The strengths are more for the middle school and high school students. They do not miss school for events.
32	1. Students have regular schedules and not changing for In-Service days often. 2. Opportunity for staff trainings without closing school or limiting the number of participants. 3. Fridays open the opportunity for extra curricular activites on non school days and also make time for make-up work, make up tests, remediation, and tutorial. 4. It is good to have the day for in town tasks that wouldn't be possible otherwise.
33	The Friday can be used for all the extra things without having to take off school for staff meetings, etc.
34	-specific, small group tutoring on Fridays -remediation on Fidays for those who need caught up - schedule is always consitant - staff development is able to take place on Fridays without taking other days out of the school year
35	Focused time at school Attendance Remediation time with students
36	Overall, attendance is better. Students are not taken out of class for activities of older siblings. Most of the 4 days are devoted to academics, with minimal interuptions.
37	We work hard to fulfill the needs of our students. I believe that we have better attendence.
38	Concentrated amounts of lesson time and no conflict with sports on Fridays. Fridays are also open for professional developments, enrichment programs and extra help for students who need it.
39	The strengths I see is that the 4 days are left for academics with little or no interuptions with athletics, FFA etc... I like the Fridays for students to get in for remediation and catch up. But I also like the idea that we as teachers have time to get papers corrected, read, grades put in, lesson plans worked on, improving rubrics, getting ready for the next unit etc...
40	The remediation on Friday Time for professional development
41	Students have a chance to get caught up on Fridays and have more teacher or staff time. I am able to have health presentations from the community.
42	It allows students that may be behind the opportunity to catch up on late work.
43	Remediation on Fridays Extra time to teah during week
44	I can work with students needing help during Lights On Fridays.

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Teaching Staff Evaluation of 4/2 Day School Program

Results Overview

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Responses: Completes
Filter: No filter applied

3. What do you feel are the weaknesses in the program?

#	Response
1	Lack of field trips.
2	Seems to be a bias towards allowing outside groups go beyond the 8-6 day. Staff members are not allowed to go outside of this to help students that wish to spend more time on academics or athletics.
3	Teachers have to much work to do on the Fridays, they do not have much of a four day week. They have to work at lest two Fridays every month.
4	Ineffective planning for the 2 Fridays
5	long days
6	Students can not be required to attend Friday remediation sessions. Many of those who need extra help are not showing up on Fridays.
7	Long School Day.
8	No weaknesses.
9	The Lights On Fridays are very unstructured.
10	No flexibility in yearly calendar
11	missing the kids for three days may detract from the educational process
12	We don't get to have assemblies, and students miss out on field trips. When we plan field trips on Fridays, students don't attend.
13	Though there are opportunities for remediation, it's not structured well enough to make it impactful.
14	We have kids that don't do well in school that should be here on Friday to catch up and remediate that never show up.
15	Long days by the time students complete sports practices and teachers coach or complete their prep. or grading for the next day. Also, there's not a requirement for students to attend on Friday unless they're in Friday detention.
16	fewer contact days
17	less vacation, sometimes weeks seem long especially when we work several Fridays in a row, difficulty at times helping students make up missing work
18	I do not feel any weaknesses in the program it is a great program.
19	longer school days
20	long days.
21	too much time off for our average to below average students
22	There is less flexibility for things that can't be scheduled for Fridays or weekends.
23	Mondays are often spent reteaching concepts, briefly, before the regular lesson can continue because students forget material over the long weekends. The school day is very long for elementary students. I also think a weakness of the program is that the Lights On Fridays do not provide remediation in beneficial ways. Unless teachers come in to work with students, academic support is not provided to any depth.
24	Short school week--not enough time to do everything May cause problems with parents who work on Friday Don't do as many "educational fun things" as we with the 5 day week
25	n/a

26	still hard to believe little kids can learn as much in four days as others do in five.
27	so much to be taught, so few hours to do all that is required in ways encouraged decline in creativity and spontaneous educating activities for kids; fun, fun, fun
28	none
29	With bus routes, it does make a long day for some students.
30	None I can think of just now.
31	It is a long day for the younge students.
32	longer days may effect the students learning
33	Hard to fit everything in 4 days
34	We need to be careful that other activities don't interfere with the school day of the students. Cougar Rand assemblies often have bumped one or two classes (art, music, PE)this year. These classes are important for the students as well as the academic classes. Maybe these assemblies could be held once a quarter instead of once a month.
35	Sometimes there is not good follow through because of the extra time off.
36	Because program does not go 5 days a week the school year is extended. This is only a minor weakness however compared to the overall benefits.
37	Weaknesses I see: 1. I would like to have our students take part in educational opportunities that go beyond the four walls of this building. I understand the philosophy of the four day week, but I think there can be exceptions (have guidelines) when it's o.k. to take students into Riverton/Lander etc... for a play, concert, guest speaker or whatever sound reason to take an adventure and learn in other ways. 2. Referring to LO Fridays. I understand that the LO Fridays are going to change where all staff will be planning activities after remediation instead of going to LO or continuing remediation in the afternoon. We may as well go back to a 5 day week. That will mean more and extra planning. I guess I don't understand why it's not o.k. to have time to work in our classrooms on LO Fridays. As far as I'm concern, I might not have students in the classroom, but I'm working on things that will benefit them in the regular classroom (lessons, rubrics, up-dating focus calendars, colaberating with colleages). Sometimes I get the impression that if we aren't working directly with students were not working.
38	I feel students would benefit from five days of instruction
39	Long days for students and they sometimes get fatigued sometimes have increase in illness when they have such long days.
40	Long days for younger children.
41	N/A I would like to have enrichment days on Friday too.
42	tight schedule

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Filter: No filter applied

5. Please explain your response for #4.

#	Response
1	With the 4 day week we, as teachers, have to fit into 4 days what most districts get in 5. However, we do have uninterrupted instruction that other districts do not have.
2	The classes are long enough during the four days to allow for almost a full hour of teaching time.
3	Contact time is sufficient to teach the standards
4	I have just as much contact time with students
5	
6	58 minutes four times a week (232 minutes) should be enough time to address the standards as opposed to 5 days at 45 minutes (225 minutes)
7	The four day week does limit some of your time, but it also allows you to find ways to cover more with fewer projects, assignments, etc. because of more planning time. It also allows you to work with students who may struggle more with the standards.
8	NA - non-certified
9	Great help from the focus calendars Target Goals Must be on task and working hard when we are here.....
10	Not a teacher
11	The 4/2 program does not affect my teaching of the standards. When students are absent, they have to make up the work, which can be difficult. Contrary to popular belief, the 4/2 program does not improve attendance, and students who really need help do not utilize Friday school.
12	It's no different from a five week in terms of teaching the standards.
13	Again, I usually have all my students in class and that allows me to get more done.
14	focus calendar covers material from standards that is covered and the focus calendar is easy to follow
15	It would be nice for certain concepts and standards, to be able to take more time for explanation and practice. Also, sometimes a field trip would be educational except on a Friday.
16	We learn a lot more with longer hours in the day and we get a shorter breaks. Which gives us more time to learn.
17	I work towards effectively teaching standards, however the school day is not much longer than most days of districts in our area. We have one less day to teach all material expected in an almost comparable amount of time. Also, science and social studies instruction is hard to fit in to the day in the elementary school.
18	Since students are not taken out of school for other committments, students are attending school and get the instruction they need.
19	like everyone else, I feel pushed for time. Always wish I had five or ten more minutes for each subject
20	Effectively is the question. I am able to teach the standards but I wonder if they are taught substandardly.
21	students consistantly attend Mon-Thurs
22	I have longer alloted time intervals in which to work with my groups.
23	We have focus calendars that target our standards and we have put that in our time line.
24	-scheduled blocks allow time for each subject to be taught to the standard -the extra minutes in a day can help a lot
	We know what our students need to know. Our teaching is geared to those needs and standards. Our focus

25	calendars reflect that knowledge.
26	N/A
27	Because the day is slightly longer, I have a solid amount of time to present lessons to my students. This opens up more opportunities for learning without being interrupted by other activities or having to spread a lesson out over several days.
28	I'm teaching the standards. Some are covered better than others. I feel rushed and not as thorough as I think I could be.
29	Students only get 3 days of intervention
30	I have a hard time fitting in the classes that are expected. I would like to provide more health education but it is not possible at this time.
31	The 4/2 program doesn't effect my area when counseling students.
32	Yes, I feel like I'm able to teach the curriculum because the longer days allow a longer time to teach the subjects. I can also work or remediate on Fridays and after school.
33	We focus on the standards, but perhaps not to the extent we used to- extra, above and beyond.

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Teaching Staff Evaluation of 4/2 Day School Program

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Responses: Completes
Filter: No filter applied

7. Please explain your response for #6.

#	Response
1	The time is available but the program on Fridays needs to be redone to provide tutorial programs at the MS/HS.
2	Currently, our remediation and tutorial system is not being used effectively.
3	The students can go to lights on after school, most teachers are available to for tutorial after school.
4	Students may need remediation or tutorials regardless of the how many days/week school is in session
5	For students who are willing to come in it works well. For those who don't it doesn't. It is impossible to plan for tutorial if you don't know who you will have on any given Friday.
6	
7	Many, many opportunities for remediation.
8	If Lights-On time were better structured, then that would better meet students' needs.
9	NA - non-certified
10	Better use of lights on and all staff which is on the way
11	Not a teacher
12	The plan works for students who come in on Fridays for remediation and tutorial. For those who don't, the plan is not effective.
13	The remediation needs a more structured format in order to achieve optimal use.
14	Students that don't pass our testing or have failing grades in our classes should be REQUIRED to attend school on Friday to get caught up.
15	If students attend all-staff Fridays with their parent's support.
16	since Friday's are not required, too many that should attend, don't
17	I think many students are here so we can babysit them and they do not need remediation or tutoring. I think there is not enough structure in the current after school and Fridays to give students the remediation or tutoring they need. Many need individual help from specific staff, and they are not here to help.
18	Becasue it helps people
19	Although it isn't perfect, the remediation aspect of Friday's can be used effectively if students are willing to put forth some effort to plan ahead.
20	I do not think the Lights On program works on remediation, tutorials, or enrichment of grade level standards. Especially on Fridays, students spend a lot of time playing on the play ground or in the gym, and they spend time completing crafts and outside activities. There is not a great deal of academic, grade level standard tie in from my perspective. However, this all changes when a teacher comes in to work with students.
21	Students may get remediation on Fridays
22	This is being realigned this year in a way that continues to improve student/teacher/curriculum contact.
23	two hours, once a month, is not going to catch a child up.
24	Friday remediation, after school program
25	Fridays available for students who need additional assistance
26	Remediation is able to happen on all staff Friday's.

27	I believe as long as there is time for teacher instruction.
28	We can use the Fridays for targeted students.
29	previously explained in # 2 - Fridays are meant for these areas
30	Fridays are time devoted to remediation and tutorial.
31	Students and parents sometimes do not see the need for Friday school. As a district, we need to educate our patrons that Friday School is for tutoring and remediation, not catch up for absences or poor work habits, i.e. getting late work caught up.
32	Students are offered opportunities to stay after school as well as come in those remediation Fridays as needed.
33	Our school is able to offer both in school, after school, and Friday remediations and tutoring for students who are in need.
34	Some kids who need to be in remediation are not coming. I think that some kids are tired of being tutored or have remediation every time they turn around. I believe we have over-kill. Kids have class all day, after school LO now has more remediation, tutoring and then Friday LO (Just my opinion).
35	I feel this is moving toward more direct teaching for remediation
36	I am not sure. It seems that it helps.
37	4/2 program allows students time to work with classroom teachers when they feel unsure of a subject.
38	I feel we offer programs during the school day like Phonics Boost and the math tutoring that help address remediation. We also have our shared reading time too. I feel the Fridays are great to help remediate by providing hands on with a few students. Then they can feel success in the classroom.
39	Parents do not always send students eventhough they are invited.

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Responses: Completes
Filter: No filter applied

10. On average, how many of your students do you see on a typical All Staff Remediation Friday for academic purposes related to the courses you teach?

#	Response
1	Almost none that need reteaching or intensive instruction. Most are to finish unfinished work.
2	0
3	two or three
4	Generally I see between 20 and 25 students.
5	0
6	5-15
7	10
8	excluding fortfolio work 5 to 6
9	2-4. I do see a lot of students who have nothing else to do, so they come in and work on fun projects in my room.
10	3-5 students
11	Maybe one or two, every once in while more than that.
12	5
13	I may see 2 or 3.
14	5-10
15	All students are always welcome. Approximately 7-10 students usually attend.
16	usually have whole class in for a language related activity that wee can use for reading and writing the following week.
17	25% Many are invited, some come others choose not to
18	3-6
19	Five or six each friday.
20	
21	There are from 4-12 students on All Staff Remediation Friday from my classroom.
22	3-7 students
23	5-10
24	I typically see ten of my students for Friday School.
25	N/A
26	Because my subject is Art, I tend to require less Friday Remediations. If I offer a remediation it is for advanced work or to allow students who have missed a significant amount of class time to catch up. This is rare, however.
27	2
28	I do counseling and do not normally see students during this time. However, there have been times that I have been able to complete testing on students or make up missed counseling times.

29	I usually have at least 5 to 8 here for academic purposes.
30	average of 10

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Teaching Staff Evaluation of 4/2 Day School Program

Results Overview

Date: 4/12/2010 7:52 AM PST
Responses: Completes
Filter: No filter applied

12. If yes, what changes, modifications, additions, etc. would you recommend?

#	Response
1	It would be nice if we could do a community survey to see, if voluntarily, parents would be opposed to their child being at school for school related activities beyond the 8-6. Also, it seems that we are consistently adding committees and meetings outside the contractual hours. If we are doing this what is being taken off the plate. In staff meetings we are told that we cannot add classes or staff without taking, "something off the plate." If this is the case it is difficult to add more meetings and staff responsibilities without taking it off of staff plates.
2	I recommend that student be able to attend more activities during the school week, such as field trips.
3	Remediation/All staff fridays should be structured for students' specific needs, as should professional development Fridays (per teacher need)
4	Make Friday school required for students who are not passing in any one of their classes and/or who are not proficient in any area of the PAWS. Use that time to provide specific remediation for those students.
5	fewer all staff remediation days.
6	So far, the 4/2 schedule has been good.
7	I would ask for more structure during ALL Lights-On Fridays.
8	It is well received by the community and should be continued. We should just continue to work and tweak the Friday setup.
9	Require Fridays for 1/2 of the day for any student who has a D or F. Those students who have good grades could be excused, or they could have fun days, such as special short workshops, or team building games.
10	All staff remediation should be more structured with better incentives/penalties for student attendance.
11	Require students that fail standardized tests and classes to attend on Friday. If you take away their time, they will improve their performance. We should be on a 4 and 1/2 day week, but all kids with passing grades and standardized tests should be excused from Friday morning school.
12	A schedule for Friday so that students have a more structured time schedule. Recommended students be required to work with a teacher or teachers on all-staff Fridays.
13	students with D's or F's should be required to attend
14	I know we are working on changing the all staff Fridays and lights on programs which will be very beneficial.
15	restructure the way fridays are held
16	More staff members available for remediation days that are not all staff.
17	The Lights-On program, which is essential, needs to continue to become more tutorial instead of Arts & Crafts.
18	I would like a way for struggling students to be able to come in on a more consistent basis.
19	Enhance after school program
20	I would like to see more Fridays for enrichment activities.
21	I would not recommend any changes. I feel the 4/2 program is great and the students learn equally as they would in a 5 day week. Some students may even achieve higher goals in a 4/2 program because they are offered small group instruction on Fridays.
22	I would like to see a late work policy written so staff could be consistent. Then Friday School could be used for remediation of skills instead of catch up. Time could also then be used for enrichment and extension activities of the standards being covered.

23	It would be nice see some enrichment for those students who could a little more of a challenge.
24	Even though the week is shorter, the days are longer and the year is longer. In light of this I still feel that a full week long spring break is necessary. Minor change, but one that continually comes to my attention.
25	If the 4/2 program continues, I would like to see a springbreak. Let us have school on some Fridays that are between sports. Or once the athletic schedule is set, those Fridays where we don't have athletic conflicts let us have school. If we put it on the calendar prior to the starting of school, parents will see it and adjust their schedule. What will Friday LO do on all staff remediation if staff will have activities for students in the afternoon?
26	Stronger remediation and tutoring
27	a shorter day more focused sessions.
28	I would like to see enrichment days included on Fridays.
29	More support for out students exited from SpEd that are far below grade level. This would be a need with a 5-day week also.

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(2)

MS/HS Student Evaluation of 4/2 Day School Program

Results Overview

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Date: 4/12/2010 8:21 AM PST
Responses: Completes
Filter: No filter applied

1. 1. Grade Level:

5th		15	8%
6th		31	16%
7th		29	15%
8th		33	18%
9th		17	9%
10th		25	13%
11th		19	10%
12th		20	11%

2. Do you like having class four days a week better than five days a week?

Yes		181	95%
No		9	5%
	Total	190	100%

3. Is your attendance better with the four-day week?

Yes		177	93%
No		13	7%
	Total	190	100%

4. Have you come to All Staff Remediation to catch up on work or get extra help?

Yes		146	77%
No		44	23%
	Total	190	100%

5. How many times have you attended All Staff Remediation?

0		29	15%
1-5		122	65%

6 — more		38	20%
	Total	189	100%

6. Have you come to Lights On Friday school to catch up on work or get extra help?

Yes		131	70%
No		57	30%
	Total	188	100%

7. How many times have you attended All Staff Remediation?

0		33	17%
1-5		120	63%
6 — more		36	19%
	Total	189	100%

8. Do you prefer to use the after school tutoring or Friday School for help with assignments or make-up work?

After School Lights On		63	33%
Lights On Friday School		24	13%
All Staff Remediation Friday School		39	21%
All of the above		63	33%
	Total	189	100%

9. Do you participate in sports and school activities?

Yes		169	89%
No		20	11%
	Total	189	100%

10. If yes, what effect does the 4-day week have on your participation in school activities?

Positive		127	71%
Somewhat Positive		36	20%
Somewhat Negative		9	5%
Negative		8	4%
	Total	180	100%

2

13. Your Recommendation to the Board of Trustees:

The 4/2 day week program shoudl be continued	[redacted]	181	95%
The traditional five day week should be restored	[redacted]	10	5%

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MS/HS Student Evaluation of 4/2 Day School Program

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Results Overview

Date: 4/12/2010 8:22 AM PST
Responses: Completes
Filter: No filter applied

11. Please explain.

#	Response
1	it gives us a small break from excruciating practices.
2	The four day has a positive effect on me. For example I like having a four day week especially for sports because our games get to be on the weekend and not during the week. Thus, we have time to focus on academics during the week and sports during the weekend. Also it opens up fridays for us to get help from teachers. Granted we do get help during the week but it isn't 1 on 1 time.
3	The 4-day school week really helps because if you are not doing good in a class you can go in and get extra help. Also the games and meets that are on Friday we dont have to miss school to go to them.
4	The four day week has a positive affect on my school activities becuase it gives me a chance to catch up on work on friday if i miss school and then id be able to continue with school activities. Also it can help me think better about school and get me motivated to go to school.
5	IT GIVES ME MORE REASON TO GO TO PRACTICES LIKE FOOTBALL BECAUSE WE ONLY HAVE A 4 DAY WEEK
6	I SAID YES BECAUSE I LIKE TO HAVE MY DAY I THE DIRT ON FRIDAYS
7	IT HAS SOMEWHAT NEGATIVE EFFECT ON ME AS LONG IAM HAVING FUN I DON'T CARE.
8	the games are on the weekend not during the week. i can practice at home more.
9	I have more energico and motivation for games, and more rest for my aching bones.
10	I like the four day week.
11	The four day week has a positive effect on my 4-day school week because of more oppurtunities for sport games and extra curicular activities. if we had a five day school week our activities would be on days that are not fridays, and would be rescheduled to times that are less appealing.
12	It just works welll with my schedual instead of a five week schedual.
13	It is an positive effect on my participation because than i have a longer week end.
14	The 4 day week gives me more time to work on stuff. it improves my participation in school activities because i have more time and because i'm notin school on fridays i can still do school activities and i don't get as sick of school.
15	A four day week is better for me because i get time play sports. But if i need to get cought up on my work i can always go to friday school which is more 1 on 1 time with a teacher. It helps me alot when there isnt 20 other kids in the room.
16	It has a positive effect because I can focus on school work during the week and sports on the weekend.
17	The four day week makes it easier to participate in sports becaus i dont have to worry about missing school on friday games. Also late night thursday games aren't a problem because idont have to get up the next morning for school.
18	it is better to have a four day week because if your falling behind on your work you can have a whole day to work on it and get help and you dont have to use the rest of your weekend not knowing what to do.
19	So we do not have to make up work on game day
20	Its better to have a four day week so that if you are falling behind you can work on the class your falling behind on, on a friday.
21	With only practicing four days a week you have one day to rest and get ready for the game.
22	cause i can look foreward to the weekend

23	The four day week lets me rest on friday when we dont have a game so i can rest.
24	well with sports its good knowing that I have a day off from it to relax. even though sports are fun.
25	When I have a four day week, you have time to rest your muscles, but you do'nt get as much practice as everyone else.
26	The week is making me a better person in all of the soprts, and it gives us a day to rest.
27	I THINK THAT WE DO THAT GET AS MUCH TIME TO PRATICTS AS OTHER SCHOOLS SO WE ARE NOT AS GOOD AS WE COULD BE.
28	YES
29	I DONT KNOW WHEN THE BUS SHOWS UP TO TAKE US TO THE ACTIVITIES.
30	I am determined to keep my grades up to be able to stay in the sport.
31	because its fun and you might have the three games in a week
32	i would like a five day week better because we wouldnt have to go to school so far into the year. maybe it would be ok if we had like a four and a half day week so that we could still have a longer spring break and stuff like that.
33	There is less times to complete work and participate in practice.
34	The sports do help with my school work becuase sports help me keep my grades up. You cant have anything lower then two D, or you can not play.
35	HArd work every day and you can get fit and not have the kids wait on you to catch up after you miss a aday.
36	There are a lot of track meets, basketball games,etc; on fridays so we can just go to the events on fridays and go to school on monday, tuesday, and wedsday.
37	I do not do sports in school because I have to work at a dieing mans house every day.I must move the cows to there pasters before school and then bring them in after school.
38	becuse you can get in shap and it is fun,and you get to hang out with friends and play basketball,football and track.
39	I choose postitive because i cant do sports enless i get all my grades good. so it makes me want to try hard to succed in these events.
40	It is better because if you are in sports you are less sore so in the next pratice or game you are not really sore so you can do more.
41	I choose positive because it fits fine with my sceduel and doesnt enterfear with my family time. Also
42	Because I have not been in any sports in school. And I don't want to get F's in class because i won't be able to do school activities.
43	It is somewhatpositive because I get work done better if I want to stay in sports and I do.
44	The four day week has on my participation in school activites becuse we can have a lot of practice in our sport.
45	IT IS REALY NICE
46	I DONT HAVE ANY THING TO SAY
47	fRIDAYS ARE GOOD FOR TOURMENTS IF WE HAD SCHOOL ON FRIDAYS WE WOULD HAVE TO CATCH UP WORK, WHEN WE ARE ABSENT FOR TOURMENTS.
48	With the four day week the day is longer, so sports practice don't get over till 6 o clock. With the long bus ride I don't get home till 7p.m.
49	I dont go to friday school or lights on because i stay caught up and for sports we have thursday meets and games so i get rested up for saturday.
50	4 DAYS BECAUSE some of the sports are tiring and you can take a rest and spend time with your family.
51	The 4-day week my participation in school activities is fun because you do your stuff monday-thursday because you get your school work in and get to play on thursday and fridays. Then you can help yourself in lights on which is friday.
52	I have more time to relax during sports on the weekend and time to work on homework.

