



# WYOMING STATE BOARD OF EDUCATION

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

June 23, 2016 615 Hamilton Street Boardroom Douglas, Wyoming		
11:30 a.m. – 12:00 p.m.	Lunch & Headshots of SBE	
12:00 p.m. – 12:30 p.m.	<b>State Board of Education</b>	
	<ul style="list-style-type: none"> <li>• Call to order</li> <li>• Roll Call</li> <li>• Pledge of Allegiance</li> </ul>	
	• Approval of agenda	Tab A
	<ul style="list-style-type: none"> <li>• Minutes</li> <li>- May 19-20, 2016</li> </ul>	Tab B
	• Treasurer's report	Tab C
12:30 p.m. 12:45 p.m.	Wyoming State Superintendent Update	
12:45 p.m.- 1:15 p.m.	Accreditation Presentation	Tab D
1:15 p.m.- 2:30 p.m.	Board Reports and Updates- Paige Fenton Hughes, Tom Sachse & Brent Young	
	• September 1 Legislative Report	Tab E
	• Alignment Interim Work	
	• SBE Polices Review	Tab F
	• Strategic Action Plan	Tab G
	• Theory of Action	Tab H
	• Chapter 31 Rules	Tab I
	• Board Budget Review	Tab J
	• ESSA Update	
• State System of Support	Tab K	
2:30 p.m.- 5:00 p.m.	Response to Select Committee	
	<ul style="list-style-type: none"> <li>• Phase II Accountability</li> <li>• Native American Education</li> </ul>	Tab L
	State Board of Education Meeting Recess	

June 24, 2016  
 615 Hamilton Street  
 Boardroom  
 Douglas, Wyoming

8:00 a.m.	Reconvening of the <b>State Board of Education</b>	
8:00 a.m. – 9:15 a.m.	SBE Committee Reports: <ul style="list-style-type: none"> <li>• Accountability Committee</li> <li>• Communications Committee</li> <li>• Administrative Committee</li> <li>• Update on JEC Meeting</li> <li>• Advisory Committee</li> <li>• Tribal Relations Update</li> </ul>	Tab M
		Tab N
		Tab O
9:15 a.m. – 10:00 a.m.	Early Childhood Program in Converse CSD #1	
10:00 a.m.- 11:00 a.m.	<u><b>Action items:</b></u> <ul style="list-style-type: none"> <li>• Accreditation</li> <li>• Alternative Schedule-Lincoln CSD #2</li> <li>• SBE Policies</li> </ul>	Tab P
		Tab Q
		Tab R
11:00 a.m.- 11:15 a.m.	Other issues, concerns, discussion, public comment:	
	Adjourn	



**WYOMING  
STATE BOARD  
OF EDUCATION**

## **ACTION SUMMARY SHEET**

**DATE:** June 23, 2016

**ISSUE:** Approval of Agenda

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Agenda for the June 23-24, 2016 State Board of Education meeting.

**SUPPORTING INFORMATION ATTACHED:**

- Agenda

**PREPARED BY:** Chelsie Oaks

**Chelsie Oaks, Executive Assistant**

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

**COMMENTS:**



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**WYOMING  
STATE BOARD  
OF EDUCATION**

## **ACTION SUMMARY SHEET**

**DATE:** June 23, 2016

**ISSUE:** Approval of Minutes

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the minutes from the State Board of Education meeting on May 19-20, 2016.

**SUPPORTING INFORMATION ATTACHED:**

- Minutes of May 19-20, 2016

**PREPARED BY:** Chelsie Oaks

**Chelsie Oaks, Executive Assistant**

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

**COMMENTS:**

WYOMING STATE BOARD OF EDUCATION

May 19-20, 2016

University of Wyoming

College of Education, Room 117

Laramie, Wyoming

Wyoming State Board of Education members present: Pete Gosar, Kathy Coon, Ken Rathbun, Dicky Shanor proxy for Jillian Balow, Sue Belish, Nate Been (5/20)Scotty Ratliff, Robin Schamber, Kathryn Sessions, Walt Wilcox, Jim Rose and Belenda Willson (by phone)

Members absent: Nate Breen(5/19)

Also present: Chelsie Oaks, WDE; Brent Young, WDE; Brent Bacon, WDE; Lisa Weigel, WDE; Paige Fenton Hughes, SBE Coordinator; Mackenzie Williams, Attorney General's Office (AG); Tom Sachse

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May 19, 2016

CALL TO ORDER

Chairman, Pere Gosar, called the meeting to order at 12:26 p.m.