53	IT GIVES TOU FRIDAYS TO HAVE GAMES THEN YOU HAVE THE RST OF THE WEEKEND
54	It is somewhat positive because only having four days of pratice, it would be better if we had school on fridays.
55	I enjoy it because my mom has to go then if i have a football game that day i dont have to bother some one elce for a ride.
56	I like 4day school weeks because we can catch up on fridays when there is remediation. Also if we had 5 day school weeks we would have games on thursday and have to go to school on fridaay and that would be hard.
57	It helps because then you have time to get extra practice in with freinds.
58	i like to have 4 day school week because the weekends are good to catch up.
59	It has a positive effect on me because on the weekend i have more time to myself and more time for me to practice in my sports. Another effect is i get more rest than i would with a five day week.
60	I just got here frome lander
61	It is positive because it give me some time to rest and if you are hurt or sour it gives you more time to heal up for game day and you can get more one on one help to be eligible.
62	Playing in sports at school is somewhat positive. the reason that it is positive is it helps you physically and mentally. but it is harder to do homework and stuff like that. also if we were to have a game on friday and we had to leave early, then we wouldnt have any work to make up.
63	Particiapating in a sport is a Somewhat positive effect because Games are scheduled on Thursdays and Fridays. It is nice resting up the whole day on friday then go to the game instead just being in school all day. I also like it because thursdays are good days too end the school week. Mostly because, after a game or school activity, you can have a sleepover or something and not have school the next day and be tired.
64	Having a 4 day school week helps with my sports because i get more rest over the weekend to keep me rested for the sports that i participate in. i also do rodeo on some week ends, and some of the rodeo's are far away and we need to leave on a friday to get there in time. but if we have a 5 day school week i will either have to miss school to go to a rodeo (wich will afect my grade), or miss a rodeo (wich will not make my parents very happy).
65	It would be better to have a 4 day week because on Friday that is when we have tournaments.
66	The effect In the four days a week helps me get cought up on everything I am missing and everything i have a bad grade on. When I attened Friday school and get all of my work done. So yes I get to play a lot of sports.
67	I think it is somewhat positive because we only have four days of practice instead of 5 days.
68	I participat more for now if I have a problem as for being sick or my family it rarley happens because my family will most likly go on a friday than a thursday. Also for getting a little cold I will stay at school. Then on a friday I would just skip.
69	NO because i had knee sugary and my doctor said"no sports"
70	Somtimes negative because the team doesnt play a lot on the weekend like the other schools then the team doesnt play a lot.
71	WITH A 4-DAY WEEK WE DONT HAVE SCHOOL ON FRIDAY SO WE WONT MISS SCHOOL FOR THE GAMES THAT WE HAVE ON FRIDAY
72	I think that a four day week is somewhat posotive when I am participating in school activities because I dont get as tired when I do the activities and why my answore is only somewhat positive is because I dont get as much exercise in a four day week.
73	With a four day weeak you can do sports and if you have a game or meet on Friday than you do not have to miss any school.
74	IT HAS A POSTIVE EFFECT BECAUSE YOYU CAN GET EXTRA SLEEP AND BE WELL RESTED TO PLAY IN A GAME OR MEET.
75	The effect of that is that we have to work harder then other schools witch is good becuase we get nore fit and the more fit you are the more fun you have at storts. And the same with classes the harder you work the better you get at it.
76	I never have enouph time to get dressed and it would be alot easyer if there were soccer
77	I LIKE THE 4 DAY SCHOOL WEEK AT WIND RIVER BECAUSE IT IS A LOT BETTER THAN HAVEING A 5 DAY WEEK. THAT IS WHAT WE HAD TO DO AT TRINITY LUTHERAN SCHOOL AND IT WAS REALLY BOREING.

78	I do some school activities such as sports. If the activities included Friday as a day I should be there, I would end up missing more than I wanted to because I live so far away.
79	It does have a positive effect but my partisipation in activities will not be altered by an extra day of the school week but I would like to keep the three day weekend.
80	I like not going to school on Fridays because it gives me more time with family and more time to be at home.
81	The 4-day school week does hekp me in sports activities and school related activities by giving me a break from the things i am doing.
82	I don't participate in sports
83	Because you get home late and somtimes you have homwork and you get tired.
84	The reson that it has a positve effect on my school activitys is that i get more time to practis by myself at home and in school.
85	I like having the 4 day school week because it makes me not so board of school coming all the time so we get a good break from coming every weekend and then we comeback all ready for the next week of sports insteed of two day weekend then come back.
86	Sometimes I don't have time to finish my physcial stuff. As soon as the sports start I fail and have to quit it.
87	the way it has a positeve efect on my particapation is that if i have bad grades i have to quit doing sports. its a rule of my parents and i think the school.
88	Why this has a somewhat positive effect against me is somtimes I get too caught up in the games and practices then I don't want to do most of the work that my teachers assigned. I do go to lights on after school but when I decide to go to lights on it's too late for me to turn in my assignments so I think I should go to Friday School and lights on more often.
89	BECAUSE I LIKE THE FOUR DAY WEEK.
90	i like the 4 day school week it is the best and we do not have to saty for school on firdays and i will give people more time to do mores things and not much school work and morse time think about school for people who want to.
91	I still have a possitive effect on attending sports, but it is not much different than a five day week.
92	i am not a sports person i dont like to go to events after school but i do like to skateboard.
93	yes because if i have work to get cought up on then i can use the friday school
94	A lot of basketball games and track meets are on friday, so if we had a five day week, we would miss almost every friday due to sports. The four day week has made it easier to participate in sports.
95	The four-day week allows teams to travel on fridays for sports or other activities such as FFA and Science Fair. Without the four-day week the teachers would not be able to give out curriculum that is extensive on fridays because half of the students in the school would be gone for sports.
96	Most of the games or events are on Fridays, so it would give students time to do extra curricular activites.
97	It gives us time to rest on a friday because the games usually don't start tell 4. so its nice to rest and relax.
98	If I had to miss every friday for sports, I probably would not be able to play.
99	Kind of somewhat positive cause i can kind of go to some games and not sort of worry about school things.
100	by having a 4-day school week im able to get all caught up on work and then go to sport events on Fridays
101	We can have games on Friday without missing school, and if we do not have a game on a Friday, we can have a longer practice.
102	They give me more activities to do other then be bored, but its also difficult to be active with my family and do active things with them.
103	Being in a four day week helps me with the sports schedule because it is all I have ever known and I am uccustomed to it. It is nice having a whole day off on Friday before going to a game. Get a half a day to prepare for the game and focus on the game instead of being in school all day then going to play.
104	The 4-day week is good and positive because it allows students to participate in sports and not have to miss school on Fridays. Also students can get caught up and work on the weekends.
105	the 4-day week lets you go to games on fridays without missing school and not having to catch up in work on that day or what not.

106	The four day week is very positive. It allows students to have more time for homework, chorse, and sleep so that we are all well rested for tests.
107	sometimes we do not get to go to games because they are on school days. for other activities we do not get to get out of school
108	It helps with after school activities and helps myself participating in school more than a 5 day week.
109	If we leave on a trip on friday, we don't miss school on friday.
110	If I participate in sports and being that need to attend all practices. I Also am required to attend school all week in order to participate in sports.
111	I am involved in FFA and we have several trips throughout the week. During these trips we usually do not have much time to work on our school work, therefore it is helpful to have a four day week and friday off. The friday school is quite helpful as the teachers are there to help out with our homework rather than us figuring it on our own.
112	Having the four day week, I feel that while we are here the classes are longer which gives us more time to work on our assignments, and also get help from our teachers. Not only from the Friday All Staff Remediation days.
113	having four days is a lot better than having five days. for me, four days allows me to have more personal time to myself, and allowing me to catch myself.
114	the four day week does not really affect sports for me. If i need to make up a practise my coaches are always here to help me on fridays.
115	It gives the athletes the Friday off to participate in sports. It also opens the opportunity to get help on some work someone may have trouble with.
116	we dont have to worry about missing school
117	lOSS IN PRACTICES
118	By having a four day week, I am then able to miss school on Fridays and participate without the burden of having to play catch up. Also, I am better able to put weekends towards school activities as opposed to if I had that one extra day for it.
119	WHAT???
120	THE PLAYERS GET AN EXTRA DAY FOR TRAVEL OR REST FROM SCHOOL ON the extra day.
121	it helps when we go to other cities so we dont use as much work as we would
122	when there are sport competions you dont miss the day of school and you dont have the work to make up, or get behind
123	You don't miss school when there is a game on fridays and there is not as many practices and you have all the required school days in the week.
124	IT HELP ME
125	It helps me so when i am in sports i dont miss every friday for sports so i get a better attendence. yes it does.
126	It helps not having to worry about school on friday and focussing on a game and if not having a game it gives us more time to get homework done.
127	The four day week effects me and my school activities in a positive way. Usually,a busy person like myself has a lot of activities to attend and imporant things to do to apply for different colleges and accomplish school classes. The four day week helps me finish my homework and still have time for my family.
128	When we have track meets or sporting events on friday we are able to go to those events with out missing school work.
129	If we have a four day week then we have one more day to work on homework with out having to sit in a stinky classroom.
130	Actually, I don't know much about the how 4-day week have on school activities but I think it a better to be in school for 4 days a week. It is nice because if you have lots of homeworks and they're due next week than friday is a right day to finish all of your homeworks. Talking about sports and stuff like that might a good example why others like 4-day school, because it gives sports participants to do what they have to do.
131	I say it is somewhat positive for having a 4-day weekend because on some Fridays I have counsiling and when if we have a 5-day school week i wouldn't be able to attend these councilings because of the sports

	that I do.
132	You get to have an extra day of work or vacation to do what you want.
133	Because of the four day week out practices are cut a day so we are able to eather have a day of to prepar for out events or a day to relaxs from practicing four days.
134	Its positive because I participate in sports and they are very fun.
135	I would have to say that the no friday is better than a 5 day week because it helps with family vacations and it helps when you come in on friday and need help there isn't as many people here so the teachers can concentrate on me more if i really need help. they don't have to work with as many people!
136	4 day weeks are better!!!!!! 4 day weeks are better!!! i have time to work and make money on the weekends. also there is more fun time.
137	having the four day week is better for me because their is more time for me to catch school work and hang with family on weekends
138	4 day weeks are positive because you can spend time doing things other than school work.
139	Its positive beacuse you spend more time with others and you get to me more active with your peers.
140	its helped me alot because i dont have to worry about it eating up my weekend because i have an extra day
141	If a game or meet is cancelled and rescheduled during the week, we can't go to any of them.
142	Days that there is a sporting event on a thursday it is harder to get out of school to particepate, and is not necessarily positive becuase we miss work. Yet it is good to have friday's and after school to make up the work.
143	With sports activities and games on fridays, it makes it easier to leave for those events and not have to worry about making up for the day missed.
144	I don't miss fridays for sports since we only go 4 days a week. It helps because I do not get behind in classes.
145	cannot have sports activities during the week, have to be on either friday or saturday, if we had five day week we could have sports activities during the week.
146	Easy to not miss school and participate in the sporting event of the weekend if on a Friday.
147	This allows the students to participate in sports without missing school. This is good because the student athletes do not have to make up work that they would have missed in school.
148	It is a positive effect on my participation of the school activities beacuse I have more time to get my work done in class and on Fridays at home and over the weekend if I do not have a game that day.
149	well its been realyl positive because i been learning alot of stuff and then on friday we have friday school to catch up on.
150	dont miss school for sports
151	Because if you have to go somwhere on sport trips or somthing you can go on Fridays.
152	I love it
153	We are able to travel on Fridays that we have off for athletics and other activities. However, if there are activities that occur during the week, usually we are not able to go which I think is partially a result of the four day week.
154	Its stressing to do sports and have all this homework. with the four days teachers pile on the homework and then on fridays and saturdays we have sports. then on sunday i have to work and stay up lait to finish my homework. but i love doing sports
155	i have more time and there for i am more promted to go to other activities and participate in sports, also it makes sport participation easier and more convieniant.
156	Becaue i am at school the 4 days and i can attend the practices... also i think the school should go 5 days a week anyways. =)
157	It is positive because it makes me work harder on my school work to be able to particapate in a school activity. Which means if i work hard than my grades would be good as well.
158	This way I can go support my school in their athletics because I wont be missing schoool.
159	It gets me to school. And some teachers need to slow down on there work and give students time to work

	on some things.
160	UHHHH.....it helps us because we dont miss shool on friday games....DUHHHHHH
161	gives me a good dead line so that way i know when to turn my work in. other than that it has been ok
162	you do not need to extra work, because you were not there.
163	I DONT LET IT EFFECT ME
164	It gives more time to focus on extra-curricular activities, also it allows time for doctors appointments, vacations, and other activities. I would not participate in many of the school and non school organizations i am in if i would have to go to school on friday.
165	being aprt of many different activities like FFA and drill team and many more it is more accesible for us to have the friday off so we are not missing school work at the same time it is beneficial for other students to get involved in our team sports as a whole school at the same time keep up on our studies and curriculum.
166	30 minits of righting
167	I am somewhat positive because after the school day I am very tired after school but I am pretty positive because I know my teammates need a positive attitude so we do not get in fights. It also helps us because if we have school on Friday and I had a vollyball game, I would miss all of the school day because I would have a game.
168	the 4 day helps us and has a negative impact on our sports because we can have time on fridays to practice which improves our skills and physical condition.
169	It affects me by not giving me much homework and lets you attend sports and activities
170	nothing
171	I am in track and a four day week helps me relacs and consetrat on the homework we get. Also middle school track and football mets are on fridays.
172	It helps me because when I have a track meet which are on friday and plus if we have a 5 day weekend I would miss the whole day of school on friday
173	I like it because if we had a 5 day weekend we would half to cetch up on school work.
174	i think the four week activities is somewhat positive because i like volleyball and we cant have more pratices (we only have two practiices).
175	like if we have a track meet on friday we don't have to miss school while other schools do.

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MS/HS Student Evaluation of 4/2 Day School Program

Results Overview

Date: 4/12/2010 8:22 AM PST
Responses: Completes
Filter: No filter applied

12. Suggestions to improve the 4/2 day week

#	Response
1	the nurse should give us creams to improve my festering hemeroids
2	I have no suggestions becaus i love the 4 day week. I love not having a 5 day week. It just makes life easier!!!!
3	Nothing, i think it is really helpful and just dont take it away.
4	I dont have any suggestions i like having this kind of week. It gets more concentration out of students
5	GIVE OUT LESS HOMEWORK
6	NOT HAVE TO MAKE UP MISSED SCHOOL DAYS ON FRIDAYS AS A REGULAR DAY IF WE GET MONDAY OFF FOR A HOLIDAY.
7	NO SUGGESTIONS
8	THE FOUR DAY WEEK IS AWEOMSE AND WE SHOULD NOT CHANGE ANYTHING!! :)
9	I cant properly butter my crumpets, because the days last too long.
10	no.
11	To have all teachers be present after school, and at remediations regardless of their oppurtunities, and not allow teachers to become sports coaches.
12	I like thde four day school days because they are funner and you get to do the things you got to do on the weekends.
13	some suggestions to improve it is no home work and funner classes.
14	no i like it!!
15	Nothing i like it how it is. Although i dont enjoy the length of the day.
16	I would not change the four day week at all because I really enjoy having a three day weekend.
17	there is no need to improve anything!
18	i have no suggestions
19	there is no need to make inprovments
20	none
21	keep it the same please...i love it the way it is...
22	Shorten the days by an hour.
23	i cant really think of any thing to improve our week. but i really like my four day weeks
24	Longer lunches and shorter classes.
25	One thing that could be chaned is that the day could be a litter shoter.
26	I DONT KNOW MAYBE HAVE A FIVE DAY WEEK.
27	none
28	GO TO A 5 DAY SCHOOL WEEK
29	no suggestions

30	we could have better lunches and longer recesses.
31	i think that an improvement would be to add half a day to the week.
32	Take 5 hours from the day.
33	The 4 day week is perfict the way it is. It gives more time at home for spending more time with family.
34	It is fine but to have more reading time and more fun in class
35	Have more "All staff remediation" fridays
36	I think that we should improve the school week by cuting down the time on Thursday to 3'Oklock.
37	its fine the way it is.
38	Ithink the four day week needs a little fun in your classes just while you do your work
39	i have no suggestions to impove the 4 day week because i like it the way it is
40	none
41	I think that we should cut down the day on thursday so we could get out at 3:00, but only on thursdays.
42	I want it to be a four day school because on Friday I can come and do my work. and let my mom and dad have their peace and quit.
43	I think we could do more work and have friday school every day.
44	we should get out at 3;00
45	I HAVE NO INPROVEMENTS I LOVE THE FOUR DAYWEEK
46	LESS DAYS OF SCHOOL
47	NO
48	Have less classes that aren't important like computers, IT, or Art.
49	bigger lunch, longer recess, nap time
50	i have no improvment suggestions
51	My suffestions are to have longer resesses and have bigger and better lunches because sometimes some of the kids don't eat because the lunch tastes gross. Then we should have a skatebording rinkk for kids also. Then we shouldn't have teachers have favorites because in some of my classes the teachers let the other classes have fun things to do while we sit in the class doing boring stuff even if we are caught up in that class and don't have any more work to do. Then they say like you are making me mad and threten you to get a yellow card when you didn't do anything
52	a longer lunch and longer recess
53	~~ONLY GO TO 3:15~~
54	classes should be more fun.
55	Give us the same days off like Riverton... Also like spring break as a week off instead of one extra day.
56	To improve the 4 day week we could have a longer recess and more and better food.
57	Just stay the same.
58	get out at 3:15 insted of 3:45.
59	Isay the four day week
60	Start earlier or end later so we would could have longer summers.
61	I dont think much needs to be improved. but it would be nice to not have to go so long a day. also i think we should get a longer summer break.
62	I would want school too start an hour later. LIke 9:00 instead of 8:00. Make the day shorter like 6 hours instead of 7. ECT
63	to improve the 4 day school week i think that every friday school or at least over half of them, all of the teachers should come. almost all of the times that i have been to lights on or friday school, there would have been only a couple teachers at the school. i know that some teachers have to get home to finish chores before it gets dark, but somkids are failing and are looking for help.

64	Some suggestions to improve the 4/2 day week is have more holiday vacation, get out of school earlier.
65	well if I dont get achance to keep my grade up then I dont get to do spors.
66	None.
67	I do not have any suggestions for I think the four day week is good.
68	it's fine the way it is
69	Maybe half days each friday.
70	I DONT HAVE ANY SUGGESTIONS TO IMPROVE A 4/2 DAY WEEK
71	The foyr day week is good the way it is and I dont have any suggestions.
72	Ido not have any suggestions to improve the 4 day week.
73	no sugestion on how to improve the 4 day week.
74	nothing. the four day week is great as it is.
75	add soccer in P.E because its fun and active and also add soccer to the sports list like an after school sport.
76	IF I WERE A PRINCIPAL I WOULD HAVE PE EVERY DAY JUST LIKE MY DAD HAD PE EVERY DAY. I ALSO WOULD MAKE GHANGES IN THE TIME. INSTEAD OF GETTING OUT OF SCHOOL AT 3:45 I WOULD GET OUT OF SCHOOL AT ABOUT 3:15 OR 3:20
77	I don't have any suggestions.Although i still think that the Wind River school should never have 5 day weeks.
78	I think we need more lunch because we never are full enough and then I have to go home and complain to my parents that i'm hungry.
79	We should have longer lunch periods, and for after school activities like sports, we should more games for sports so the middle school can really know if they like the sport that they are in. we could just have games or meets on Thursdays and ome on Fridays as well.
80	We should have a life skills class last hour so that we can relieve the stress that regular classes put on you by playing games and shooting hoops and such.
81	none
82	More Lunch.
83	better breackfast, better lunches, later time to start school, mno lunch detention, better teachers that dont yell at you all the time.
84	I would like it to stay mostly the same except i would like the school day to start not as early like 8:30 so i dont have to get up at 6:00 but i sill want a four day school week.
85	I like it because we work on the weekend like sat. and sun. So that gets me a layed back on friday.
86	suggestions to improve the 4 day week is to have the students run around out side or in the gym more during the day beacuse extersise helps students learn more and it is a proven fact.
87	My suggestions to improve the 4 day school week is to assign less homework and give us more time to do our work within the class hour. Also one of my suggestions is to have better breakfast and lunches to keep our minds working properly.
88	IT IS FINE.
89	Better luches and not go so long maby get out of school eralyer. And have a rodeo team for when i or people get in high school.
90	One thing to improve this 4 day week is to add more lunch and better lunch. Another thing to improve is the class hours, is to make the core classes after lunch.
91	-get out of school erlier -have more choices for classes
92	yes
93	None
94	no suggestions
95	I would like to be able to take feild trips or longer breaks.
96	Well, you could just make the children go to school everyday and tell 'em to quit complaining.

97	sdfads
98	I think the four day week is fine the way it is.
99	Need more class motovation and more class options. Ex needing mechanical class, or more electives.
100	Suggestions to improve the four day week is start a little later in the morning and end a little sooner in the afternoon.
101	Get out of school a little bit earlier and not have to go in June.
102	I do not have any suggestions.
103	none
104	Make the school ours a little shorter.
105	None really because i like the four day week and all of the benefits that come with only four days of school.
106	I belive that the four day week doesn't really need much improvement. It seems to be fine, but as I see, everyone enjoys the four day week as it is!
107	There really are not any improvments to the week. Since the classes are longer, there is the time to work on the assignments. And ask the teachers questions.
108	More food for the growing high school teens.
109	the only suggestions that i can give is that we should have more funds for the music class.
110	have non
111	I HAVE NON
112	SHORTER HOurs and occasionally a freE DAY
113	i think it is fine the way it is and it should not be changed
114	none
115	none
116	no suggestions
117	Longer vactlon time instead of just having one day then making it up so its point less when we start earlier and get out later than anyone else too and when the days are made up since we dont get any vacatin time.
118	No
119	8 shorter periods in a day rather than 7 longer periods.
120	mabee 8 shorter class periodss
121	I would like to have better school lunches and more passing time.
122	I wish I could have some thing to say about the consideration about 4/2 day week but its up to the parents and the school's staff.
123	A 4-day week is very good and helps me participate in some of the activities that I have on Fridays like counciling and some everyday things that we do in the morning but we really never do it anymore because we have to be here early and its very tiring on Thursdays and i can rest on Fridays. Then i can get the help that i can get with people not bothering when im trying to work.
124	i think the 4/2 day school week is jus fine
125	Some ways our school can improve our four day week would be to maby increass our day by a few 10 minutes so we can take longer breaks. Or any other way so we can have longer breaks, like spring break.
126	I think there is nothing wrong with the 4 day week but you can have the teachers stay after awhile till about 4:15 pm.
127	there can be more all staff remediation fridays!!!! when i need help from surtain people like Mrs. Campbell is the one i need the most help with and she is never staying after school because of track!
128	no there is no improvements to the 4/2 day week
129	no
130	have more studing time.

131	study hall during you lunch hour (optional)
132	one suggestion that i would have would be have more days on friday with the teachers avalible
133	more all staff fridays
134	I don't know. Maybe make lunches better since we cant leave campus. of at least have the cooks stick to normal food!
135	Noithing the four day week is working really well.
136	Let us have sports activities during the week, instead of only on fridays and saturdays.
137	It is as good as it needs to be.
138	I like the way the four day week is.
139	nothing.
140	half fridays mandantori not all
141	Its great
142	NA
143	Activities that occur during the week should be considered more because many students have activities to attend. It also should be clear what days on the calendar will be used for remediation purposes so that students can plan accordingly monthly.
144	Make our day longer so that we have more time in each class so there is more time to learn and time to do work so that its not homework.
145	i think that it is a very good sysytem and should not be changed,also i would like to say that we all like it
146	We should get a actual week long spring break and longer christmas break and longer summer break.
147	I am Not To Sure..... i would it is good for now.
148	Keep the four day week!
149	idk
150	Leave the four day week.....why change it back to five.. every other shools are going for the 4 day week... This school board is rediculous exspecially with this years seniors not gettin out a WEEK early.....YOU ALWAYS CHANGE THINGS N ITS STUPID!!!!!!!BUT why do u ask for our opinions they dont matter ne ways!!!
151	longer hours that way work can be done in class and work doesn't have to be always homework for you.
152	N/A
153	MAKE A YEAR ROUND SCHOOL
154	Maybe just add 10 minutes to every day to make up for the lost day.
155	I honestly think that no improvisions need to be made. I think that this is mainly dealing with wether or not it is fair to other schools and if you want to take it away from us because of it. you have to look more deeper than just other peoples opinions about fairness. if you have not realized we are doing exceptional on our PAWS testing and extremely imroving on ACT scores.
156	30 minits of math
157	I don't have any suggestions to improve the 4/2 day week.
158	I think the school has noting to improve because we have very advanced students and we are able to solve some problems a 6th, 7th, 8th, and even 9th grade levels.
159	Have school till 1:00pm
160	30 min of math
161	I think that there aare know inprovments i like it like it is.
162	WE SHOULD CONTINUE TO HAVE A 4 DAY WEEK
163	we should have school till 1:00 pm and still have a 4/2 day week.
164	we could go to work fore onley 2 hours.

165	NO SUGGESTIIONS
166	i think the four day week is pretty good four us ecept four one thing i whant to get out of shcool earlyer because i have stuff to do after shcool. and get out of shcool for summer like the month if april 15th
167	NO!

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MAR 25 2010

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Fremont County School District #14

DISTRICT CONTACT: Aldora White

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	aw Submitted 3/23/10
Education objectives (How will students benefit from this alternative schedule?)	3/23/10
Description of the schedule(s) and a copy of the calendar(s)	3/23/10
Method of evaluating how student learning has improved	3/23/10
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	3/23/10
Copy of public comment records	3/23/10
Length of waiver (circle one) • 1 year • 2 years	3/23/10
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • ~~High School 1100~~	3/23/10

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

FREMONT COUNTY SCHOOL DISTRICT #14

CLARINDA BURSON
CHAIRMAN

MERTON TROSPER
VICE CHAIRMAN

BELLE FERRIS
TREASURER

SANDRA C'BEARING
CLERK

ALFRED REDMAN
MEMBER

638 Blue Sky Highway
Ethete, Wyoming 82520
Phone (307) 332-3904
Fax (307) 332-7567

"... enabling students to become successful individuals and citizens who can adapt to a constantly and rapidly changing world."

MICHELLE HOFFMAN
SUPERINTENDENT OF SCHOOLS
DIRECTOR OF SPECIAL EDUCATION

OWEN ST. CLAIR
ELEMENTARY PRINCIPAL

PAM FREDERICK
MIDDLE SCHOOL PRINCIPAL

PHIL GARHART
HIGH SCHOOL PRINCIPAL

DAN HUDSON
ASSISTANT SUPERINTENDENT
FOR BUSINESS AND FINANCE

ALDORA WHITE
ASSISTANT SUPERINTENDENT
FOR CURRICULUM AND ASSESSMENT

March 18, 2010

Dianne Frazer
Educational Quality & Accountability Unit
Wyoming Department of Education
2300 Capitol Ave., First Floor
Cheyenne, WY 82001

Dear Dianne,

Fremont County School District #14 would like to request consideration for an Alternative Schedule for the 2010-2011 and 2011-2012 school years by the State Board of Education. In order to provide a quality education for all our students, it is the consensus of the district staff, parents/guardians, and community members that we create additional staff in-service days throughout the school year for professional development opportunities. These in-service days are used to improve the instructional delivery and content area knowledge of teachers.

Examples of professional development include data driven decision making in the classroom using assessment data, refinement and implementation of the Body of Evidence assessment system, and articulation of content area curriculum utilizing electronic curriculum mapping software and training with the NWEA for MAP assessment. This is not an exhaustive list, but does demonstrate the need for staff in-service time and training.

Attached you will find the following:

1. Educational Objectives
2. Description of the schedule and copy of the calendar(s).
3. Evaluation method.
4. Evidence of 2 advertised public meetings.
5. Public comments
6. Request for the time period in question.
7. Verification that the proposed calendars meet the minimum required hours.

Your approval of this request is appreciated.

Michelle Hoffman
Superintendent, FCSD #14

Aldora White
Assistant Superintendent, FCSD #14

Educational Objectives

1) Wyoming Indian Schools' staff will be provided the opportunity for staff in-service days to work on school improvement plans what will meet the accreditation standards adopted by the Wyoming State Department of Education.

2) Each school in the district will be provided time for training from the North West Evaluation Association (NWEA) for data-decision instruction and decision making.

3) Wyoming Indian Schools will be provided days for Math and Language Arts content knowledge training.

4) Wyoming Indian Schools will develop vertical and horizontal articulation of K-12 curriculum development.

5) Wyoming Indian Schools will be provided days for training in Culturally Responsive Teaching using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them.

Description of Alternative Schedule

The Alternative Calendar has 174 student days and 186 staff days. The 1st quarter has 42.5 students days at the elementary school, 43 days at the middle school and high school with 49 staff days. The 2nd quarter has 38.5 days student days for the elementary, middle and high school with 39.5 staff days. The 3rd quarter has 43 student days at the elementary school and 43.5 student days at the middle and high school with 45.5 staff days. Finally, the 4th quarter has 50 student days at the elementary and 49 student days at the middle and high school with 52 staff days.

Fremont County School District #14
2010-2011 School Calendar

AUGUST 2010						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2010						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER 2010						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21		23
24	25	26	27	28	29	30
31						

NOVEMBER 2010						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER 2010						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20		22	23	24	25
26	27	28	29	30	31	

Student Days		Staff Days
1st Qtr:	42.5-ES / 43-MS/HS	49
2nd Qtr:	38.5- ES/MS/HS	39.5
3rd Qtr:	43-ES / 43.5-MS/HS	45.5
4th Qtr:	50-ES / 49-MS/HS	52
	174	186

Highlights

1st Quarter Ends – October 22, 2010
2nd Quarter Ends – December 21, 2010
3rd Quarter Ends – March 11, 2011
4th Quarter Ends – May 26, 2011

Aug. 16-18 Professional Development Day
Aug. 19 First Day of School
Sept. 6 No School for Students & Staff
Sept. 20 No School for Students - Professional Development Day
Oct. 7-8 No School for students – Professional Development Days
Oct. 22 End of 1st Quarter – ½ Day School for WIES, Full Day WIMS and WIHS Full Day For All Staff
Oct. 27-28 Full Day of School for Students & Staff Parent-Teacher Conferences 4:00-8:00
Oct. 29 No School for Student & Staff
Nov. 24 ½ day of School for Students & Staff
Nov. 25-26 Thanksgiving Break – No School for Students & Staff
Dec. 21 Last Day of Semester
Dec. 22-Jan. 2 Christmas Break – No School for Students & Staff
Jan. 3 Teacher Workday – No School for Students
Jan. 4 First Day of Semester
Jan. 17 No School for Students & Staff
Feb. 7 No School for Students - Professional Development Day
Feb. 24 Regional Basketball – ½ day School for Students & Staff
Feb. 25 Regional Basketball – No School for Students & Staff
Mar. 3-4 State Basketball – No School for Students & Staff
Mar. 11 End of 3rd Quarter – ½ Day School for WIES, Full Day WIMS and WIHS Full Day For All Staff
Mar. 16-17 Full Day of School for Students & Staff Parent-Teacher Conferences 4:00-8:00
Mar. 18 No School for Students & Staff
Mar. 21 No School for WIMS & WIHS Workday for WIMS & WIHS Full Day School for WIES
Apr. 21-25 No School for Students & Staff Easter Break
May 26 Last Day of School
May 27 Teacher Workday

Adopted by Board of Trustees 3.11.10

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

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

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

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

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

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

Evaluation

The district uses student achievement data that corresponds with its content area and performance standards through assessments given according to our district assessment plan. The data gathered from this process is used to assist with the district-wide improvement process and the implementation of the state accreditation standards.

Staff members are asked to complete evaluation forms as part of the in-service programs that are presented during the days provided by the alternative calendar. That data is compiled and reported to the district Professional Development Team. That data is then used to plan future staff development opportunities.

Public comments as well as staff comments are solicited as part of the alternative calendar application process. These comments are submitted to the Department of Education during the alternative calendar application. See attached evaluation form.

PROFESSIONAL TEACHING STANDARDS BOARD
PARTICIPANT EVALUATION OF INSERVICE PROGRAM

PROGRAM: _____ LOCATION: _____ DATE: ____

1. What is your role in education (i.e. first grade teacher, secondary science, school board member, elementary principal, parent)?
   1. Elem. teacher
   2. Middle school teacher
   3. High school teacher
   4. Assistant
   5. Other

2. Please rate this program using the following scale: 1-Poor, 2-Fair, 3-Good, 4-VeryGood, 5-Excellent
   1 2 3 4 5 Total Program
   1 2 3 4 5 Presentations
   1 2 3 4 5 Practicality

3. Please react to the following statements about this in-service program and its staff by circling a rating for each question. 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree
   1 2 3 4 5 The program was interesting to me.
   1 2 3 4 5 The program content was worthwhile to me.
   1 2 3 4 5 The objectives of this program met a priority need for me.
   1 2 3 4 5 The program sessions were well planned and executed.
   1 2 3 4 5 The objectives were clearly stated at the start of the program.
   1 2 3 4 5 The staff was knowledgeable in the subject area(s) of the program.
   1 2 3 4 5 The ideas of participants were solicited and respected.
   1 2 3 4 5 The staff effectively facilitated discussion and interest.
   1 2 3 4 5 The staff was available and approachable.
   1 2 3 4 5 There was adequate time allotted for coverage of the concepts presented in the program.

4. How do you intend to implement the concepts and skills included in this program?

5. What follow-up, if any, do you feel is needed for your implementation or effective use of concepts and/or skills presented in this program?

6. Please describe the part(s) or phase(s) of this program that you consider most useful.

7. Please describe the part(s) or phase(s) of this program that you consider least helpful.

Name: _____

Evidence of at least two advertised public meetings

Wyoming Indian Schools
Fremont County School District #14
Public Notice

The Board of Trustees of Fremont County School District #14, State of Wyoming, will hold a public hearing at 6:00 p.m., February 9th, 2010 in the Board Room at the Central Administration Building, located at 638 Blue Sky Highway. This is the first of two hearings to listen to comments relative to the request to the State Board of Education for an Alternative Schedule. The alternative schedule would not add any additional time to the calendar and time spent in school for students would remain the same as the 2009-2010 school calendar. By continuing with the alternative calendar we would create an equivalence of four additional in-service days to be available to our education staff during the 2010-2011 school year.

Wyoming Indian Schools
Fremont County School District #14
Public Notice

The Board of Trustees of Fremont County School District #14, State of Wyoming, will hold a public hearing at 6:00 p.m., March 11th, 2010 in the Board Room at the Central Administration Building, located at 638 Blue Sky Highway. This is the second of two hearings to listen to comments relative to the request to the State Board of Education for an Alternative Schedule. The alternative schedule would not add any additional time to the calendar and time spent in school for students would remain the same as the 2009-2010 school calendar. By continuing with the alternative calendar we would create an equivalence of four additional in-service days to be available to our education staff during the 2010-2011 school year.

Public Comment Records

There were no responses or comments on February 9, 2010.

There were no responses or comments on March 11, 2010

There were no responses or comments received at the district curriculum office.

MEMORANDUM
To: Fremont County School District #14 Board of Trustees Members
From: Michelle Hoffman, Superintendent
Date: February 3, 2010
Topic: **February 9, 2010 REGULAR BOARD OF TRUSTEES MEETING**

VI. FIRST SCHEDULED PUBLIC HEARING/COMMENT ON PROPOSED 2010-11 & 2011-12 ALTERNATIVE CALENDAR APPLICATION

Every two years, we put in an application to the State Department of Education regarding the Alternative Calendar. We have been doing this for "at least" the past 12 years. The alternative calendar allows us to place in additional days in our calendar for professional development. Our "old" calendar consisted of 175 student days and 181 staff days. The alternate calendar allows us to have 171 student days. This is made possible by extending each school day to allow for the missed contact time with students. By SDE standards, we must hold TWO (2) public hearings. This has been advertised in the newspaper.

The plan (as it stands now) is to have 186 staff days and 171 student days for the 2010-11 school year.

Action Needed:

The Board Chair should ask if anyone has any comments on the proposed application for an Alternate Calendar for the 2010-11 and 2011-12 School Years.

Minutes of Feb 9, 2010
Board of Trustees Meeting

Written Communications – A letter received from Gary Miller to Fremont County School District #14 noting that the District is listed in his will specifically for the Continuing Education Scholarship. A copy of the letter will be sent to the School Attorney and one put in Gary Miller's inactive file.

Notification from the State of Wyoming, Department of Audit confirming the audit dates.

V. PRESENTATION OF BILLS TO BE PAID: Dan Hudson reviewed with the Board total disbursements and allocations in the amount of $1,350,312.68.

Belle Ferris moved to approve total disbursements and allocations in the amount of $1,350,312.68. Sandra C'Bearing seconds the motion. Three voting in favor none opposed. Motion carried.

VI. FIRST SCHEDULED PUBLIC HEARING/COMMENT PERIOD ON PROPOSED 2010-2011 & 2011-2012 ALTERNATE CALENDAR APPLICATION: Michelle reported the District has been doing this for the past 12 years this allows us to put in extra days for staff development. The requirements from the State Department of Education are 175 student days and 181 staff days. The alternate calendar allows us to have 171 student days; this is made possible by extending each school day to allow for the missed contact time with students. By State Department of Education standards, we must hold 2 public hearings and advertise in the newspaper. The plan is to have 186 staff days and 171 student days for the 2010-11 school year. Michelle noted that this item will be brought back to the Board next month.

Chairman Clarinda Burson asked if there were any comments on the proposed application for an Alternate Calendar for the 2010-11 and 2011-12 school years.

VII. 2009-2010 BASELINE ACHIEVEMENT DATA: Dodie White provided the Board with copies of the 2009-10 Baseline achievement data noting what she presented was for the fall and what she is presenting now is for the winter. Dodie reported on the score percentages for following: Arapaho Language/Culture, Shoshone Language/Culture, Spanish, Math, Writing, and Reading for grades 3rd, 5th, 8th, and 11th, this data was taken from the staff showing a lot of growth. Dodie informed the Board that another presentation to the Board in June.

Sandi Iron Cloud reported that they are working on developing a common assessment that each level can use to show proficiency for the Native Language classes. Sandi also noted that when they give their presentation they will have fluent speakers talk about the word proficiency what we want from our schools and unfortunately we are not going to have the proficiency our ancestors had because of the changes in the language. Sandi reported that they are working with the culture commission on assessments, using the model direct instruction to show growth and proficiency. The Culture Commission is working on a teacher

MEMORANDUM

To: Fremont County School District #14 Board of Trustees Members
From: Michelle Hoffman, Superintendent
Date: March 2, 2010
Topic: **March 11, 2010 REGULAR BOARD OF TRUSTEES MEETING**

VI. SECOND SCHEDULED PUBLIC HEARING/COMMENT ON PROPOSED 2010-11 & 2011-12 ALTERNATIVE CALENDAR APPLICATION

Every two years, we put in an application to the State Department of Education regarding the Alternative Calendar. We have been doing this for "at least" the past 12 years. The alternative calendar allows us to place in additional days in our calendar for professional development. Our "old" calendar consisted of 175 student days and 181 staff days. The alternate calendar allows us to have 171 student days. This is made possible by extending each school day to allow for the missed contact time with students. By SDE standards, we must hold TWO (2) public hearings. This has been advertised in the newspaper.

The plan (as it stands now) is to have 186 staff days and 171 student days for the 2010-11 school year. (this years calendar however increases student contact to 174…but this Alternate Calendar application allows us to have less if needed for professional development days)

Action Needed:

The Board Chair should ask if anyone has any comments on the proposed application for an Alternate Calendar for the 2010-11 and 2011-12 School Years.

the next and explained the process that will be used. Also discussed was the possibility of the course being offered as a dual credit course through the Wind River Tribal College.

Elena Singer reported on the National Association for Bilingual Education conference in Denver, Colorado. Elena Singer noted the Navajo Language and Culture Support Teacher Program session was especially useful. The session provided valuable insight into current teaching practices including organizational and assessment methods. They were also able to convey strategies for regular education teachers to assist in revitalization efforts. Elena thanked the Board for giving her the opportunity to attend the National Association for Bilingual Education conference.

Sandra Iron Cloud reported on the Language Revitalization and the Culture Mentor Program that was held in Rapid City, South Dakota.

In-state travel report from Peggy Hornecker, Cynthia Heryford, Kathleen Crain, Angie Lara and Mandi Claussen workshop held in Rock Springs.

V. PRESENTATION OF BILLS TO BE PAID: Dan Hudson reviewed with the Board total allocations and disbursements in the amount of $1,787,101.75.

Alfred Redman questioned check #48578 – Fremont County School District #1.

Dan reported tuition agreement.

Sandra C'Bearing questioned check #19381 – Jill Hartley.

Dan reported reading specialist from the Washington that is here twice a year.

Sandra C'Bearing questioned check #137854. 138081 – Circuit Court.

Dan reported wage garnishments.

Belle Ferris moved to approve total allocations and disbursements in the amount of $1,787,101.75. Alfred Redman seconds the motion. Four voting in favor none opposed. Motion carried.

VI. SECOND SCHEDULED PUBLIC HEARING/COMMENT PERIOD ON PROPOSED 2010-2011 & 2011-2012 ALTERNATE CALENDAR APPLICATION: Michelle noted this is the time for any public comments on applying for an alternate calendar through the Department of Education; we have to have an application in if we plan to have less than 175 student days. We still have the same amount of contact time making the day longer.

Chairman Clarinda Burson asked if there were any comments on the proposed application for an Alternate Calendar for the 2010-11 and 2011-12 School Years.

No comments.

VII. 2010-2011 CALENDAR ADOPTION: Michelle reported on the process that is used for creating the school calendar and reviewed with the Board the calendar that is being presented for adoption with 174 student days and 186 staff days. Michelle recommended the Board of Trustees adopt the 2010-2011 School Calendar.

Belle Ferris moved to adopt the 2010-2011 Calendar as presented. Merton Trosper seconds the motion. Four voting in favor none opposed. Motion carried.

VIII. MOU AGREEMENT FROM BIA-OJS & ARAPAHO & SHOSHONE TRIBES: Michelle reported that she has been working on getting this MOU approved by the BIA office in Billings since last April.

Time Request

Fremont County School District #14 is requesting approval for alternative school schedules for the following two years:

2010-2011 school year
2011-2012 school year

Verification of Hours

Alternative Schedule Starting and Ending Times

Start/End	Lunch/Recess	Hrs/Days	Days	Hrs/Yr
Elementary:				
8:20-3:30	45 mins	6 hours 25 mins	174	1116.5 hours (900 required)

Elementary Principal: Owen St. Clair

Middle School:				
8:15-3:35	41 mins	6 hours 39 mins	174	1157.1 hours (1050 required)

Middle School Principal: Pamela Frederick

High School:				
8:20-3:45	34 mins	6 hours 51 mins	174	1191.9 hours (1100 required)

High School Principal: Phil Garhart

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Fremont County School District #24

DISTRICT CONTACT: Teri Turner

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

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

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

Fremont County
School District No. 24
Teri Turner, Database Administrator & Computer Technician
112 West Third
Shoshoni, Wyoming 82649

May 1, 2010

Wyoming Department of Education
Attn: Dianne Frazer
Standards, Assessment and Accountability Unit
2020 Grand Avenue, Suite 500
Laramie, WY 82070

Dianne:

Fremont County School District #24 would like to apply for an alternative schedule for the 2010-2011 school year. With this calendar, we will have 172 student contact days for students in grades 7-12 and 169 days for students in grades K-6. Additionally, the calendar includes 15 full days for professional development and three evenings for Open House and Parent Teacher Conferences for a total of six additional hours for teachers. Our elementary staff will use the three days difference for professional development, as well.

Please find attached:

- Education Objectives
- Description of the schedule and copy of the calendar
- Method of evaluating how student learning has improved
- Evidence that at least two advertised public meetings and comments
- Evidence of meeting required hours
- Alternative Schedule Request Form

Thank you for your kind consideration of this request.

Sincerely,

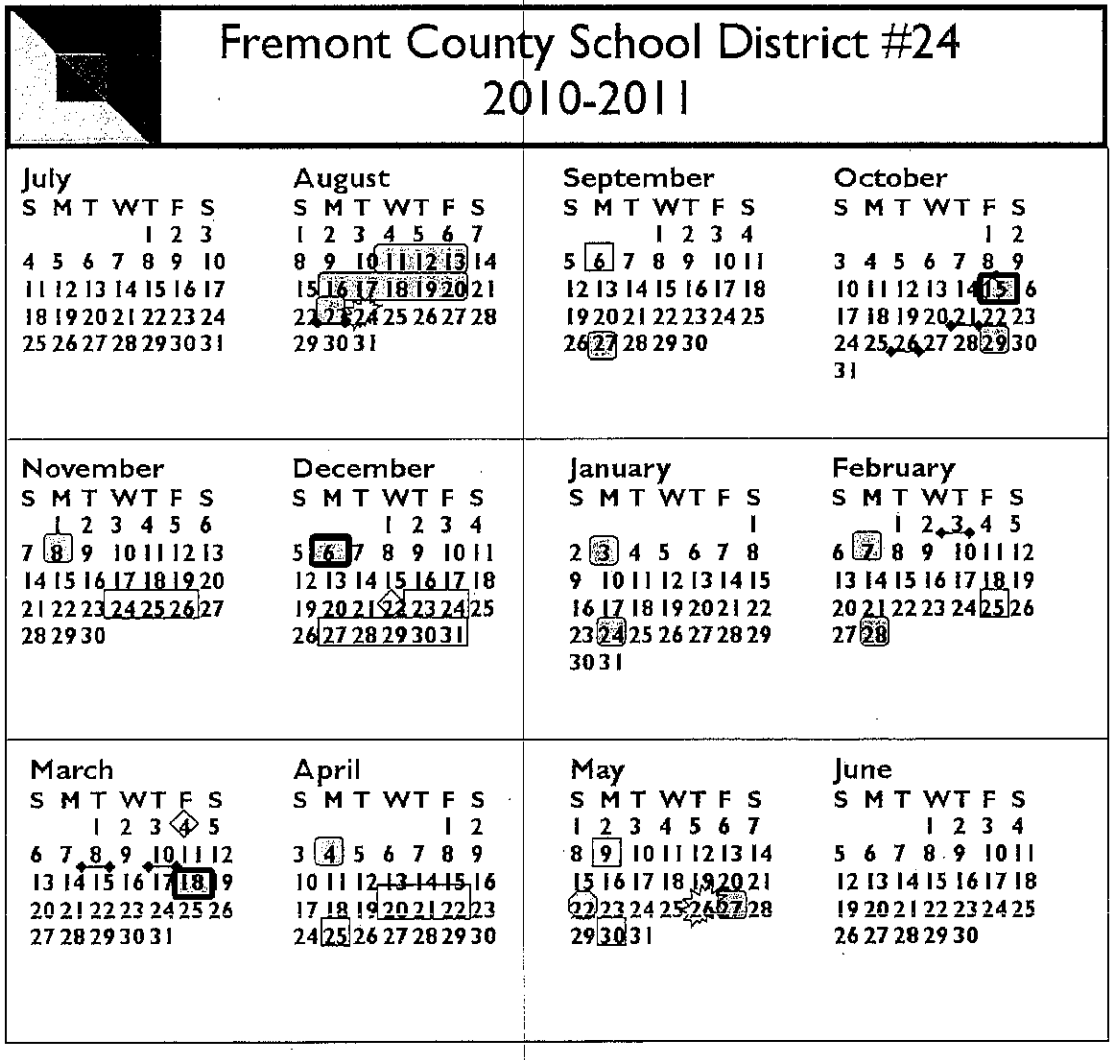
Teri Turner
Data Administrator/Computer Technician

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming Community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact the school counselor for more information.

WYOMING HATHAWAY SCHOLARSHIP PROGRAM Make College A Reality

This District meets the provisions of the Federal "No Child Left Behind" Act with regards to highly qualified teachers.

Fremont County School District #24
2010-2011



Important Dates

Aug 11-23 Prof Development
Aug 23 Open House
Aug 24 First day for students
Sep 6 Labor Day
Sep 27 Prof Development
Oct 15 K-6 Prof Development End 1st quarter (37 days)
Oct 21 K-6 P/T Conferences 5:30-8:30
Oct 26 K-12 P/T Conferences 5:30-8:30
Oct 29 Prof Development
Nov 8 Prof Development
Nov 24-26 Thanksgiving
Dec 6 K-6 Prof Development
Dec 22 End 1st semester (43/80 days)
Dec 23-Jan 2 Vacation
Jan 3 Prof Development
Jan 24 Prof Development
Feb 3 7-12 P/T conferences 5:30-8:30
Feb 7 Prof Development
Feb 25 Holiday
Feb 28 Prof Development
Mar 4 End 3rd quarter (40 days)
Mar 7-Apr 7 PAWS testing window
Mar 8 & 10 K-6 P/T conferences 5:30-8:30
Mar 18 K-6 Prof Development
Apr 4 Prof Development
Apr 20-23 Spring/Easter Break
Apr 27 ACT administration @ SHS
May 9 Vacation
May 11 ACT make up date
May 18 last day for seniors
May 22 Graduation
May 26 last day for students (53/93 days)
May 27 Teacher checkout, etc.

First/Last day of school | Vacation | Prof Development | Elementary Prof Dev | Open House or Parent/Teacher Conferences | End grading period | Graduation

Description of the schedule

Evidence of Public Meetings

The calendar option was presented to the elementary staff by Debbie Eggleston and Teresa DeWitt and to the secondary staff by Travis Draper and Jeff Ballou on April 16, 2010 at 7:45 am. The elementary staff chose their three professional development days and the secondary staff made one small change in professional development dates at these meetings.

The first opportunity for public input was at the April 19, 2010 board meeting. An excerpt from the board summary follows:

- 6--**2010-2011 School Calendar Review**-Present calendar includes board suggestions; will also be reviewed at Oversight Committee April 28; board straw poll to follow.

An additional meeting was held on April 28, 2010. Invitations were sent to all district parents. A copy of the invitation is included here:

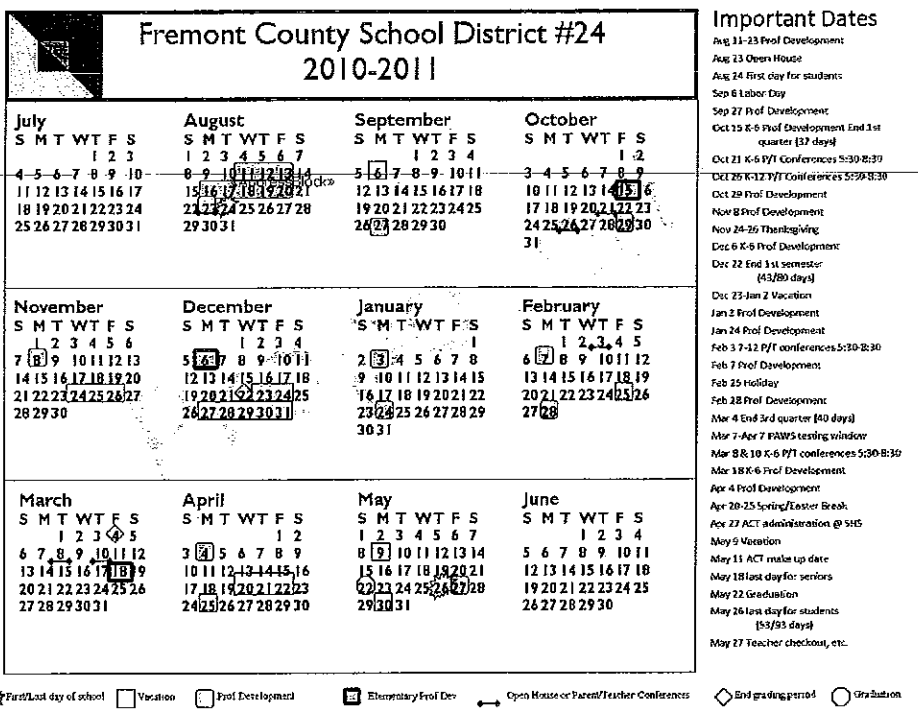
Oversight Committee Meeting Wednesday, April 28, 2010

Please attend the Oversight Committee meeting to give input on the proposed alternate calendar.

If you are unable to attend the meeting, but wish to give input, please contact the district office (307) 876-2583 or 856-7505 with your comments.

This will be a regular meeting of the committee and other items will also be discussed.

We appreciate your input on all school issues!



Evidence of meeting required hours

The 173 days meets/exceeds the minimum hour requirement for high school students with 1102.5 hours. The regular school day will be from 8:10-3:33 Monday through Thursday with 30 minutes for lunch and a three minute passing period before the next class. As in the past 20 years, every Friday is early release for students; the Friday schedule will simply be shortened class periods within 8:10 and 1:33, again 33 minutes will be allowed for lunch and passing time. This equates to:

- 137 regular days at 410 minutes or 936.2 hours
- 36 Fridays at 290 minutes or 174 hours
- For a total of 1110.2 hours (1100 required for HS 1050 for JH)

Because of transportation issues, our elementary students abide by a similar timeline during the day. For them, school will be from 8:20-3:30 with 50 minutes for lunch and another 20 minute recess during the day, which gives them a total of 957.3 hours as follows:

- 136 regular days at 360 minutes or 816 hours
- 34 Fridays at 260 minutes or 147.3 hours
- Totaling 963.3 hours (900 hours required)

OVERSIGHT COMMITTEE MINUTES

APRIL 28, 2010

4:00 P.M.

MEMBERS ATTENDING: Tammy Cox, Mistalyn Steffen, Suzanne Goff, Garry Smith, Janie Nirider, Dan Martin

AGENDA: 2010-2011 Proposed School Calendar

The committee met and discussed the proposed calendar; it met with unanimous approval.

Tammy Cox, Recorder in the absence of Teri Turner

Dianne Frazer

From: Susan Archer [sarcher@fremont24.com]
Sent: Monday, May 10, 2010 7:51 AM
To: Dianne Frazer
Subject: RE: School Calendar from Shoshoni

There were no public comments at either the board meeting or the Oversight meeting. "Passed without notice," I'd say.

From: Dianne Frazer [mailto:dfraze@educ.state.wy.us]
Sent: Friday, May 07, 2010 2:06 PM
To: Susan Archer
Subject: RE: School Calendar from Shoshoni

Hello Susan,

Thanks for submitting your district's request for an Alternative School Schedule. Sorry to hear Teri is dealing with health issues. Hope she is better soon.

As I am preparing the applications for the State Board meeting, I have come across one question on your application. I cannot find any record of public comments. Were there comments made at your public meetings? If there were, could you please provide a record of those comments. If there were no comments, please send me a statement to that effect. As before, you can email the information or you can fax it to 777-6234.

Thanks for your help,
`ianne

Please take a moment to complete this survey on my customer service.
http://www.zoomerang.com/Survey/WEB22AFNVQDC8X

"Collaborative Partnerships for Continuous Improvement"

Dianne Frazer
Education Consultant
Educational Quality & Accountability Unit
District Support & Coordination Team
Wyoming Department of Education
2300 Capitol Ave., First Floor
Cheyenne, WY 82001
(307)777-8676
fax: (307)777-6234
dfraze@educ.state.wy.us

From: Susan Archer [mailto:sarcher@fremont24.com]
Sent: Thursday, April 29, 2010 12:00 PM
To: Dianne Frazer
ubject: School Calendar from Shoshoni

I am sending you this at the request of Teri Turner; she is recuperating from surgery. Tammy said to let you know that following the oversight meeting, the board of trustees approved this calendar for next school year. Thank you, Dianne.

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

APR 2 0 2010

District: **Laramie County School District #2**

District Contact: **Jack M. Cozort / Superintendent**

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Standards, Assessment and Accountability Unit, 2020 Grand Avenue, Fifth Floor, Laramie, Wyoming 82070 by May 1, 2010.

ITEM	SUBMITTED
Cover Letter requesting an alternative Schedule*	Enclosed
Education objectives (How will students benefit from this alternative schedule?)	Attached Page
Description of the schedule(s) and a copy of the calendar(s)	Calendar Enclosed- Start time and end times reported on Calculation Page
Method of evaluating how student learning has improved.	Attached Page
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal.	Attached Pages
Copy of public comment records	Included
Length of waiver (circle one) • 1 year • 2 years	One Year Waiver Request
Evidence of meeting required hours: • Elementary 900 hours • Mid / Jr. High 1050 hours • High School 1100 hours	Calculations Provided Elementary Schools 1,060 hours 39 Min Mid/Jr. High 1,108 hours 42 min High Schools 1,108 hours 42 min

Laramie County School District No. 2

P.O. Box 489, Pine Bluffs, WY 82082
(307) 245-4050 or (307) 245-4051
Fax (307) 245-3561

Jack M. Cozort
Superintendent

Dianne Frazer
Wyoming Department of Education
Standards, Assessment and Accountability
Unit 2020
Grand Avenue, Fifth Floor
Laramie, WY 82070

Dear Dianne,

Please find this letter as the request for Laramie County School District No. 2 to apply for an alternative schedule for the 2010-2011 school year. All required documentation is attached and included with this letter of request.

The District has been reviewing the requirements for this request during the school year. There has been quite a bit of discussion and review of the advantages and disadvantage of this request. At this time the district Board of Trustees has approved the opportunity to submit the alternative schedule documents and we wait for any comments or additional requests from you or your department.

The District believes that the schedule provided will substantially increase the learning opportunities for the student in the district. With hectic schedules for students the request has several days for additional school improvement and change and these same days offer students an opportunity to be involved in family and extra-curriculum programs where they can benefit and not lose from that participation.

Again, the district looks forward to your review and approval of this request.

Respectfully,

Jack M. Cozort
Superintendent, Laramie County School District #2

Education objectives (How will students benefit from this alternative schedule?)

There is a new approach to the education of students and it involves placing a higher emphasis on learning, knowing that students learn the information as opposed to simply teaching the material and assuming that students are learning. The district intends to build on the concept of a format, a framework, for connecting best practices into a rational, logical, common sense approach to schooling and learning. The district plans to assist the staff in learning how to identify students who need more time and support for learning and to identify strategies to improve upon both their individual and collective ability to teach each essential skill and concept.

With these alternative calendar steps in place students will benefit from a collective school staff that is there to assist when they are struggling in their learning. The promise that we make to students is we will keep them safe, we will make them feel special and we will ensure that they learn.

In addition the Wyoming Department of Education created a plan where districts will review student proficiency at 3rd grade reading, 8th grade math and reduce dropouts to maintain effective schools. Laramie County School District #2 is very aware of the challenges that must be overcome to make these learning steps materialize. This district is also working to make these goals a reality for all students in the district.

The schedule will allow teachers to find a time to collaborate on information concerning these goals. Teachers across the district will meet on these days and work on common instruction goals, work on common assessments, reach consensus on learning student learning targets, review data results to improve instruction and most of all work to design programs for student learning success. Secondary teachers will stay informed on the multiple reasons that student consider dropping out of school. The A to Z's of dropping out will be reviewed. The district will review data from the National Dropout Prevention Center at Clemson University. Practice guides for dropout prevention will be developed and a procedure for determining the At Risk population at greatest risk will be developed. From these sources the secondary students will be targeted and provided additional support and time for subject proficiency. It has been researched that students with good grades tend to remain in school.

With the additional time for program development, student support and review, and excellent instructional trends the district feels that the proficiency levels of students in 3rd grade reading can be increased, that proficiency levels in 8th grade math can be increased and the dropout rate can be decreased while increasing graduation rates. We know that every dollar used at this point in a student's life can save the overall burden on society by a ratio of 1 dollar used equals 13 saved in the future the time is a worthy request.

POSSIBLE USES OF DAYS IN CALENDAR
Draft proposal only

Early Release Dates and Purpose (13 Days)
8/25- Back to School / Staff Training/ Group Collaboration- Learningto be a group
8/26- Back to School / Staff Trainig/ Preparation for student growth
8/27- Back to School / Staff dismissed at 1:30 PM
10/13- Staff Development and Training (PLC's)
11/4- Parent/Teacher Conference
1/14/2011 - End of 2nd Qtr (Grades and Reports)
2/9 - Staff Development and Training
3/25- End of 3rd Qtr)Grades and Reports)
5/25- End of 4th Qtr and School Year

Flex Days and Purposes 6 Days
9/10- Staff Training, Personal time, Student assistance & learning
10/22- Staff Training, Personal time, Student assistance & learning
12/3- Staff Training, Personal time, Student assistance & learning
2/25- Staff Training, Personal time, Student assistance & learning
5/13- Staff Training, Personal time, Student assistance & learning
5/20- Staff Training, Personal time, Student assistance & learning

Staff Added Duty Days 10 Days
8/19- Training (Review of PLC's and results)
8/20- Training (Bullying Prevention and Policy)
8/23 Training (Results from Spring MAP)
8/24- District Meeting and Work Day
9/27- Training (Data Review on District Assessments & Fall MAP assessment)
10-25- Training (PLC Team Collaboration)
11/5- Parent Teacher Conference
1/17-2011- Training (PLC's results review)
3/4- Training/Personal Day use
5/26- Check out and Reports Filed

Vacation Dates
9/6- Labor Day
11/24-28- Thanksgiving
12/22-1/2- Christmas and New Year
2/21- President's Day
4/ 21-25- Spring Break

EVIDENCE OF MEETING REQUIRED HOURS

August 17 & 18, New Employee Training- IF Directions and C&I

School Starts for Staff August 19, School Last Day for Staff May 26th.
School Starts for Students August 25th, School Last Day for Students May 25th.

Time Calculations

Junior High and High School Times
Overall hours from 7:55 AM to 3:05 PM= 7 hours 10 mins or 7.17
175 days minus the 6 flex days = 169 days
Lunchtime removed from school day = 6 hours 45 mins or 6.75
No passing time exceeds 5 mins in the school day at either High School
169 days X's the full time percentage of 7:55 AM to 3:05 PM = 6.75
169 days minus the 12 early release days = 156 days
157 X 6.75 = 1,059.75 hours
12 Early Release from 7:55 AM to 12:30 PM = 4.08
12 X 4.08 = 48.96
Total = 1,059.75 + 48.96 = 1,108.71 or **1,108 hours and 42 mins**
169 days of student contact

Elementary time 8:05- 3:00.
Overall hours from 8:00 AM to 3:00 PM = 7 hours
169 days X 7 hours (less 30 mins lunch) or 6.5 = 1,098.5 hours
157 X 6.50 = 1,020.50
12 X 4 = 48.00
Total = 1,068.50 or **1,068 hours 30 mins**
169 days of student contact.
Lunchtime removed from school day =30 mins

Method of evaluating how student learning has improved.

One of the main tenets of why we are requesting this alternative schedule is the development of common core assessments at each grade level in each subject area. At this point the district has developed some assessments in isolation of the curriculum and the teachers' groupthink. We will learn to see where students are and work to get them prepared for all other assessments and work to retain them in the school setting.

The PAWS assessment will be the large indicator of student progress. The district will also use the MAPS assessment as a fall pre assessment guidepost and again in the spring for a fast review of student growth. Still at the heart of the project will be the common assessments for quarters and semesters. We will also use other in house assessments a guidepost for student growth.

The PAWS assessment will be used as the benchmark score guide for the district in collaboration with state expectations. We will develop broad goals to focus on vision and mission and district work to get students to the level of proficiency expected.

The MAP assessment will be completed for the first time during the spring of 2010. This baseline data will be used to establish student needs for the transition into fall 2010 classrooms. The fall 2010 MAP assessment will provide collaborative data concerning student needs to make proficiency levels. Some students will be guided toward Individual Reading Plans and Individual Learning Plans secured by these results. From the results SMART goals will be developed for each school, each classroom and with work for each student. The goals will establish expected levels of improvement. The district will also maintain some relationship with the DIBELS program. The requirement for monitoring student work is being understood by teachers at the elementary (k-2) levels. The spring 2011 MAP assessment should display growth but we anticipate the growth level to be above the standard year growth. A three point RIT increase would be exceptional from the 7th through 10th grade levels. Other point increases will be developed based on student age correlations.

Common classroom assessments will also be reviewed to see which instructional practices have offered the greatest opportunity for student growth and proficiency. Teachers will be working together in some interdisciplinary groups and in common core groups to develop assessments and to review outcomes of learning.

In addition to these assessment practices, teachers will be collaborating to develop programs for At Risk students. A tabled process of student learning will be compared using a pre-year, mid-year and post year survey. Students will understand that remaining in school is the best option for their time. Future successes will be tracked using post high school survey documents.

LARAMIE COUNTY SCHOOL DISTRICT #2
P.O. Box 489
Pine Bluffs, WY 82082
(PH) 307-245-4050

Dianne Frazer

Dear Dianne,

In response to your e-mail from Friday, May 7, 2010, please find the attached or enclosed information.

Attached you will find a calculation page describing that the district has deducted lunchtimes from the daily and yearly hour calculations. In addition I have specified that there are not passing times at either Burns High School or Pine Bluffs High School that exceed 5 minutes.

The request of information on the public meetings is as follows:

I have provided an announcement that we held meetings on April 6, 2010 and April 8, 2010 at locations in Burns and Pine Bluffs. I do apologize that this page was not included in the initial packet.

The proposed calendar was displayed on the district web-site for six weeks. There were announcements sent home to parents requesting that they review the calendar. I did received three phone calls from community members wishing to discuss the proposed calendar due to their inability to attend a public meeting. These conversations were polite and I was able to successful provide the goals of the proposal to these individuals.

Each school provided the public forum announcement on their main entrance doors as well as other doors that may be used by the public. The proposed calendar was discussed at staff meetings at all buildings and whenever available through verbal releases by the administrators.

The Board of Trustees addressed the proposal several times at their meetings. An approval to review the options of the calendar was sought and gained at these meetings. The media release options were in attendance at these meetings.

The District operates with a parent message system entitled, "School Messenger". This system was used to notify parents of public forum meetings. It was used twice to announce these meetings.

As always if I have omitted anything please let me know and I will do my best to provide the information.

Respectfully,

Jack M. Cozort

Superintendent, LCSD #2

ANNOUNCEMENT

Public Comment Meeting: Draft School Calendar 2010-2011

Any parent or guardian with a student or with students that will attend school in Laramie County School District #2, for the 2010-2011 school year, are invited to attend an open forum to discuss the 2010-2011 Draft School Calendar.

Calendar Draft Sample can be located on the District's Web-Site or on Individual School Web-Sites.

District: http://larmie2.org

Meeting Dates, Times and Locations

Meeting Information

Date: Tuesday, April 6, 2010

Time: 6:30 PM

Location: Burns Secondary School / Commons Area

Additional Meeting Information

Date: Thursday, April 8, 2010

Time: 6:30 PM

Location: Pine Bluffs Secondary School / Commons Area

ADVERTISEMENT FOR A PUBLIC MEETING

CALENDAR PROPOSAL FOR 2010-2011

You are invited to offer information or opinions concerning the proposed 2010-2011 school district calendar on:

Monday, April 26, 2010

Pine Bluffs Jr./ Sr. High School

School Commons

6:30 PM

or

Tuesday, April 27, 2010

Burns Jr./ Sr. High School

School Commons

6:30 PM

LARAMIE COUNTY SCHOOL DISTRICT #2

Board Meeting Agenda

February 8, 2010

Recreation Board Meeting 6:00 P.M.

Albin Lunch Room at 7:00 PM

District Vision: Our vision is to foster a learning environment that will inspire all students to utilize their given abilities to their highest potential.
District Mission: Our students will have the knowledge and skills to become ethical, responsible, productive citizens and life-long learners.

The following is a tentative agenda for the regular meeting of the Board of Trustees of Laramie County School District #2, Pine Bluffs, Wyoming.

I. **A. General Business**
   - a. Recommended changes to the agenda
   - b. Approval of the agenda
   - c. Visitors / Patron Comments

II. **Consent Agenda**
   - a. Approval of minutes, regular meeting, January 11, 2010
   - b. Approval of minutes, special meeting, January 12, 2010

III. **Finances**
   - a. Approval of Warrants, presented
   - b. Acceptance of Treasurer's Report

IV. **Old Business**
   - a. None

V. **New Business**
   - a. Calendar Recommendation for 2010-2011
   - b. Request to develop RFP for Bid (Audio System)
   - c. Contract Change/ student placement
   - d. Request to attend WYVA
   - e. Policy Requests
     - a. Recommendation Policy JQ
   - f. Disclosure of Interests- Banking Bids

Motion: Jeff Kirkbride moved to approve the special meeting minutes of January 12, 2010.
Second: Lee May seconded the motion.
Vote: Motion carried.

Jack Bomhoff had a question regarding the executive meeting minutes which will be discussed in executive session.

FINANCES

Motion: Jeff Kirkbride moved to approve the warrants as presented.
Second: Julianne Randall seconded the motion.
Vote: Motion carried.

Rob Bryant reported that we are currently through February 8, 2010 and have received 68.3% of the budgeted revenues. This compares with February 8, 2009 when we had received 66.2% of the budgeted revenues. We have encumbered 89.8% of the budgeted amount and have expended 52.2% of the budgeted amount. The last payment from the State is expected around February 15. Mr. Bryant also reported that enrollment was at 871, a decrease of 10 students from last month. Patty Epler asked if there could be a recap next month as to why these students are leaving.

Motion: Wynema Thompson moved to accept the Treasurer's Report as presented.
Second: Patty Epler seconded the motion.
Vote: Motion carried.

OLD BUSINESS

Information on Albin Elementary School, 60's Addition:
Chair Davison explained that some of the board members met with the SFC staff which is not the commission, but the encouraging word was that the building could possibly be titled an enhancement and this would allow for flexibility by the Board and with SFC. The Board needs to convince the commission that the 60's addition become an enhancement. Our school district was taken off the agenda for January and there is no meeting in February so the next meeting will be March 4 & 5 in Casper. The Board has requested that the 60's addition remain on the SFC inventory as an enhancement and that 10% of the major maintenance funds of our school district be used for any repairs of this addition.

NEW BUSINESS

Calendar Recommendation for 2010-2011
A proposed calendar was included in the board packet. Flex days are what make the calendar different from other years which will mean asking for an alternative schedule from WDE.

Motion: Wynema Thompson moved to give direction to the administrators to continue reviewing the alternative calendar approach and use the sample as a guide to finalize the process as required by the WDE to implement an alternative calendar.
Second: Jeff Kirkbride seconded the motion.
Vote: Motion carried.

Notes and Comments

The flex days; if teachers are already out how will this help those coaching? Will those coaches be pulled out of their classrooms later?
No, the coaches understand the responsibility of helping on these days. They will have set responsibilities to accomplish before they leave to help their teams of core groups. This is acceptable because they won't need to provide substitute planning materials for this absence.

Is this a day off for students?
Yes, but we encourage families to work to gather resources from previous learning and to work together. We also would request that if medical treatment or issues concerning the family can be accomplished on these days then the student would actually miss on fewer days.

Bussing- Is my child going to have to ride the bus 20 minutes longer if the day is increased? Won't they actually be on the bus longer if they are waiting for high school students?
The answer is that they will probably be on the bus longer. However the bus will be organized so that elementary students get on first and then they are followed by older students. We are reviewing options for routes to try and work a shorter time for all students.

Why doesn't the district offer a week long spring break?
We would propose that the culture of the area stresses late in August and early in late May releases. In fact the comments from the initial reviews from the Board and the community have established this desire.

The early release days were reduced by one from the original review. Is it possible that additional days could be removed?
The calendar was reduced one early release day with this request. The Board will review additional early release days from this request.

The calendar looks goo just concerned about the transportation for those families who live quite a distance away from the schools. It was noted that even if the bus left the school each day at 3:00 PM, the student wouldn't get home until almost 3:50 PM. Noted by parents.

As a faculty member I would like to give it a try.

The calendar comes with built in snow days?
Yes, we would need to adjust the canceled days to fit in the flex days. Teachers would still be required to make the mandated 185 days, may require additional days in late May for them.

Sign Ins

April 26th
6:30 PM

Jack McCozort
David Herman
Dustin Lee
Heather Johnson
Kurt & Billie Wilson
Alan + Kristi Matie

NOTES AND COMMENTS

- Green days - If teachers are already out how will this help everyone? Will the coaches be pulled out of their classrooms later? Day off for students? Not for Teachers
- Bussing - is my child going to have to ride the bus 20 minutes longer? Waiting for H.S. Students?
- Will there be more meetings after Transportation figures it out? Concerns about Students riding bus longer than the do now? Parents Concerns about more bussing Times.
- Why no week long Spring break?
- Would like to look @ extending Christmas break to 2 full weeks. - Day and ½ seems like a waste of time. (at Christmas) - Amount of ½ days, too many as a teacher I would like to see those as full days and take a whole day at Christmas or at the end of the year.

- Could the ½ days be used for Elementary only and Full day for H.S.?
  Parent didn't like the "Wacky Wednesday" time.
- Calendar looks good, just concerned about the transportation for those families who live quite a long way away.
- As a faculty member, I'd like to give it a try.
- Need to build in Snow days.

Participant Sign In

1) Melissa Ipsen
2) Tammy O'Connor
3) Lucy Smith
Charles Smith

Tom Morgan
Sammi Harrigfeld
Jerry Benhot

NOTES AND COMMENTS (April 27, 2010)

Working Parent – Day Care, Location West Elem.

Days at 3rd Qtr.

Schedule – Block

TAP – Training – # of Days / options

APR 2 ? 2009

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Lincoln County School District #1

DISTRICT CONTACT: Teresa Chaulk

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	1
Education objectives (How will students benefit from this alternative schedule?)	2
Description of the schedule(s) and a copy of the calendar(s)	3
Method of evaluating how student learning has improved	4
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	5
Copy of public comment records	6 - Board Minutes
Length of waiver (circle one) • 1 year • (2 years)	1
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	7 - on Calendar

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

LINCOLN COUNTY SCHOOL DISTRICT NO.1
Education Specialists
P.O. Box 335 – 11 Adaville Drive
Diamondville, WY 83116
Phone: 307-877-9095
Fax: 307-877-9638

April 27, 2010

Dianne Frazer
Wyoming Department of Education
Education Quality and Accountability Unit
2300 Capitol Avenue, Second Floor
Cheyenne, WY 82001

Dear Ms. Frazer,

Good day! I am submitting a request for Lincoln County School District #1 to implement an Alternative Schedule for the 2010-2011 and 2011-2012 school years. Enclosed you will find the education objectives, a copy of the calendar with start and end times for each school, method of evaluation, and the evidence of 2 advertised public meetings. There is not a copy of public comments because no one attended either session. I have included the board minutes of January 15, 2009. The hours in attendance are stated on the calendar with the appropriate lunch time deducted for each building.

If you have questions or need more information after reading our submission, please contact me.

Respectfully,

Teresa L.Chaulk
Superintendent of Schools
Lincoln County School District #1

WYOMING HATHAWAY

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information.

CREATING A PROMISING FUTURE THROUGH EDUCATION

Education Objectives:

Lincoln County School District #1 will reduce the amount of class time students miss due to activities by implementing an alternative schedule.

1) The normal school day will have fewer interruptions.
2) During culminating sporting events, the district has low attendance. The proposed schedule will eliminate this problem.

Lincoln County School District #1 will host learning enhancement days on the eight of the nine flexible Fridays. Students needing remediation will attend classes geared to work on the academic weaknesses of the student. Students proficient in all areas will be offered enrichment classes. Field trips at the elementary level will take place on the 8 Fridays to minimize time away from direct instruction for the 163 regular school days.

This schedule has 163 normal student days 8 remediation/enrichment days for 171 student days.

Lincoln County School District #1
2010/2011 School Calendar
Approved 7-15-09 Updated 3-26-2010
Grades K-12

Sept. -10

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Oct - 10

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Nov-10

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Dec-10

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Jan-11

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Feb-11

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Mar-11

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Apr-11

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May-11

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Sep 1	First Day For Teachers	Start Time KE 8:10 KE 1040 Hours
Sept 6	Labor Day No School	End Time KE 2:55
Sept 7	First Day For Students	Start Time KMS 8:00 MS 1185 Hours
Oct 1	Learning Enhancement Day	End Time KMS 3:05
Oct 15	Fall Break No School	Start Time KHS 7:55 HS 1160 Hours
Oct 22	Learning Enhancement Day	End Time KHS 3:15
Oct 29	End of 1st Quarter 1:00 release	Start Time KAS 7:55 KAS 1160 Hours
Nov 5	Parent Teacher Conference No School	End Time KAS 3:15
Nov 24	1:00 Release	
Nov 25 & 26	Thanksgiving Holiday	Staff will be scheduled for
Dec. 3	Learning Enhancement Day	5 of the Learning Enhancement
Dec 17	Learning Enhancement Day	Days
Dec 22-31	Winter Break	
Jan 14	End of Semester/Learning Enhancement Day	
Jan 31	Staff Development Day - No School	
Feb 11	Learning Enhancement Day	Student Days-163 for all students-potentially 171
Feb 21	Presidents Day	
Feb 25	Learning Enhancement Day	Teachers Days 175
Mar 4	Learning Enhancement Day	
Mar 18	K-4 Parent/Teacher Conf./5-12 Staff Development	Professional Development-6 days
Mar 25	End of 3rd Quarter 1:00 Release	Parent Teacher conf-1
Apr 22 & 25	Spring Break	
May 26	Last Day For Students 1:00 Release	
May 27	Last Day For Teachers/Staff Development	
May 28	Graduation	

Dianne Frazer

From: Teresa Chaulk [tchaulk@lcsd1.k12.wy.us]
Sent: Monday, May 17, 2010 11:13 AM
To: Dianne Frazer
Subject: alternative calendar

Dianne,

I apologize for not getting back to you last week. There are 163 mandatory student days. The other 8 I can't promise the required attendance. The calendar has the start and end time on it for each building. I figured the time by the start and end time minus lunch and also subtracted the time for the early release. The early release is 1pm, is that what your calendar states.

If you have more questions please let me know.

Thanks
Teresa Chaulk

Teresa Chaulk
Superintendent of Schools

Dianne Frazer

From: Teresa Chaulk [tchaulk@lcsd1.k12.wy.us]
Sent: Wednesday, May 19, 2010 8:22 AM
To: Dianne Frazer
Subject: Lincoln 1 hours
Attachments: required hours dianne.doc

Dianne,

Attached is how I calculated the hours. They are different from what I submitted. I failed to take recess out of the calculation. The principals typically do the calculations and send them to me. This time I did it! Let me know if this is how you need the information.

Thanks

Teresa

Lincoln County School District #1

Kemmerer Elementary:
Start time 8:10
End Time 2:55
Lunch 30 min.
Recess 15 min
Equals 6 hours a day @ 163 days totaling 978 hours
3 early release days at 1:00
Deduct 6 hours for early release

Kemmerer Elementary 972 total hours

Kemmerer Middle School

Start time 8:00
End Time 3:05
Lunch 22 min.
Recess 9 min
Equals 394 min a day 394X163=64,222 min 64222/60=1070 hours over 163 days
3 early release days at 1:00
Deduct 6 hours

Kemmerer Middle School 1064 total hours

Kemmerer High School and Kemmerer Alternative School

Start time 7:55
End time 3:15
Lunch 25 min.
Equals 415 min. a day 415 X 163 = 67,645 min 67647/60=1,127 hours
3 early release days at 1:00
Deduct 6 hours

Kemmerer High School and Kemmerer Alternative School 1,121 hours

Method of Evaluation:

The district will closely monitor student attendance on the flex (learning enhancement) Fridays. The two main evaluation methods will be moving students from partially proficient/basic to proficient on the PAWS and MAP growth scores.

This is a two-year pilot program and we will be monitoring progress very closely at the administrative and Board level.

Tribune Chicago
7-8-09

Public Hearing

Lincoln County School District #1 will hold 2 public hearings to discuss and receive input regarding the 2010-2011 School Calendar. The 1st hearing will be held on July 13, 2009 at 11:30 a.m. at the School Administration Building.

The 2nd hearing will be on July 15, 2009 at 6:00 p.m. also at the School Administration Building.

Kennewick Herald
Gazette 7-9-09

PUBLIC HEARING

Lincoln County School District #1 will hold 2 public hearings to discuss and receive input regarding the 2010-2011 School Calendar. The 1st hearing will be held on July 13, 2009 at 11:30 a.m. at the School Administration Building.

The 2nd hearing will be on July 15, 2009 at 6:00 p.m. also at the School Administration Building.

July 9 0709E

LINCOLN COUNTY SCHOOL DISTRICT NO.1
Education Specialists
P.O. Box 335 – 11 Adaville Drive
Diamondville, WY 83116
Phone: 307-877-9095
Fax: 307-877-9638

Regular Board Meeting
Lincoln County School District #1
July 15, 2009

Members present: Brenda McGinnis, Don Lamborn, Shauna Lockwood, Justin Vineyard. Shawn Whitmore was absent.

Also present: Teresa Chaulk, Superintendent

1. The meeting was called to order at 6:59 p.m. by Chairman Don Lamborn.

2. The Agenda was reviewed with no changes.

3. JUSTIN VINEYARD MOVED AND SHAUNA LOCKWOOD SECONDED A MOTION TO APPROVE CONSENT ITEMS 4A1-APPROVE PAYMENT OF THE BILLS IN THE AMOUNT OF $1,723,292.75; 4A2-APPROVE THE FINANCIAL REPORT FOR THE MONTH OF JUNE 2009 AS PRESENTED; 4B-APPROVE THE MINUTES OF THE JUNE 9, 2009 REGULAR BOARD MEETING AS PRESENTED; 4C-APPROVE THE RESIGNATION OF CHERYL TENNYSON, MIDDLE SCHOOL SPECIAL ED PARAPROFESSIONAL EFFECTIVE IMMEDIATELY; AND 4D-APPROVE THE 2 HOME SCHOOL REQUESTS ON FILE FOR THE 2009/10 SCHOOL YEAR AS THEY MEET STATE REQUIREMENTS. The motion passed.

4. There was no response to Chairman Lamborn's invitation for public input.

5. BRENDA MCGINNIS MOVED AND JUSTIN VINEYARD SECONDED A MOTION TO APPROVE THE 2009-2010 HANDBOOK FOR KEMMERER ELEMENTARY AS PRESENTED. The motion passed.

6. Superintendent Chaulk explained the K-4 and the 5-12 2010-2011 school calendars to the Board.

7. (After adjourning at 8:01 p.m. for the Budget Hearing) JUSTIN VINEYARD MOVED AND SHAUNA LOCKWOOD SECONDED A MOTION TO APPROVE THE BUDGET FOR LINCOLN COUNTY SCHOOL DISTRICT #1 FOR THE 2009-2010 FISCAL YEAR IN THE AMOUNT OF $18,070,917.44. The motion carried.

8. After much discussion, DON LAMBORN MOVED AND SHAUNA LOCKWOOD SECONDED A MOTION TO APPROVE A DISTRICT WIDE K-12 FIVE DAY FLEX CALENDAR FOR THE 2010/2011 SCHOOL YEAR. The motion carried 3 to 1 with Justin Vineyard voting no.

9. JUSTIN VINEYARD MOVED AND BRENDA MCGINNIS SECONDED A MOTION TO APPROVE THE LEVYING OF ONE (1) MILL FOR THE FRONTIER PARKS AND RECREATION DISTRICT; .425 MILLS FOR THE OYSTER RIDGE B.O.C.E.S.; AND 8/100 MILLS FOR THE REGION V B.O.C.E.S. The motion was amended.

   SHAUNA LOCKWOOD MOVED AND BRENDA MCGINNIS SECONDED AN AMENDMENT TO THE MOTION TO APPROVE THE LEVYING OF .9 MILLS FOR THE FRONTIER PARKS AND RECREATION DISTRICT; .425 MILLS FOR THE OYSTER RIDGE B.O.C.E.S.; AND 8/100 MILLS FOR THE REGION V B.O.C.E.S. The motion passed as amended.

10. BRENDA MCGINNIS MOVED AND SHAUNA LOCKWOOD SECONDED A MOTION TO ACCEPT THE LUNCH PRICE INCREASE OF $.05 PER MEAL FOR THE 2009/10 SCHOOL YEAR. The motion carried.

11. After summary information there being no further business, the meeting adjourned at 9:10 p.m.

8 Sept. 2009
Date Approved

Board Chairman

Board Clerk

Lincoln County School District #1
2010/2011 School Calendar
Approved 7-15-09 Updated 3-26-2010
Grades K-12

Sept. -10

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Oct - 10

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May-11

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May 27	Last Day For Teachers/Staff Development	
May 28	Graduation	

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

APR 02 2010

DISTRICT: **Uinta County School District No. Four**

DISTRICT CONTACT: **Jeffrey M. Newton, Superintendent**

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	**Letter from Superintendent Newton Submitted 3-29-10**
Education objectives (How will students benefit from this alternative schedule?)	**Narrative from Superintendent Newton Submitted 3-29-10**
Description of the schedule(s) and a copy of the calendar(s)	**Narrative from Superintendent Newton with attachments Submitted 3-29-10**
Method of evaluating how student learning has improved	**Narrative from Superintendent Newton Submitted 3-29-10**
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	**Narrative from Superintendent Newton with attachments Submitted 3-29-10**
Copy of public comment records	**Narrative from Superintendent Newton with attachments Submitted 3-29-10**
Length of waiver (circle one) • 1 year • 2 years	**2 years: 2010-2011 and 2011-2012 Submitted 3-29-10**
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	**Narrative from Superintendent Newton with attachments Submitted 3-29-10**

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

Uinta County School District No. 4

P.O. Box 130, Mountain View, WY 82939
(307)782-3377 ext 201 or (307)782-6341 ext 201
Fax (307) 782-6879

Jeffrey M. Newton
Superintendent

Dianne Frazer
Wyoming Department of Education
Education Quality and Accountability Unit
2300 Capitol Avenue
Second Floor
Cheyenne, WY 82001

March 19, 2010

Dear Dianne,

Please accept Uinta County School District 4's request for an alternative calendar for a two year period beginning with the 2010-2011 school year. We enthusiastically make this request based on the promising experiences we have had throughout the 2009-2010 school year with a similar alternative calendar. All required documentation is attached.

Uinta County School District No. Four has implemented a similar 165 day calendar during the 2009-2010 school year and it has resulted in very favorable improvements to student and staff attendance, student achievement, and staff development opportunities. It has been viewed as very beneficial by staff and community members alike. In fact, when surveyed, only eight percent of staff and community members preferred returning to the traditional 175 day calendar.

The District believes that the alternative calendar will once again provide a substantial increase in learning opportunities for our students. Please submit this application to the State Board of Education requesting authorization. The Uinta County School District #4 Board of Trustees, by formal action at the January 10, 2010 board meeting, authorized this alternative calendar request. We look forward to your review and approval of this request. If additional information is needed, please contact me immediately.

Sincerely,

Jeffrey M. Newton
Superintendent, Uinta County School District #4

Education Objectives (How will students benefit from this alternative schedule?)

Historically, Uinta 4 has struggled with a traditional 175 day calendar because of the loss of instruction time typical of many small schools due to school activities and parental appointments that often occur on Fridays. Last year we implemented a 165 day calendar that allowed us to not be in session during ten of the highest absentee Fridays of the year. The benefits we experienced by implementing a 165 day calendar for 2009-2010 represent the educational objectives for our alternative calendar for 2010-2011 and 2011-2012 year. The alternative calendar is designed to allow certified instructors to have more quality time with their students. The basic premise of this calendar is to have teachers and students in the building at the same time as much as possible, whenever possible. Below you will find our specific objectives regarding improved student learning opportunities and attendance:

- Improve Student Learning Opportunities
  - More student contact time with certified classroom teachers.
  - Collaboration for instructional design through more staff development opportunities on non-instructional Fridays will result in better instructional delivery
  - More focused instruction
  - Fewer interruptions to instruction
  - Mentoring opportunities between staff members result in continuous improvement from new teachers
  - Better student attendance results in more consistent reception of instruction

- Improve Student Attendance and Staff Attendance
  - School will not be in session for Friday activities that result in high student and staff absenteeism (state culminating events, for example)
  - Parents and staff can schedule appointments on non-instructional Fridays
  - Elimination of half-days: Parents, students, and staff members have historically questioned the quality of a half day.

Additionally, the district will once again require the teachers to be fully engaged in planning, collaboration and learning during the established staff development days that are scheduled during these Fridays off. These staff development days represent powerful learning opportunities that lead to better instructional design and delivery that ultimately benefits student learning. Below you will find specific objectives regarding staff development:

- Increase and Improve Staff Development Opportunities
  - Collaborative Planning
  - Department Meetings
  - School Improvement Efforts
  - PAWS Preparation
  - Math Curriculum Revision
  - Language Arts Revision
  - Safety Training
  - CPR/First Aid Training
  - Training opportunities gained without loss of instruction time
  - Ongoing professional development extended throughout the year
  - Individualize professional development learning centers planned for 2010-2011

Description of the schedule(s) and a copy of the Calendar(s).

Similar to the calendar we had in place for the 2009-2010 school year, this alternative calendar will consist of 165 days of instruction rather than the traditional 175 days of instruction. The reduction of days will allow us to target the ten highest absentee Fridays throughout the year as non-instructional.

In most instances the daily schedule for a building will not change. Historically, the elementary schools and middle school in the district exceeded the required hours for a year (900 and 1050 respectively). Their day will start between 8:05 and 8:20 AM and will be completed at about 3:10PM. The high School will once again see a difference in the length of their day to meet the statutory requirement of 1100 hours. This increased time still fits well within the district's operations, however. The high school students will start their day at 8:00 AM and complete instruction by 3:20 PM. These times align with current transportation schedules so there will be minimal district wide disruption for students (see attached bell schedules).

Summary:

K-12 Student Contact Days: 165

K-12 Extended Student Contact Days: 175 (Student enrichment opportunities will be offered)

K-12 Teacher Contract Days: 180

Mountain View High School

- School Day: 8:00 AM until 3:20 PM
- Annual Instructional Time: 1,110 hours (excluding lunch)

Mountain View Middle School

- School Day: 8:10 AM until 3:05
- Annual Instructional Time: 1,072.5 hours (excluding lunch)

Mountain View Elementary

- School Day: 8:20 AM until 3:10 PM
- Annual Instructional Time: 1,067 hours (excluding lunch)

Fort Bridger Elementary

- School Day: 8:20 AM until 2:55 PM
- Annual Instructional Time: 1031.25 hours (excluding lunch)

Method of evaluating how student learning has improved.

Uinta County School District 4's assessment system currently uses the Measurement of Academic Progress (MAPS) and the Proficiency of Wyoming Students (PAWS). These two assessments serve different purposes but are essentially used to establish and measure learning goals for the students. The district has developed a process in which MAPS is used in the fall and spring to measure student growth throughout a particular year and also from year to year. Analyzing the scores for these two assessment windows allows the district to gauge growth of student performance. The district also participates in the State of Wyoming Student Proficiency Assessment (PAWS). We review the results of our PAWS data when available and compare the results with previous year's.

Additionally, each classroom teacher administers formative assessments that are linked to the state standards. The instructors use the information from these formative assessments to gauge student learning and determine if additional assistance is required.

Evidence that at least 2 advertised public meetings were held prior to submission of the proposal.

The first public meeting was advertised and held on February 9, 2010 at 8:00 p.m. Advertisement was provided via the Bridger Valley Pioneer, our district web site, and building level mailings to parents. Parents and community members were provided a copy of the alternative calendar and the calendar had also been posted on our district web site beginning in January.

The second public meeting was advertised and held on March 9, 2010 at 8:00 p.m. Advertisement was conducted in the same fashion as our February meeting.

Additionally, the district created alternative calendar survey centers in each building during our spring Parent Teacher Conferences that afforded parents an opportunity to take our alternative calendar survey either on-line or hard copy (see attachments). Staff members had taken a similar survey in January. The results of these surveys and were shared at the February 9th and March 9th public meeting and have been posted on our district web-site.

These public meetings on February 9th and March 9th were held in conjunction with our regularly scheduled board meetings. This afforded the Board an opportunity to participate in the process and hear questions and concerns from the public regarding the alternative calendar.

Copy of Public Comment records:

The first public meeting was held on February 9, 2010. There were seventeen people in attendance. The public's comments (see attached meeting minutes, sign-in sheet, and advertisement) were very positive. One excellent request was for the district to provide opportunities for at-risk students on the non-instructional Fridays.

The second public meeting was advertised and held on March 9, 2010. There were once again seventeen people in attendance. The public comments (see attached minutes, sign-in sheet and advertisement) were once again very positive. One excellent request was for the district to provide enrichment activities for our students on the non-instructional Fridays.

Additionally, some of the best public comments were gathered via our staff surveys and parent/community surveys. Overall, the comments were very positive. These survey results speak for themselves (see attached surveys).

Length of waiver (circle one)

At this time Uinta County School District #4 is requesting an alternative calendar for a two year period, 2010-2011 and 2011-2012.

- **1 year**
- **2 year**

Evidence of meeting required hours:

All required documentation to exhibit the district's commitment to meeting the established yearly hours will be completed and all assurances provided in state reporting documents.

Fort Bridger Elementary 900 hours required: The elementary schools will see no net change from the current daily schedules in place. Even with the reduction of these ten days the elementary time still dramatically exceeds the established criteria of hours so adjustments are not required.

165 days x 6 hour 15 minutes/day = 1031.25 hours

Mountain View Elementary 900 hours required: The elementary schools will see no net change from the current daily schedules in place. Even with the reduction of these ten days the elementary time still dramatically exceeds the established criteria of hours so adjustments are not required.

---

165 days x 6 hour 28 minutes/day = 1067 hours

Middle School 1050 hours required: The middle school will not require an adjustment to their day:

165 days x 6 hour 30 minutes/day = 1072.5 hours

High School 1100 hours required: The schedule at the high school will need to be increased approximately 16 minutes per day compared to the traditional calendar schedule that was last used in 2008-2009. The starting time would be 8:00 and the day would be completed at 3:20 PM. A 25-30 minute lunch time would be included in this schedule. The length of the school will be formatted to meet all of the requirements regarding yearly hours of instruction.

165 days x 6 hour 40 minutes/day = 1100 hours

July 2010 - June 2011

Uinta County School District No. Four

Mountain View, WY 82939

JULY

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OCTOBER

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DECEMBER

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July 4th Independence Day

1/3 School Resumes 2nd Semester Begins

1/7 Staff Development No Students

1/24 Staff Development No Students

8/13 New/Initial staff day

8/16 Optional Staff Day

8/17 All Staff Begin

8/24 First student day

2/17 Parent Teacher Conferences No Students

9/24 Staff Development No Students

3/4 Staff Development No Students

10/4 Staff Development No Students

4/15 Staff Development No Students

5/27 **End 4th Qtr**/Last Student Day

12/3 Staff Development No Students

12/17 **End 2nd Qtr**-1st Sem

1st Qtr: Student days Teacher days

2nd Qtr: Student days Teacher days

3rd Qtr: Student days Teacher days

4th Qrt: Student days Teacher days

Total: 165 Student Days **180** Teacher Days

2 Parent Teacher Conference Days (Required)

Oct 29th or Nov 19th and February 17th

12 Staff Development Days (Required)

JANUARY

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FEBRUARY

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27	28	29	30	31			21

APRIL

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

MAY

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

JUNE

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

OPTIONAL DAYS Teachers Choose 1

8/16/2010
10/1/2010
10/29/2010 MVE/FBE
11/19/2010 MVMS/MVHS
2/18/2010
2/25/2010
3/11/2010

Updated 3-23-10

August 16, 2010- Optional Teacher Day

August 17, 2010- All Staff District Training

August 18, 2010- All Teacher Staff Development

August 19, 2010- All Teacher Required Day

August 20, 2010- All Teacher Required Day

August 23, 2010- Planning Day D

August 24, 2010- First Student Attendance Day

September 6, 2010- Labor Day No School

September 24, 2010- No Students- Staff Required Attendance Work and School Improvement Day

October 1, 2010- No Students- Optional Teacher Day

October 4, 2010 No Students/Required Staff Development

October 15, 2010- No School Fall Break

October 29, 2010 - No Students/PTC HS and MS/Optional Teacher Day for MVE/FBE

November 19, 2010- No Students/PTC MVE and FBE/ Teacher Day for HS and MS

November 24-28 (Thanksgiving Break)

December 3, 2010 - Required Staff Development/No Students

December 18th to January 2nd - Winter Break

January 3, 2011 School Resumes

January 7, 2011- Required Staff Development/No Students

January 24, 2011- Required Staff Development/No Students

February 17, 2011- No Students- PTC All Buildings

February 18, 2011 No Students Optional Staff Day

February 21, 2011- President's Day- No School

February 25, 2011- No Students- Optional Staff Day

March 4, 2011- No Students /Required Staff Development

March 11, 2011- No Students/Optional Staff Day

March 26, 2010- No Students/Required Staff Development Day

April 15, 2011- No Students- Required Staff Development

~~April 21 through April 26, 2011- Easter/Spring Break~~

May 27, 2011- Final Day for Students and Staff

Mountain View High School
Bell Schedule
2010-2011

1st hour	800-9:35
2nd hour	9:45-11:20
Lunch	11:20-12:00
3rd hour	12:00-1:35
4th hour	1:45-3:20

6:40 minutes X 165 days = 1100 hours

Mountain Middle School Bell Schedule

2010-2011

1st hour	8:10-9:40
2nd hour	9:45-11:15
Lunch	11:15-11:40
3rd hour	11:45-1:05
4th hour	1:10-2:35
5th hour	2:40-3:05

6:30 minutes X 165 days = 1072.5 hours

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03/11/2010 13:06 3077826466

To: JEFF

10-11

FBE DUTY SCHEDULE ~~09-10~~

TIME	DUTY	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
8:10 – 8:20	Hall Duty	Phillips	T. Moosman	Phillips	T. Moosman
8:20	School Begins				
11:45– 12:05	3rd Grade Lunch	Thompson	Thompson	Thompson	Thompson
11:55– 12:15	4th Grade Lunch	Giorgis	Giorgis	Giorgis	Giorgis
12:05 – 12:20	3rd Grade Recess	Proctor	Harris	Fisher	Cook
12:15 - 12:30	4th Grade Recess	Poulsen	B. Moosman	Gamble	Argyle
1:40 – 1:55	3rd & 4th Grade Recess	Cook Argyle	Fisher Gamble	Harris B. Moosman	Proctor Poulsen
2:55	Dismissal - Outside - Hall	Fisher B. Moosman	Argyle Proctor	Cook Poulsen	Gamble Harris
3:00	Buses Depart				

3/11/10

~~09.04.09~~

Mountain View Elementary 2010-2011 Schedule

Time	First Quarter	Second Quarter	Third Quarter	Fourth Quarter
7:50 – 8:05 1st AM Recess Duty	Megan Stuehm	Megan Stuehm	Andy Pitchford	Bambie Argyle
8:05 – 8:20 2nd AM Recess Duty	Jodee Walker Julie Hickey	Lyndsay Blechel Gerie Villaire	Julie Hickey Gerie Villaire	Natalie Walk Gerie Villaire
8:05 – 8:20 Breakfast Duty	Linda Irick	Becci Woodbury	Lyndsay Blechel	Linda Irick
10:00 – 10:15 K-2 Recess	Bambie Argyle Natalie Walk	Geri Nelson JoAnn Kesterson	Megan Stuehm Jodee Walker	Jodee Walker JoAnn Kesterson
12:05 – 12:20 K Recess	A.L. 12:05-12:15 Amy Dunn	A.L. 12:05-12:15 Monique Hysell	A.L. 12:05-12:15 Gayle Martin	A.L. 12;05-12:15 Tori Carter
12:10 – 12:25 1st & 2nd Recess	Wendie Fisher Lyndsay Blechel	Wendie Fisher Bill Erickson	Natalie Walk JoAnn Kesterson	Wendie Fisher Bill Erickson
11:40 – 11:55 Lunch Duty A	Lani Giessinger Jenny Harvey	Lani Giessinger Nikki Walker	Jacquelyn Youngberg Jenny Harvey	Lani Giessinger Nikki Walker
11:55 – 12:10 Lunch Duty B	Geraldine Schell Stacey Morrison K Paras	Jacquelyn Youngberg Stacey Morrison K Paras	Geraldine Schell Stacey Morrison K Paras	Geraldine Schell K Paras
1:30 – 1:45 K Recess	Becci Woodbury K Para - Tori	Terry Micheli K Para - Amy	Geri Nelson K Para – Monique	Terry Micheli K Para - Gayle
3:10 – 3:20 PM Bus Duty	Bill Erickson Geri Nelson	Bambie Argyle Julie Hickey	Lori Limoges/Kyle Dobbins Terry Micheli	Lori Limoges/Kyle Dobbins Becci Woodbury

Kindergarten Lunch 11:43 – 12:05 First Grade Lunch 11:48 – 12:10 Second Grade Lunch 11:50 - 12:10

03/11/10

Community School Calendar Meeting

February 9, 2010

8:00 P.M.

District Office Board Room

1. *Proposed Calendar*
2. *Purpose*

- Improve Student Learning Opportunities

  More student contact time with certified classroom teachers

  Collaboration for instructional design results in better instructional delivery

  More focused instruction

  Fewer interruptions to instruction

  Mentoring opportunities result in better instruction from new teachers

  Better student attendance results in more consistent reception of instruction

- Improve Student Attendance

  Friday Activities

  Appointments

  Elimination of half-days

- Improve Staff Attendance

  Friday Activities

  Appointments

  Elimination of half-days

- Increase and Improve Staff Development Opportunities

  Collaborative Planning

  Department Meetings

NCA School Improvement Efforts

PAWS Preparation

Math Curriculum Revision

Language Arts Revision

Safety Training

CRP/First Aid Training

Training Opportunities without missing instruction time

Ongoing professional development spread throughout the year

Individualize professional development learning centers planned for 2010-2011

- Eliminate ½ Days

  Eleven ½ days have been eliminated from our traditional calendar. This has been pleasing to both parents and staff members.

3. ***Calendar Staff Survey Results from January 2010***

4. ***Comments/Questions from Community Members***

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5. ***What's next?***

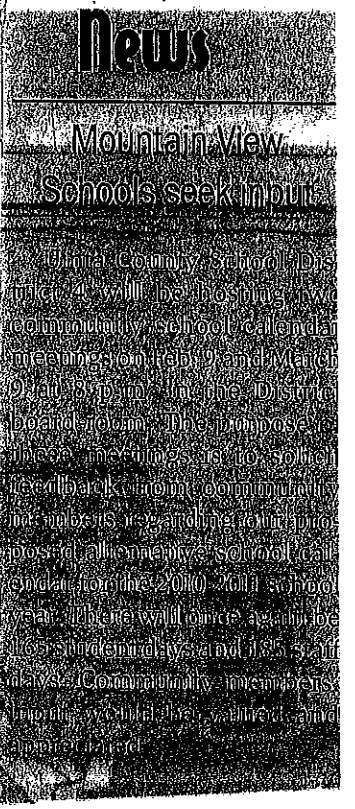
   - Community School Calendar Meeting on March 9th at 8:00 at the District Office
   - Survey Parents and Community Members
   - Survey Students
   - Submit Alternative Calendar Request to the Wyoming Department of Education

Uinta County School District No. Four

Community Calendar Meeting

February 9, 2010

Name	Address	Phone
Makenzie Meeks	box 553, Mtn. View, WY	677-4832
Robyn Meeks	PO BOX 553 Mtn. View	677-4832
Abbey Meeks	PO BOX 553, Mtn. View	677-4832
Hope Benedict	Po Box 640, MV 82939	782-7471
Chris Wright	PO Box 873 mV 82939	782-6529
Dan Mayer	PO Box 755 MV 82939	747-1032
Lance Stratton	PO Box 688 MV 82939	435-688-1156
Lon Thomas	PO. Box 722 MV 82939	782-3871
[illegible]	P.O. Box 97, Mtn. View, Wy	780-8879
[illegible]	P.O. Box 638 Mtn. View, WY	782-3606
MARK WALKER	2490 STATE HIGHWAY 414	786-4614
Jo Thomas	PO Box 722, Mtn View WY	782-3871
JON CONRAD	POB 466 MV WY 82939	3077827611
Jeff Newton	510 Glen	780 5601
Byron Brisko	3576 CR 217 Fort Bridger	782-3946
Kelly L. Jaynes	Box 624 Mt View Wy.	782-3494
Renee Hyatt	Po. Box 833 Mtn. View	782. 3287


News

Mountain View

School's seek input

Community School Calendar Meetin

February 9, 2010

8:00 P.M.

District Office Board Room

1. ***Proposed 2010-2011 Calendar***

2. ***Purpose of the Alternative Calendar***

- Improve Student Learning Opportunities

  More student contact time with certified classroom teachers

  Collaboration for instructional design results in better instructional delivery

  More focused instruction

  Fewer interruptions to instruction

  Mentoring opportunities result in continuous improvement from new teachers

  Better student attendance results in more consistent reception of instruction

- Improve Student Attendance

  Friday Activities

  Appointments

  Elimination of half-days

- Improve Staff Attendance

  Friday Activities

  Appointments

  Elimination of half-days

February 12, 2010
Volume 33 • No. 42

UCSD #4 addresses alternative calendar

By Virginia Giorgis
Pioneer Editor

Uinta County School District #4 held the first of two public meetings concerning the alternative calendar for the 2010-2011 school year.

The district had implemented the same type of calendar for the current school year. Superintendent Jeff Newton said the alternative calendar "had been in place for six months and had gotten very favorable results." Due to the positive response from the staff, parents and students, the district had decided to use the alternative calendar for next year.

The state requires 175 student-days for a school year. The calendar proposed by the district is for 165 student days. To comply with state requirements, the district is required to conduct two community meetings. The next meeting will be at the board's regular March meeting.

Newton said the district had surveyed the teaching staff. He said 92 percent preferred the alternative schedule. He also noted another question of the survey asked which type of school year was preferred: traditional 175 days, 165 days currently used or 145 days which would be approximately four days a week. He said 54.9 percent who responded preferred the 145 day schedule.

The district initially implemented the 165 day schedule, according to Newton, because of attendance conflicts on Fridays. He said Fridays are the busiest days for activities and students and teachers are gone on the activities. To compensate for the no-school Fridays, the school day has been lengthened. In addition, on Fridays without students, teachers utilize these days for "individual personal development... a learning center approach.

Only a handful of people attended the meeting. Two concerns were brought up from the floor. One was the no-school Fridays should have alternative things for students to help the at-risk students. The other issue addressed the May schedule to better accommodate rodeo competition.

In other action, the board renewed the contract for Newton as superintendent for the 2010-2011 school year, named Newton, Kim Dolezal and Marilyn Rudy to the committee to access surplus property from the state of Wyoming and approved the hiring of three addi[illegible]l bus assistants.

Community Meeting
Alternative School Schedule for 2010-2011.

Supt. Newton provided a power point presentation regarding the 2010-2011 alternative school schedule. Provided positive reasons for an alternative schedule. Supt. Newton also provided a survey of the community, staff and administrators regarding pros and cons of the alternative schedule. Supt. Newton advised a seconded community meeting is scheduled for March 9, 2010 at 8:00 PM. Supt. Newton advised another survey will be conducted of the students. Achievement data will be conducted.

Questions: Hope Benedict questioned at-risk kids and to offer something for these students for those no school Fridays. Supt. Newton advised that doors will be opened for those kids as is swimming classes are offered for special needs students on these no school days.

Initially, the elementary staff worried about some loss of instruction time. Mr. Fisher advised days were lengthened and students adapted. Structured days are being looked at.

Meeks suggested a purple Friday no school day in May 2011 so attendance of Rodeo.

Adjourned at 8:22 PM

Community School Calendar Meeting

March 9, 2010

8:00 P.M.

District Office Board Room

1. ***Proposed 2010-2011 Calendar***

2. ***Purpose of the Alternative Calendar***

- Improve Student Learning Opportunities

  More student contact time with certified classroom teachers

  Collaboration for instructional design results in better instructional delivery

  More focused instruction

  Fewer interruptions to instruction

  Mentoring opportunities result in continuous improvement from new teachers

  Better student attendance results in more consistent reception of instruction

- Improve Student Attendance

  Friday Activities

  Appointments

  Elimination of half-days

- Improve Staff Attendance

  Friday Activities

  Appointments

  Elimination of half-days

- Increase and Improve Staff Development Opportunities

  Collaborative Planning

  Department Meetings

  School Improvement Efforts

  PAWS Preparation

  Math Curriculum Revision

  Language Arts Revision

  Safety Training

  CPR/First Aid Training

  Training opportunities gained without loss of instruction time

  Ongoing professional development extended throughout the year

  Individualize professional development learning centers planned for 2010-2011

- Eliminate Half Days

  Eleven half days have been eliminated from our traditional calendar. This has been pleasing to both parents and staff members.

3. ***Calendar Staff Survey Results from January 2010***

4. ***Calendar Parent Survey Results as of March 1, 2010***

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5. ***Comments/Questions from Community Members***

6. ***What's next?***

   - Finish surveying parents and community members
   - Survey students
   - Submit alternative calendar request to the Wyoming Department of Education
   - Analyze achievement and attendance data and submit our findings to the Wyoming Department of Education.

Uinta County School District No. Four

Community Calendar Meeting

March ~~10~~ 9, 2010

Name	Address	Phone
Kari Short	590 County Rd 260 FB	307. 747. 0388
Aaron Rudy	482 E. Hwy 414 MD	782-6199
[illegible]	5422 Oil Road 212 FB.	307. 780. 8904
Rob Stoddard	2042 Hiway 411 FB	782-6327
JOE LOEBB	Box 1224 Lyman, WY 82937	787-3669
Lane Stratton		
Ben Carr		
Dan Mayer		
[illegible]		
[illegible]		
Renee Nyell	P.O. Box 833, Mtn. View	782 3287
Jon Conrad		
Kelly Carpenter		
Mark D Walker		
JoAnn Thomas		
Barney Briske		
[illegible]		

Community Meeting
March 9, 2010
8:00 PM

Supt. Newton welcomed all present for the advertised school calendar 2nd meeting for the community. Supt. Newton advised the alternative school calendar has been advertised on the school district website. The 2010-2011 school calendar contains 165 student days and 185 teacher days similar to the 2009-2010 school calendar. Supt. Newton expressed his belief the alternative school schedule improves student attendance with a better learning environment, staff attendance and allow families and employees to

Parent and community survey was conducted with overwhelming feedback as to eliminating student half days was an improvement. Survey results were provided to all in attendance. April 1st the middle school and high school parents and community will be surveyed. 86 parents were surveyed with a majority prefer the 165 student day calendar and do not wish to return to the 175 student day calendar.

Aaron Rudy advised his attitude was indifferent, but overall status was to make sure from an academic standpoint he did not want to see students' suffer. Mr. Rudy reported he enjoys the occasional non-school Fridays with his daughters. Other schools with a four day school week in the State of Wyoming respectively have not seen any changes academically, but do not see any advantages either. After a teacher conference was informed the math program needs a 220 days was to make sure the classroom experience was quality time and if it is not working, keeping an eye on the data, the Board would be willing to go back to an old schedule. Mr. Rudy advised he did not want to do it just because everyone is else is doing it.

Mrs. Dolezal reported the Administrative Team is aware of using our time better, particularly with scheduling, to allot the appropriate time more wisely.

Mr. Rudy reported the Friday swim program is a good idea along with academic extracurricular on those Fridays if possible, not necessarily a classroom experience. Mr. Rudy requested a longer spring break vs winter break.

Supt. Newton reported legislation provides extra money for enrichment activities, maybe used on those non-school Fridays.

Supt. Newton thanked the community for their input. A letter will be sent to the state to request the 165 calendar for approval for another year.

Parent advised she enjoyed the 165 school to have more family time. Tutoring should be offered for students on non-school days.

Meeting adjourned at 8:21 PM

Staff

Alternative Calendar Survey

1. Please select the answer that best describes the location of your current assignment.

	Response Percent	Response Count
Mountain View Elementary/Fort Bridger Elementary	**40.7%**	**37**
Mountain View Middle School	28.6%	26
Mountain View High School	30.8%	28
answered question		91
skipped question		0

2. Please select the answer that best describes your working assignment.

	Response Percent	Response Count
classroom teacher	**59.3%**	**54**
administrator	4.4%	4
paraprofessional	14.3%	13
support staff	22.0%	20
answered question		91
skipped question		0

Overall

3. On required purple staff development days, I participated in the following activities (choose all that apply)

	Response Percent	Response Count
collaborative planning	50.0%	43
individual classroom planning	66.3%	57
training specific to my assigned area	60.5%	52
staff meetings	**72.1%**	**62**
other assigned activities (specify) _____	23.3%	20
answered question		86
skipped question		5

4. I prefer the following school calendar (select only one)

	Response Percent	Response Count
A traditional 175 student day calendar (similar to 2008-2009)	7.7%	7
A 165 student day calendar (similar to 2009-2010)	37.4%	34
An approximately 145 student day calendar (4 day week)	**54.9%**	**50**
answered question		91
skipped question		0

Overall

5. This year's alternative calendar has provided (choose one answer)

	Response Percent	Response Count
More advantages than disadvantages	80.9%	72
More disadvantages than advantages	10.1%	9
Neither advantages or disadvantages	9.0%	8
answered question		89
skipped question		2

6. Please list any advantages experienced as a result of this year's alternative calendar.

	Response Count
	71
answered question	71
skipped question	20

7. Please list any disadvantages experienced as a result of this year's alternative calendar.

	Response Count
	52
answered question	52
skipped question	39

Overall

Alternative Calendar Survey

1. Please select the answer that best describes the location of your current assignment.

	Response Percent	Response Count
Mountain View Elementary/Fort Bridger Elementary	0.0%	0
Mountain View Middle School	0.0%	0
Mountain View High School	100.0%	28
answered question		28
skipped question		0

2. Please select the answer that best describes your working assignment.

	Response Percent	Response Count
classroom teacher	57.1%	16
administrator	3.6%	1
paraprofessional	10.7%	3
support staff	28.6%	8
answered question		28
skipped question		0

MVHS

3. On required purple staff development days, I participated in the following activities (choose all that apply)

	Response Percent	Response Count
collaborative planning	33.3%	9
Individual classroom planning	**66.7%**	**18**
training specific to my assigned area	37.0%	10
staff meetings	**66.7%**	**18**
other assigned activities (specify)	29.6%	8
	answered question	**27**
	skipped question	**1**

4. I prefer the following school calendar (select only one)

	Response Percent	Response Count
A traditional 175 student day calendar (similar to 2008-2009)	7.1%	2
A 165 student day calendar (similar to 2009-2010)	42.9%	12
An approximately 145 student day calendar (4 day week)	**50.0%**	**14**
	answered question	**28**
	skipped question	**0**

MVHS

5. This year's alternative calendar has provided (choose one answer)

	Response Percent	Response Count
More advantages than disadvantages	81.5%	22
More disadvantages than advantages	11.1%	3
Neither advantages or disadvantages	7.4%	2
answered question		27
skipped question		1

6. Please list any advantages experienced as a result of this year's alternative calendar.

	Response Count
	17
answered question	17
skipped question	11

7. Please list any disadvantages experienced as a result of this year's alternative calendar.

	Response Count
	14
answered question	14
skipped question	14

MVHS

Alternative Calendar Survey

Please list any advantages experienced as a result of this year's alternative calendar.	Response Count
	17
answered question	17
skipped question	11

	Response Text	
1	More days in the 2nd semester, a Friday off once a month,less student absences for my class because of no school on high absence days because of sports.	Jan 20, 2010 4:30 PM
2	I've taken less personal leave; my daughter misses less instructional time due to activities	Jan 20, 2010 4:39 PM
3	I get more time to do the things that benefit the HS without interruption.	Jan 20, 2010 4:46 PM
4	No 1/2 days	Jan 20, 2010 4:51 PM
5	less students missing from classes for sports	Jan 20, 2010 5:25 PM
6	Fewer days of "too many kids gone so lets have a free day." Kids who miss all day Friday are not bogged down with homework upon returning. Even some of the lazy kids will stay caught up. This is definitely a positive for our good students who are taking the harder classes.	Jan 20, 2010 5:30 PM
7	Allows more flexibility	Jan 20, 2010 5:41 PM
8	The staff development days are strategically placed.	Jan 20, 2010 5:51 PM
9	I have not had to miss my classes because of the new calendar.	Jan 20, 2010 7:22 PM
10	Ben here: Professional development opportunities prior to accreditation on Fridays. Voluntary Fridays are nice for people to choose. There is a sense of "getting a break" during the year. Manageable period length at high school while still meeting state requirements.	Jan 20, 2010 7:58 PM
11	Students attendance seems better and they are more refreshed and ready to learn after a 3 day weekend.	Jan 20, 2010 8:11 PM
12	You can travel with the students on Fridays.	Jan 20, 2010 8:37 PM
13	My wrestlers didn't miss much school and I didn't have to plan for a sub.	Jan 20, 2010 9:23 PM
14	Less student absences because of athletics/activities.	Jan 21, 2010 2:15 PM
15	I enjoyed the flexibility with planning time and was able to get things done that normally would have been done after school hours, I was less stressed.	Jan 21, 2010 9:33 PM
16	fewer subs in building, more teacher contact time for students	Jan 21, 2010 9:55 PM
17	Fewer subs in my class.	Jan 21, 2010 10:12 PM

MVHS

Alternative Calendar Survey

Please list any disadvantages experienced as a result of this year's alternative calendar.	
	Response Count
	14
answered question	14
skipped question	14

	Response Text	
1	Just a little confusion sometimes.	Jan 20, 2010 4:46 PM
2	none	Jan 20, 2010 5:25 PM
3	The hit or miss aspect of what fridays we have school or dont have school has been confusing to some of the teachers and kids. Other than that I have seen no disadvantages.	Jan 20, 2010 5:30 PM
4	The district still had training required on those days.	Jan 20, 2010 5:41 PM
5	To long between student contact days with so many Fridays off.	Jan 20, 2010 5:58 PM
6	Time to Catch up	Jan 20, 2010 7:16 PM
7	This calendar has been great.	Jan 20, 2010 7:22 PM
8	I think we need to spend a bit more time on choosing the Fridays. Everything is a process. It is nice on those voluntary Fridays and we have admin meetings. I do like that.	Jan 20, 2010 7:58 PM
9	The class periods seem a little too long.	Jan 20, 2010 8:11 PM
10	I believe that the students forget to much with so many three day week ends.	Jan 20, 2010 8:12 PM
11	A lot of time can pass between seeing students. This leads to retention loss.	Jan 21, 2010 2:15 PM
12	Starting school the middle of August.	Jan 21, 2010 2:41 PM
13	none	Jan 21, 2010 9:33 PM
14	None	Jan 21, 2010 9:55 PM

MVHS

Parent Calendar Survey

1. Please select the school(s) your child/children attend (choose all that apply):

	Response Percent	Response Count
Mountain View Elementary	**47.7%**	**41**
Fort Bridger Elementary	40.7%	35
Mountain View Middle School	34.9%	30
Mountain View High School	19.8%	17
answered question		86
skipped question		0

2. The alternative calendar used this year in Uinta County School District 4 provided (choose one)

	Response Percent	Response Count
More advantages than disadvantages	**69.8%**	**60**
More disadvantages than advantages	8.1%	7
Neither advantages or disadvantages	22.1%	19
answered question		86
skipped question		0

3. The alternative calendar implemented by Uinta County School District 4 this year caused (choose one):

	Response Percent	Response Count
A significant impact on our personal family routine/schedule	20.0%	16
A moderate impact on our personal family routine/schedule	15.0%	12
A minor impact on our personal family routine/schedule	18.8%	15
Little or no impact on our personal family routine/schedule	**46.3%**	**37**
	answered question	**80**
	skipped question	**6**

4. On the Fridays my child didn't have school we were able to (choose all that apply):

	Response Percent	Response Count
Attend out of town school activities such as high school sporting events	33.3%	25
Schedule appointments for medical or personal reasons	60.0%	45
Spend time together as a family	**69.3%**	**52**
Travel	36.0%	27
Other	14.7%	11
	answered question	**75**
	skipped question	**11**

D

5. I prefer the following school calendar (choose only one)

	Response Percent	Response Count
A traditional 175 student day calendar (similar to 2008-2009)	7.6%	6
A 165 student day calendar (similar to 2009-2010)	**57.0%**	**45**
An approximately 145 student day calendar (4 day week)	35.4%	28
	answered question	**79**
	skipped question	**7**

6. Please list any advantages experienced as a result of this year's alternative calendar.

	Response Count
	33
answered question	**33**
skipped question	**53**

7. Please list any disadvantages experienced as a result of this year's alternative calendar.

	Response Count
	33
answered question	**33**
skipped question	**53**

F

Parent Calendar Survey

Please list any advantages experienced as a result of this year's alternative calendar.

	Response Count
	33
answered question	33
skipped question	53

	Response Text	
1	My child misses less meaningful instructional time. Also, I am glad we no longer has all of those half days. Good job to the adminstrators for implementing this calendar. There hard work and foresight as resulted in an improved school calendar that emphasizes quality instructional time with the students regular teachers, not subs.	Feb 17, 2010 7:33 PM
2	My children do not seem to have so many substitute teachers. Days with subs seemed to be wasted time for the most part. This is not the sub's fault, the time is just not used as well without the teacher there.	Feb 17, 2010 7:44 PM
3	No half days, student not missing regular teachers and having subs,	Feb 19, 2010 1:20 AM
4	was able to do more thing as a family when our schedules allowed us to due so.	Feb 19, 2010 1:20 AM
5	More time for homework for my children and time to spend as a family, also sporting events did not conflict with school as much.	Feb 22, 2010 4:17 PM
6	none	Feb 22, 2010 5:43 PM
7	Attending sports activities on Fridays and a 3 day weekend.	Feb 22, 2010 7:48 PM
8	Traveling on Fridays and supporting games	Feb 22, 2010 10:14 PM
9	more time for doctor's apts. etc. without missing school	Feb 22, 2010 11:05 PM
10	had more time together	Feb 23, 2010 6:51 PM
11	None. We had to work AND find a babysitter, instead of just working.	Feb 24, 2010 2:15 PM
12	None	Feb 24, 2010 3:12 PM
13	It was nice to not have half-days on the calendar. It seemed that the half-days were disruptive. It also seems to be more cost effective as a half-day still involves the same transportation and lunch costs. The Fridays off also helps students' grades who would have otherwise missed school due to sporting events.	Feb 24, 2010 9:53 PM
14	works well for kids and give them a break	Feb 26, 2010 3:09 PM
15	it is easier to plan things for fridays when we have the whole day off instead of a half day	Feb 26, 2010 3:24 PM
16	it is easier to plan things for fridays when we have the whole day off instead of a half day	Feb 26, 2010 3:24 PM
17	more family time, more time for relaxed reading time (evening reading is crazy) more time for ortho,dentist, chiro, also a three day weekend is wonderful for letting kids rest and get over sickness with out missing alot of schoool	Feb 26, 2010 3:31 PM
18	time to regroup as a family, alternative learning experiences	Feb 26, 2010 3:43 PM
19	she hasnt missed to many days	Feb 26, 2010 3:56 PM
20	No half days of school. It has been very nice to either have full days or no school.	Feb 26, 2010 4:20 PM
21	No half days. Nice to have school or no school.	Feb 26, 2010 4:21 PM

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	Response Text	
22	THe kids are able to rest and catch up!!	Feb 26, 2010 4:28 PM
23	I like not having halfdays	Feb 26, 2010 5:02 PM
24	time wirh my family	Feb 26, 2010 5:10 PM
25	spending time with family	Feb 26, 2010 5:14 PM
26	Child not burned out as easily. Spend more time together as a family.	Feb 26, 2010 5:32 PM
27	Child not burned out as easily. Spend more time together as a family.	Feb 26, 2010 5:32 PM
28	We were able to do more activities and make our appointments on those days off really helped	Feb 26, 2010 5:52 PM
29	I like not having halfdays	Feb 26, 2010 6:08 PM
30	I like not having halfdays	Feb 26, 2010 6:11 PM
31	I like not having halfdays	Feb 26, 2010 6:14 PM
32	na	Feb 26, 2010 6:18 PM
33	My child got a much needed break by being out of school several Fridays	Feb 26, 2010 8:56 PM

Parent Calendar Survey

Please list any disadvantages experienced as a result of this year's alternative calendar.

	Response Count
	33
answered question	33
skipped question	53

	Response Text	
1	None noticed. It appears that the few people who have had doubts about this calendar have been quieted due to the calendars's success.	Feb 17, 2010 7:33 PM
2	None	Feb 17, 2010 7:44 PM
3	child forgetting work over the long weekends,	Feb 19, 2010 1:20 AM
4	has cost the family wages due to needing to be home with children. one problem is that our children will have to make up paws due to our family goes to state ball. how do we make them up.	Feb 19, 2010 1:20 AM
5	Need more time off for hunting.	Feb 22, 2010 3:53 PM
6	Need more time off for hunting.	Feb 22, 2010 3:53 PM
7	Need more time off for hunting.	Feb 22, 2010 3:53 PM
8	Need more time off for hunting.	Feb 22, 2010 3:53 PM
9	none	Feb 22, 2010 5:43 PM
10	None	Feb 22, 2010 7:48 PM
11	None	Feb 22, 2010 10:14 PM
12	days need to be used when kids need them example hunting	Feb 23, 2010 6:51 PM
13	i would prefer a longer spring break (whole week long continous)	Feb 23, 2010 10:33 PM
14	Childcare. Kids didn't get as much opportunity to learn.	Feb 24, 2010 2:15 PM
15	you cant learn if not in school	Feb 24, 2010 2:53 PM
16	None	Feb 24, 2010 3:12 PM
17	None.	Feb 24, 2010 9:53 PM
18	Extremely difficult to arrange child care when the child does not need full time child care. Also being a single parent working full time poses conflict with employer.	Feb 25, 2010 7:56 PM
19	none	Feb 26, 2010 3:24 PM
20	Different from Lyman district calendar and was more difficult for childcare provider.	Feb 26, 2010 3:33 PM
21	Different from Lyman district calendar and was more difficult for childcare provider.	Feb 26, 2010 3:34 PM
22	at risk kids need options on these days	Feb 26, 2010 3:43 PM
23	none	Feb 26, 2010 3:56 PM
24	I cannot think of any.	Feb 26, 2010 4:20 PM
25	I cannot think of any.	Feb 26, 2010 4:21 PM
26	none	Feb 26, 2010 4:28 PM
27	none	Feb 26, 2010 5:10 PM

11

	Response Text	
28	none	Feb 26, 2010 5:14 PM
29	None	Feb 26, 2010 5:32 PM
30	None	Feb 26, 2010 5:32 PM
31	na	Feb 26, 2010 6:14 PM
32	na	Feb 26, 2010 6:18 PM
33	None	Feb 26, 2010 8:56 PM

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MAY 0 3 2010

ALTERNATIVE SCHEDULE REQUEST

Please Return this Page with Your Documentation

DISTRICT: Uinta County School District #6

DISTRICT CONTACT: Kent Stokes

Submit the following (in order) to Dianne Frazer, Wyoming Department of Education, Education Quality and Accountability Unit, 2300 Capitol Avenue, Second Floor, Cheyenne, Wyoming 82001 by May 1, 2009.

ITEM	SUBMITTTED
Cover Letter requesting an alternative Schedule**	✓ 4-28-10
Education objectives (How will students benefit from this alternative schedule?)	✓ 4-28-10
Description of the schedule(s) and a copy of the calendar(s)	✓ 4-28-10
Method of evaluating how student learning has improved	✓ 4-28-10
Evidence that at least 2 advertised public meetings were held prior to submission of the proposal	✓ 4-28-10
Copy of public comment records	✓ 4-28-10
Length of waiver (circle one) • 1 year • (2 years)	✓ 4-28-10
Evidence of meeting required hours: • Elementary 900 hours • Mid/Jr. High 1050 • High School 1100	✓ 4-28-10

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

Uinta County School District #6

P.O. Box 1090, 127 N. Franklin, Lyman, WY 82937
Telephone: (307) 786-4100 – Fax: (307) 787-3241

Board of Trustees
Dan Covolo Marie Ellingford
Mike Legault Traci Haycock
Todd Rollins

Superintendent
Kent Stokes

Dianne Frazier
Wyoming Department of Education
2020 Grand Avenue
Suite 500
Laramie, WY. 82070

April 28, 2010

Dear Dianne;

Uinta County School District #6 is officially requesting an alternative schedule (4 day week) for the upcoming 2 year school years, 2010 – 2011 and 2011 – 2012.

Thank you for your support as we work to increase our teacher contact time with our students.

Sincerely,

Kent Stokes
Superintendent

Education Objectives

Academic Benefits:

- Parents and staff will be asked to make doctor, dentist, and other appointments on Fridays to reduce absenteeism.
- Extra-curricular activities will be scheduled on Fridays and Saturdays to keep students in class Monday through Thursday and reduce the need for substitute teachers. (Note: Many of our coaches are teachers.)
- A strong emphasis will be placed on keeping students in class without interruptions thus improving classroom instruction.
- The current block schedule will be replaced with a traditional schedule thereby increasing the number of course options for students including access to remedial learning.

Benefits for Families:

- Many families in the District will have additional time to spend together due to a large percentage of the area's work force utilizing a shift work schedule.
- Families will be able to attend sibling's games without skipping school.
- Family activities and short vacations can be scheduled during time off reducing number of school days missed.

Description of Schedules/Evidence of Meeting Required Hours

Urie Elementary

	School Hours	Break	Lunch	Break	Contact Time
Full Days (145 Total)	**8:15 - 3:30**	**15 min**	**35 min**	**15 min**	**370 min**
Half Days (3 Total)	**8:15 - 11:50**	**15 min**			**200 min**

145 days x 370 min/day = 53,650 Minutes

3 days x 200 min/day = 600 Minutes

53,650 min + 600 min = 54,250 Total Minutes

54,250 min divided by 60 min/hour = **904.2 Total Contact Hours**

Lyman Intermediate School

	School Hours	Lunch	Contact Time
Full Days (145 Total)	**8:10 – 3:50**	**30 min**	**430 min**
Half Days (3 Total)	**8:10 – 12:05**		**235 min**

145 days x 430 min/day = 62,350 Minutes

3 days x 235 min/day = 705 Minutes

62,350 min + 705 min = 63,055 Total Minutes

63,055 min divided by 60 min/hour = **1050.9 Total Contact Hours**

Lyman High School

	School Hours	Lunch	Contact Time
Full Days (145 Total)	**8:00 – 4:00**	**30 min**	**450 min**
Half Days (3 Total)	**8:00 – 12:10**		**250 min**

145 days x 450 min/day = 65,250 Minutes

3 days x 250 min/day = 750 Minutes

65,250 min + 750 min = 66,000 Total Minutes

66,000 min divided by 60 min/hour = **1100 Total Contact Hours**

2010 - 2011 Academic Calendar

August 2010						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

December 2010						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22			25
26						

April 2011						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

September 2010						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

January 2011						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May 2011						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

October 2010						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2011						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

June 2011						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

November 2010						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

March 2011						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Notes

First & Last Day

Inservice Day

Labor Day

Parent/Teacher Conferences @ LIS
(evening on Nov. 4th and 9-12 on 5th)

Parent/Teacher Conferences @ LHS & Urie
(evening on Nov. 11th and 9-12 on 12th)

Half Day

Thanksgiving Break

Christmas Break

Spring Break

Evaluation of Student Learning

Methods of Evaluation:

- Teachers and administrators will be surveyed to assess opinion of alternative schedule impact on student learning and improvement in student/teacher contact time.
- Staff and student absenteeism will be recorded and compared to previous data.
- Student enrollment and dropout rates will be weighed against numbers seen while on the block schedule.
- Standardized test scores including ACT, PAWS, MAP, and Dibbles will analyzed and compared to prior scores.
- Change in community, family, and student morale will be evaluated through consideration of feedback given to administration and school board members.
- Public input will be considered following a two year trial period to evaluate whether or not the alternative schedule will be continued.

Uinta County School District #6
Board of Trustees Meeting

April 15, 2010
The Board of Trustees of Uinta County School District No. 6 met in a public meeting Thursday, April 15, 2010 in the auditorium at Lyman Intermediate School. Vice-chairman Legault opened the meeting at 7:00 p.m.

Roll Call
Board members: Marie Ellingford, Mike Legault, Traci Haycock, Dan Covolo, Todd Rollins
Administrators: Jim Levine, Christy Campbell, Mary Thrasher, Robert Covolo
Superintendent: Kent Stokes
Secretary: Gayle DeWitt
Patrons: 44

Vice-chairman Legault welcomed everyone and stated the purpose of the meeting was to receive input from community, parents, students and staff regarding the district going to a four day week. Everyone would be given the opportunity to speak asking that student and staff names would not be used and if time restrictions became an issue please limit remarks to a couple of minutes.

1. Yanine Rollins
    - Not in favor of the 4-day week – activities run late now and this would make it even worse
    - Why can't we try a schedule at the high school for more than one year at a time?
    - If it's not broken, why are we trying to fix it?
    - If we go to the 4-day week would we stay on it for two years?

Mr. Legault – trying a new schedule for 2 years is just a suggestion. It is the Board's goal to make education top priority

Mrs. Ellingford – 2 year period suggested because the 1st year all the bugs have to be worked out. The goal is to make changes for the better.

2. Cherilyn Peterson
    - Would love to have kids home on Fridays but those days are going to get eaten up with extracurricular activities, early morning and late night practices are a concern.
    - What about travel time - keep kids who travel in school? Tues, Thurs and Sat more often than Friday.
    - Losing Eagle time is a concern – will there be teachers in the classroom at that time so the students can still get help?
    - Is there a cost saving going to the 4-day week?
    - What other advantages are there?

Mr. Legault – some games on Friday but some will still be during the week

Supt. Stokes – HS every class every day – can add one more class – class sizes would be smaller & more classes offered, study hall could be offered instead of Eagle Time

Mr. Levine – There are lots of things that are going to affect the schedule – lots of activities are already scheduled for next year. We will just have to work through all of that.

Mr. Rollins – talked with teachers from Cokeville and Randolph – when they went to the 4-day school week, Monday through Thursday activities were home and Thursday night, Friday or Saturday games were away. Eventually we would hope to get to that kind of schedule. The goal is to keep kids in school as much as possible.

Mr. Covolo – it will not be that big of a change for the HS as they are gone ½ a day on Friday already - asked Mr. Cottrell to explain what happens at Urie.

Mr. Cottrell – there are more activities now; coaches kids are gone a lot on Fridays along with others whose parents want to take them for family time. When there are 5 or 6 kids gone from the classroom on Friday it is not a good time to teach new math or new things in reading so on Friday afternoon they do art and other things and some review games. Concern is if they are not there on Friday whatever we can do we need to do so he can teach. Likes to teach, wants kids there, we are having way too many gone on Friday.

Mr. Covolo – we have some data that supports what we are trying to do. –sub costs would be less, kids would be in the classroom more, subs do not have continuity with students - our schools report that attendance is down on Friday's, When students are missing too many days they are not getting a good education. Today is just not the same as years ago, schedules are not the same. It is good to try different things to help our children want to attend school and see them trying to get a better education. One goal is to see that students have more time with the teacher that is responsible to teach that class. Appreciates comments and concerns expressed, the Board is trying to do what is best for children.

Mr. Rollins - of the 38 weeks of school for next year; of those, 22 weeks have either a full day off or ½ of a day off, there are only 16 full weeks where we go the whole 5 days, going to a 4 day school week wouldn't be that big of a change from what we are doing now. The calendar for the 4 day school week has only 3 half days.

Supt. Stokes – a lot of people speak negatively about half days, we are eliminating ½ days except for Thanksgiving break, Christmas break and the last day of school.

3. James Rogers – Quote from President Regan "all great changes in America begin around the dinner table". Kids are busy with activities now, how will this help get our kids home? School should support family not replace it.

Supt. Stokes – There is not a schedule that is going to work for everyone but in talking to people who've been on the four day week it has helped that situation - does not know if it will work in this district. Came from smaller district, it did increase family time significantly in that school district. With kids as busy as they are there just really isn't a good answer. Kids can participate in a lot of things in a small school but being busier is not a good answer.

4. JR Johnson – would like answers to questions i.e.: when Lyman and MV share practices how will it work, wants guarantee kids will still be able to get help if they are doing away with the help time – wants answers before decision is made. Thanks School Board for taking this on.

Mr. Levine – addressed practice questions, the schedules will not match

Supt. Stokes – can guarantee some things, teachers are willing to help students, the Friday remediation would be contingent on grants so that can't be a guarantee, but we can build a study hall into the schedule because we can have more classes. If kids really want help they are going to get help. It has to be their responsibility too.

Mrs. Campbell – explained the Bridges Summer School grant which is guaranteed to every district in Wyoming.

Supt. Stokes – we would have the grant but using it differently would have an effect on other programs.

Mr. Legault – we don't know what schedule Mountain View will be one so we can't answer the questions about the shared practices.

Mrs. Haycock – re: the comment "the decision has already been made", the Board has not made a decision concerning the 4-day week. We do need to hear from teachers, students and community that's why we are here, we want to hear from you and what you say does matter.

5. Amy Rogers – how would field trips work? What about passing parties?

Supt. Stokes – if the field trip goes along with curriculum it could be done on a school day, if not it would need to be done on Friday.

Mrs. Campbell – not sure about passing parties yet, the ski trips would probably be on a Friday's.

Mrs. Rogers – (didn't speak into the mic.)

Mr. Levine – most schools on 4 day do home events Monday through Thursday. We would try to put more middle school activities on Thursday, Friday and Saturday.

Mrs. Rogers – has bus schedule issues

Mrs. Campbell – all schools have budgeted 3 teachers for 3 hours 2 times a month.

Mrs. Rogers – if parents were aware on important things happening on Friday's they may be more inclined to send their kids to school.

6. Wendy Mayhan – why not wait another year if the sport schedule is already set? One concern for high school is that swimming season would be longer. On four day calendar people will eventually start taking their kids out of school on Thursdays so they can have a four day weekend.

Mr. Levine – the schedule for swimming and all activities is made by the state. They tell us how many weeks each sport can go, when the first practice can be and when the last competition date is. We don't get to extend the weeks at all, the number of events if we are going to keep them on Friday, Saturday only or Thursday, Friday and Saturdays (and you don't want your students out on the other days) would have to be cut events or schedule on Monday, Tuesday and Wednesday.

7. Zach Rasmussen – with extracurricular activities such as DI it would be nice to have an extra day to fit it all in such as extra practices and then still have Saturday as a family day. The 4-day week would be a great moral boost, can't put a value on happiness.

Mr. Legault – we get side tracked a little bit - the first priority for this school board is education of students, the four day week is not about athletics or sports or budget nor 3 day weekends. The priority is what is right for kids, if uninterrupted education time for four days a week is what's right, all the details can be worked out but it is about education of children.

Mr. Rogers – have not seen reports that it improves education.

Mr. Legault – research shows no marked increase or decrease in academics – there are other things that come into play - we don't know if this is right or wrong - we are trying to improve what we've got – will track what goes on – if it doesn't work – don't stay with it.

Mr. Levine – there will be some interruptions – perfect school day with no interruptions will not happen.

Supt. Stokes – good point, looking at schedule for next year it doesn't look all that good, would hope it would be better (4 day week) thinking about what is best for our kids.

Mrs. Ellingford - for some staff it would be beneficial – more time in class – some concerned about lack of time AP classes, more teaching time by hours with 4 day than 5 day week. Some

research shows benefits which are: dropout rate decline, disciplinary referrals decrease, more positive attitudes about school, marked improvement in school moral, faculty has more time for quality staff development, the most common reasons for moving to 4 day week - more time in class, higher test scores, improved attendance, opportunity for extra help, fewer distractions, reduction in substitute pay and more time for staff development.

8. Nic Reis – with activities on Fridays now you miss classes & assignments and fall behind, computer class is especially hard to make up, when you start falling behind in classes it is hard to catch up, study hall would work, with eagle time students still only work if they want to.

Mr. Rollins – re: day care, it would be easier to have a set baby sitter on Friday than looking on the occasional Friday's or half days, it is an advantage to get rid of weeks that are not full weeks.

Mr. Legault – asked if there were any further comments - expressed appreciation for those coming and appreciates hearing from everyone who spoke.

Meeting adjourned at 8:06 p.m.

Uinta County School District #6
Board of Trustees Meeting

March 31, 2010
The Board of Trustees of Uinta County School District No. 6 met in a public meeting Wednesday, March 31, 2010 in the auditorium at Lyman Intermediate School. Chairman Ellingford opened the meeting at 7:04 p.m.

Roll Call
Board members: Marie Ellingford, Mike Legault, Traci Haycock, Dan Covolo, Todd Rollins
Administrators: Todd Limoges, Jim Levine, Christy Campbell, Mary Thrasher, Layne Parmenter, Robert Covolo
Superintendent: Kent Stokes
Business Manger: Tony Gillies
Secretary: Gayle DeWitt
Patrons: 45

Chairman Ellingford welcomed everyone and stated the purpose of the meeting was to receive input from community, parents, students and staff regarding the district going to a four day week. Everyone would be given the opportunity to speak asking that student and staff names would not be used and if time restrictions became an issue please limit remarks to a couple of minutes.

1. Dennis Powers (speaking as a teacher but also as a parent)
    - very much in favor of the 4 day week
    - we have a lot of ½ days in our school now, some ½ days are unproductive, some students stay home thinking nothing significant is going to happen in school, would like to use the 4 day week to eliminate ½ days from the calendar
    - there are only 13 full 5 day weeks of school in the 36 weeks of next year's planned school calendar so we are nearly there now
    - athletes miss all or part of most Fridays
    - several staff members are coaches and are gone on Fridays also – subs in the classrooms not the same as having the teacher there
2. Teresa Whybark – supportive of 4 day week
    - 20 years ago was adamantly opposed, teaching has changed, and students are out of class for many more activities now
    - Current schedule has too many breaks and interruptions
    - More in-service days are required, teachers are out of the classroom more
    - Teachers struggle to have continuity in the classroom when planning and delivering curriculum
    - A good solid 4 days to teach would work better
    - 4 day would allow for a better job of instructing students
3. Sue Twitchell – very concerned about younger students at the elementary level, opposed to 4 day week
    - Feels 5 & 6 year olds don't have the attention span for a longer day
    - Would like to see documentation on studies showing the advantage of 4 day school week

- Are we doing this for MS and HS or for all students?

Mrs. Campbell – Windsor Copley has a large packet of material on results of 4 day available to anyone who would like to look at it. Mr. Parmenter – there is info on both sides – it is an awfully long day for kindergarteners, approximately 30 more minutes per day, shares concerns.

Mrs. Twitchell – 30 minutes is a lot in a kindergartener's day, not more recess or more entertainment needed. Why are we even looking at this?

Mrs. Ellingford – we've looked at many of those aspects. We've had questions ourselves and tried to do research. The whole idea would be to do any improvement we could do for the better of the students of the district.

Mrs. Twitchell – what is the improvement at the elementary level?

Supt. Stokes – I don't know that there is an improvement at the elementary; I don't know that there is not an improvement either. If you look at the whole district, you are trying to keep students in contact with their teachers longer without interruption. The district has to be looked at as a whole, not elementary or middle school or high school but as a whole when considering the 4 day calendar.

Mr. Parmenter – we need to be careful, kids get tired. We have sequenced the kindergarten students the last few years and it is still a long day for them. I've gone back and forth; kids are resilient and can usually adjust. Have visited with people from Cokeville and they are very positive. Feels open minded enough to try it.

4. Hiedi Spray – hoping to come to get informed and get explanation.
   - What kind of schedule would HS and MS be on if the 4 day week was adopted?

Mrs. Campbell – There would an 8 period day, not rotating block, same for HS.

- Why are bus times on the 5 day week earlier?

Transportation Director Bruce Bluemel – not sure how it is going to work out yet, we could possibly change or add a route.

- Is it possible to shorten bus rides even if the 4 day doesn't change? (same answer)
- Is MS sports schedule already set for next year?

Mr. Levine – if the contest normally starts at 4:00 p.m. it would be moved to 4:30 most games are scheduled but they could make that change. Most MS sports are Tuesday and Thursday. Rich County does Saturdays that could be a possibility.

Supt. Stokes – could adjust so MS is not missing any school for football or basketball, swimming may be different.

Mrs. Spray - concerned about Tuesday games and then a full day of school on Wednesday for MS students. Also, how will it affect kindergarten extended day?

Mr. Parmenter - we have kindergarten students a full day now, whether it is 4 days or 5 days a week, kindergarten would be a full day.

5. Chad Martin – both he and his wife are in favor of the 4 day schedule and have agreed with comments made my Mr. Powers and Ms. Whybark. Question: will Eagle time still be available or will that be offered on Fridays for students falling behind or needing extra help?

Mr. Limoges – no, there would not be time in the schedule for Eagle time. There has been some discussion of possible grants to help fund Friday remedial time. Some elective class teachers could be used to help students.

6. Gordon Cottrell – teaches at Urie, teaching has really changed through the years, didn't used to have so many activities. PAWS one big change – has coach's kids & they are gone on Friday. Family time to go with coaches & kids. Does not like to teach new material on Friday with a lot of kids gone – almost never has 5 days to teach. Half days are a joke. In favor of the 4 day week. We need 4 half days total, only when term ends (to get grades done). Speaking as a bus driver, kindergarten students are only quiet one week and then they've adjusted and have plenty of energy. If 4 day teachers could rotate and do remediation on Friday.

Mrs. Campbell – speaking of remediation – The state offers a Bridges Summer School grant that is for summer school and extended day. This year if all goes well, we should have enough in that grant to fund some Friday remediation.

7. JR Johnson – need more exact information before holding a public meeting. In a 7 period day 45-50 minutes not enough time, class periods are not long enough. When are the busses going to run?

Mr. Limoges – HS periods are rotating modified block, classes are 59 minutes long on Friday 31 minutes long, traditional 8 period day 51 minutes.

Mr. Johnson – Fridays are not getting much done. Have parents been asked why kids are not coming to school? Is it not interesting, are we just playing on Fridays? What's going on on Friday's, why aren't students coming to school?

Mr. Limoges – As far as the high school, a very large percentage of students missing school on Fridays are due to activities. A big percentage, maybe 90% are involved in some type of activity.

Mr. Johnson – The extracurricular, the football, the basketball that stuff is not a necessity, that is something they <u>want</u> to do. School is a privilege to go to. Does not agree with hurrying kids through school. We are lining up to hurry kids in and out. Completely against little kids going to a 4 day week schedule. Hate to see everything thrown in our 4 day schedule.

Mr. Covolo – we don't have all the answers. We have to have 2 public meetings, as we get questions from the parents and from the community and put more information together then we can give answers that will make sense. It is important the Board knows how the community feels if there is a great interest for a four day week or if they are totally against it. There are a lot of pros and cons. Really concerned about elementary students, need to know if there is enough community interest before proceeding.

Supt. Stokes – some question cannot be answered, until we try it. Not sure you can get all the answers wanted – several schedules will work block, etc. People can do their own research to find answers. Encourage to call people on the 4 day week. Quality time is more important than quantity. Motive is to put kids with teachers as much as they can be, keep subs out of the classroom and do best job we can.

Mr. Limoges – principal in Colorado, said if you try it you won't go back.

Mr. Johnson – didn't want to wait until decision is made before speaking out.

Mrs. Ellingford – If we go to the 4 day, we won't have all the answers and the 1st year won't be perfect, maybe the best answer is to try it for 2 years.

Mr. Bluemel – suggest producing a list of schools on 4 day so people could make some calls on their own and ask questions of those currently on the 4 day week.

Mr. Legault – suggests Google 4-day advantage/disadvantage – tons of material i.e.: busing routes, grades attendance, and discipline.

Supt. Stokes – "The 4 day schedule is not perfect but neither is the 5 day schedule. We talk about what is best for kids, class time does not necessarily need to be longer, I was taught in college you have 11 minutes with an adult to make your point, and then we try to put kids in a classroom for 90 minutes, it doesn't make sense". HS students do the best from 10:00 a.m. on, we can't do that but there are lots of good points and what is best for one student isn't necessarily best for another student.

Mr. Cottrell – parent asked if we do this is it set in stone. Can we go back to 5 day schedule? The answer is yes, we can.

8. Amy Jones – asked for more teachers input at next meeting.
9. Marsha Brady – fence rider – at first no way, more open minded person – researching ways to make it more productive to fit with a longer day that works for kindergarten, no naps, not more stories, will make their time count, it is an insult to say teachers are baby sitters, not their goal, find good way to do centers. Kindergarten is feeder program for everything. Daughter loves it and Mrs. Brady is willing to try it – it will be a quality ½ hour.
10. Amy Jones – why are some high school students taking summer classes now?

Mr. Limoges – when the Hathaway Scholarship program went into effect it caused student requirements to increase so they take summer classes to fit in seminary & music.

Mr. Levine – appreciate public wants to know what teachers think but we'd like to know what parents think, we need to hear more from parents

11. Laurie Martin – loves children to be home, would like to have Fridays to have time with kids, they have subs a lot on Fridays –loves children to be home, wants them home as much as possible, has concerns about the elementary and parents who work and need day care on Friday, she subs at HS mostly on Friday's, the students don't do much work, rotations are fun but has to make her own children go, as a parent - really in favor of 4 day.
12. Misty Moore – has kindergartener coming up, pulls kids out all the time for family activities; would like the option to schedule appointments on Fridays. Having an elementary student coming up who has no attention span completely for it, think he will do fine we have great elementary teachers, would be more likely to have kids in school for four days and not pull them out, like to have kids at home for family things.
13. Tammy Crook – School is important and kids should be in school- not in favor of 4 day school week, like the 5 day school week but need to get rid of the ½ days – schedule around school time. What about special needs students, is there any research to show they retain what they've learned?

Mary Thrasher – no answers, pros & cons for everything each student is different - benefit some and others would benefit more from 5 days, each individual child will be different.

14. Barbara Christensen – concerned about working parents and Friday day care - worried about retention, has elementary student who struggles with reading & spelling now.
15. Amy Rogers – concerned about lack of day care, concern about bus schedules and length of day and who will supervise kids on Friday, are crime rates something to think about? If the school day is lengthened the bus rides should be shortened if possible. K-3 won't do well will longer days.
16. Hiedi Spray – likes possibility of remediation on Friday rather than being pulled out of school. Parents are probably finding day care on Friday now because of ½ days. REALLY doesn't like ½ days on Wednesday!
17. Parker Jackson – student and member of student council - concerned longer days add to stress of getting to jazz band and drama practices, with some schedules already set JV & FR games not on Friday – varsity players will be in school more but the JV and Fr players would miss more class time, biggest loss is Eagle time it is a benefit that is helping students improve their grades, the students Mr. Jackson has talked to are in the majority against the 4 day week – 6 period schedule used now is good, like Friday 1/2 day.

Mr. Limoges will invite high school students to next meeting and survey students before the next meeting.

18. Beckie Niederer – small community, students have more opportunities, sees her son leave early for swim choir and stay for athletic practices and then go to drama practice. How will they fit it all in? One of our strengths is the ability for students to be involved in more things. Will it strengthen extracurricular programs or cut into each of the fine arts things?

Mr. Levine – many of our students are in multiple activities now - if 4-day week everyone will have to work together to make it successful if we have to cut practice ½ hour some changes will have to be made – concerned about 4-day because of those type of things. It is a scheduling dilemma but can be worked through. We don't have the perfect system now, we are out of school more than even if we stayed with the 5 day week we could implement some of these things that we are thinking about for the 4 day week anyway and help some of our students stay in school. To schedule 1 hour later here at home is not as bad as one hour longer on road. Friday and Saturday will need to be scheduled there will still have to be some activities during the week. Freshman games on Thursday could be rough as some schools could be Thursday, Friday and Saturday all from one school on the road.

- If we go to 4 day schedule all groups will have to work together and adjust practice times.
- We don't have a perfect system now, could implement some things even if we stay on 5 day
- Schedules can be reviewed Tuesdays could be cut back if you lose some games, FR would play 12 games instead of the usual

There are ways to work out if that is what community wants.

19. Beth Sandlian – kids adapt well, teachers use added time well – need more class time, too many students gone on Fridays.

20. Keith Rasmussen – in favor, kids on task more with 4 day, more student-teacher time, MS & HS students will see more time in school. More parent involvement on MS level. Thanks Board members for taking a look – putting forth the effort. Kids are resilient but we also have great teachers.

Mrs. Ellingford – thank you for attending.

Next meeting April 15, at 7:00 p.m. LIS auditorium

Meeting adjourned at 8:25 p.m.

Lyman schools vote to pursue four-day week

By AMY DAVIS
Pioneer Reporter

Uinta County School District Six voted Wednesday to pursue changing to a four-day week for the 2010-2011 school year.

The required paperwork must be delivered to the state by May 1, according to Tony Gillies, district business manager.

The board, which voted four to one in favor of the move, vowed to work with the superintendent to insure the highest level of education for [illegible]'s children. Board Chair Marie Elliot stated the first year would be hard, but would be an opportunity to gather information about how the schedule is working.

In other business, the board voted to establish a wrestling program at Lyman High School. Currently Lyman and Mountain View wrestle as a combined team.

For the full story on the Lyman school board meeting, see the April 30 edition of the *Pioneer*.

See SCHOOL, page A8

Uinta School District 6 held a public meeting on March 31, to receive community input on the proposed change to a four-day school week for the 2010-2011 school calendar year.

This was the first of two required meetings before a vote can be held. Handouts detailed the current school schedule, the proposed schedule and a chart showing how long the school day would be under each arrangement.

The board provided a comparison of the actual hours per year the state requires based on the five-day week and the projected numbers for the four-day week. High school students are required to attend for 1,100 hours and currently attend for 1,115 per year. They are projected to attend for 1,100 hours under the new plan. Intermediate school students are required to attend 1,050 hours and currently attend 1,133. A four-day week would bring them to 1,050 hours per year. Elementary students would also see a drop in hours. The state requires 900 hours of instruction and students currently receive 1,014 hours. Projected figures for the new plan place them at 963 hours. Superintendent Kent Spokes noted, even with the drop in total hours, the hours students spend in class would represent more quality instructional time.

Approximately fifty people attended the meeting held in the auditorium at Lyman Intermediate School. The crowd was a mix of parents, students, teachers and staff. The school board, principals and representatives from all three area schools attended the meeting. The board and other representatives took questions and comments from the floor.

Twenty people approached the microphones and either stated their opinions regarding the change or questioned the board. Dennis Powers, a teacher at Lyman Intermediate, and Gordon Cottrell, a teacher at Urie Elementary, both discussed one of the more prevalent reasons teachers gave for supporting change: the desire to be able to teach a full four-day week with only slightly longer days. Currently, students and staff

See WEEK, page A6

WEEK, continued from page A1

Four-day week: More quality instructional time

niss Fridays for various reasons, but there is no extra ime during the week to adust for missed work. Powrs and Cottrell, along with thers, stated their concerns bout the high number of bsences on Fridays.

The board was peppered vith questions from the rowd regarding how the onger day would affect indergarteners and special eeds students. Sue Witchell, a parent of a niddle school child, asked bout the reasoning behind onsidering the change. Beckie Niederer expressed oncerns about the lengthned day and how it would ffect students with several xtr icular activities. She elt that her child was already etting to school early for usic practice and staying te for sports and drama and elt the lengthened day might e too much.

Several other parents tated their support of the lan. Keith Rasmussen felt xtracurricular activities ould be adjusted and the inreased teacher time would e especially beneficial for iddle and high school stuents. Those in favor also aid they liked the idea of aving more family time durng the week for travel or ctivities. The question was lso raised about the possiility of remedial help being ffered on Fridays under the our-day plan. Christy ampbell, principal at yn ntermediate, said at , are exploring grants at would cover the cost of achers being present on iday for extra help.

The board encouraged parents to contact school districts currently on the four-day plan and to ask questions. Board member Mike Legault suggested doing an Internet search for the phrase "four-day school week's advantages or disadvantages" for numerous websites with information.

Chairwoman Marie Ellingford believes, if the change is made, the district should commit to keeping it in place for two years to evaluate the benefits.

District Superintendent Dennis Stokes stated that a four-day week isn't perfect, but neither is five-day week. He said he doesn't know if there is a best fit for all students.

Another public meeting will be held April 15, at 7 p.m. in the auditorium of Lyman Intermediate School.

SCHOOL, continued from page A1

The board's action on approving the four-day week calendar followed the second public meeting on April 15, to receive additional community input on the proposed change to a four-day school week.

As with the last meeting, handouts were available detailing the current schedule and the projected four-day school schedule. The handout included a chart showing how long the school day would be under each arrangement.

Mike Legault, board member, stressed the primary objective of moving to a four-day schedule is the education of students. The board wishes to combat the high number of absences on Fridays and give students in the district more face-to-face time with their teachers.

Around thirty people attended the meeting. Opposition to losing "Eagle Time" at Lyman High School was one of the complaints heard most often. Todd Limoges, Lyman High School principal, explained Eagle Time is a mandatory 22-minute period each day where students who are failing a class are required to meet with their teacher. It is optional for students who need extra help or need to make up missed work.

Many parents do not wish for their children to lose out on the benefits of Eagle Time, but Superintendent Kent Stokes stated it will most likely be replaced with a dedicated study hall under the new schedule. He said students will be able to get help if they need it.

Another topic that was brought up by several parents is the effect the change would have on sports. The board clarified the time frame for the length of the seasons, along with the schedules, are set by the state and cannot be changed or extended. Amy Rogers, one of the parents, was concerned all middle school games would be on Friday and Saturday, which would preclude her from being able to watch each of her children play.

Zach Rasmussen, both a teacher and parent, pointed out that the change might be beneficial because many of the teams that Lyman plays are already on the four-day week. This would be the case during football season, when three out of the six teams are on that schedule.

As the meeting drew to a close, the board again stated that the first priority is the education of students. They want to make the goal of interrupted classroom time the focus. Legault reiterated the proposed change is not about sports, not about money and is not about giving teachers a three-day weekend.

Dianne Frazer

From: Trudy Hickey [hickeyt@uinta6.k12.wy.us]
Sent: Friday, May 07, 2010 3:54 PM
To: Dianne Frazer
Subject: RE: Alternative Schedule Application
Attachments: 1st Public Meeting-4 day week.tif

Dianne, Enclosed is one of the newspaper articles advertising the public meeting, we are awaiting the other official one. We posted the public meetings on our district web site. Please look at the district calendar for March 31st and April 15th, also it was on the from web page that is currently announcing graduation (lower left frame). We placed signs at the local post office and the school buildings. Please let me know if you need me to send the other official newspaper clipping.

Web site: http://www.uinta6.k12.wy.us/

Thanks Trudy

From: Dianne Frazer [mailto:dfraze@educ.state.wy.us]
Sent: Tuesday, May 04, 2010 4:27 PM
To: Trudy Hickey
Subject: RE: Alternative Schedule Application

Hello Trudy,

Your district's Alternative School Schedule application was received in this office May3, 2010. As it was postmarked April 28 and May 1 falls on Saturday this year, the application is considered on time.

I have done a quick review of the application and have one question. The newspaper article included with the application indicates there were 2 public meetings held on March 31 and April 15 to discuss the calendar. Do you have any documentation that these meetings were advertised in advance? Examples of documentation might be newspaper ads, fliers, or similar notification that went out to the community. Please email any documents you have.

Thanks,
Dianne

Please take a moment to complete this survey on my customer service.
http://www.zoomerang.com/Survey/WEB22AFNVQDC8X

"Collaborative Partnerships for Continuous Improvement"

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BRIDGER VALLEY PIONEER Lyman, Wyoming

AFFIDAVIT OF PUBLICATION
Bridger Valley Pioneer
Lyman, Wyoming

STATE OF WYOMING
) ss.
County of Uinta

NOTICE OF MEETING

Uinta County School District No. 6 will hold a public meeting on March 31 at 7:00 p.m. in the auditorium at Lyman Intermediate School. The purpose of this meeting is to receive public input concerning a four day week for the 2010-2011 school year.
March 26 *#10065*

I, Michael Jensen, do solemnly swear that I am the publisher of the Bridger Valley Pioneer, a weekly paper of general circulation, published once a week at Lyman, Uinta County, Wyoming; that the notice attached hereto, and which is part of the affidavit, was published in said newspaper for 1 insertion, the first publication having been made on the 26 day of March A.D., 2010, and the last publication on the 26 day of March A.D., 2010; that said notice was published in a regular and entire issue of the paper(s) in which it was published; and that said notice was published in the newspaper proper, and not in a supplement.

Michael Jensen, Publisher

State of Wyoming

County of Uinta

Subscribed in my presence and sworn to before me on this 30 day of March A.D., 2010, by Michael Jensen, Publisher.

Jodi Jensen
(Signature of Notarial Officer)

My commission expires: Nov. 2, 2013.

JODI JENSEN - NOTARY PUBLIC
County of Uinta
State of Wyoming
My Commission Expires Nov. 2, 2013

Dianne Frazer

From: Trudy Hickey [hickeyt@uinta6.k12.wy.us]
Sent: Monday, May 10, 2010 10:34 AM
To: Dianne Frazer
Subject: FW: help
Attachments: legal notice for paper; legal notice for paper

Dianne, Will these two notices from the newspaper in the responding email be sufficient for the appropriate documentation?

Trudy

-----Original Message-----
From: BV Pioneer Production [mailto:aferrin@bridgervalleypioneer.com]
Sent: Thursday, May 06, 2010 2:51 PM
To: Gayle DeWitt
Subject: Re: help

Here you go - looks like one ran on 3/26, and the second on 4/2 and 4/9.
Hope that helps.

--
Amy Ferrin
Production Assistant
Wyoming Newspapers, Inc.
Phone 307-787-3229
Fax 307-787-6795
aferrin@bridgervalleypioneer.com

On 5/6/10 1:33 PM, "Gayle DeWitt" <dewittg@uinta6.k12.wy.us> wrote:

> Hi there - would you possibly be able to email me the legal ads for our public
> meetings held to discuss our alternative schedule (4 day school week)? The
> meetings were held on March 31 and April 15.
>
> Gayle
>

Subject: legal notice for paper
Date: Tuesday, March 30, 2010 9:36 AM
From: Gayle DeWitt <dewittg@uinta6.k12.wy.us>
To: <aferrin@bridgervalleypioneer.com>
Conversation: legal notice for paper

Hi there Ð could you please put this in the paper this week AND next week?

Uinta County School District No. 6 will hold a public meeting on April 15 at 7:00 p.m. in the auditorium at Lyman Intermediate School. The purpose of this meeting is to receive public input concerning a four day week for the 2010-2011 school year.