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

APPROVAL OF AGENDA

Sue Belish moved to amend the agenda by adding three action items for the recommendation of the SBE coordinator, the AWEC contract for the coordinator and professional services contracts. Walt Wilcox seconded.

The motion carried.

Chairman Gosar requested that the board enter executive session for a discussion on the recommendation of the SBE coordinator.

APPROVAL OF MINUTES

Minutes from the April 28-29, 2016 State Board of Education (SBE) meetings were presented for approval.

Kathryn Sessions moved to approve the minutes as presented, seconded by Ken Rathbun; the motion carried.

TREASURER'S REPORT

SBE Treasurer, Ken Rathbun, presented the summary review and expenditures report for board's budgets. Additionally, Mr. Rathbun reported that in the previous meeting the board discussed contributing an amount

towards the AWEC contract and he has conservatively approved that \$32,000 be contributed towards the contract out of the 009 budget.

## WYOMING STATE SUPERINTENDENT UPDATE

Dicky Shanor, Chief of Staff at the Wyoming Department of Education (WDE), introduced Lisa Weigel to the board. Lisa will be replacing Brent Young as the WDE Liaison starting July 1, 2016.

Lisa Wiegall reported to the board on her current division, Individual Learning. On August 1-4 her division will host a statewide special education conference in Cheyenne. This conference was formerly titled the Leadership Symposium, but this year it will be geared more towards practitioners.

Lisa is looking forward to working with the board as her new role of WDE Liaison.

## BOARD REPORTS AND UPDATES

### Legislative Tasks

Paige Fenton Hughes, SBE Coordinator, reviewed the memo she provided to the board in the meeting packet. The Joint Education Committee will be meeting in June, and she will report out on that in the next meeting. She also noted that the board will present at the Select Committee on Tribal relations on June 9<sup>th</sup>.

### NASBE Grant

Paige Fenton Hughes said that the NASBE grant has tied up a lot of work, and that the board will be checking for alignment with the NASBE standards-based system framework as well as checking for internal alignment. Additionally, it will have to coordinate with WDE and LSO once we determine what needs to be done after the internal alignment is assessed.

Laurie and Brent are working with Mackenzie to determine a process for reviewing standards outside the nine-year cycle.

Paige reported that the last part of the NASBE grant work is completing the strategic plan and that a one-page overview of your vision, mission, and priorities was included in the packet. Additionally, she included a very rough start on an action plan related to the board's goals.

### Strategic Planning

SBE Coordinator, Paige Fenton Hughes continued to review the materials provided to the board on strategic planning. After some discussion the board decided to leave the SBE goals the way they are currently.

## REVISED EXTENDED ELA K-1 STANDARDS

Laurie Hernandez, WDE Standards Supervisor, presented the information provided in the meeting packet on the revised extended ELA K-1 standards. She gave a brief summary of the recommended changes, a summary of the online public input comments, and requested that the board consider a non-content language change in the math extended standards for consistency.

The change would read: The Extended Standards Educator Committee determined there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.

The board determined that it did not wish to include the non-content language into the math extended standards at this time.

## PROPOSED 2016 SCIENCE STANDARDS

Laurie Hernandez and Barb Marquer, WDE Science Standards Consultant, presented to the board an overview of the proposed 2016 science standards. The overview included: a message from members of the science standards committee, input from the public hearings and online survey, the district needs survey results, a crosswalk and plans, and edits with supporting documents.

Members from the science committee testified that they were very excited about these standards, that they feel teachers are ready to get going with them, and that they hope the Department and the University of Wyoming will be able to partner to help districts get prepared for implementing the standards.

The board thanked Laurie and Barb for their hard work.

## CHAPTER 10 RULES

Laurie Hernandez, reviewed the proposed changes to the Chapter 10 Rules on Wyoming Content and Performance Standards and what the promulgation process and timeline would look like if adopted.

The Wyoming State Board of Education recessed at 5:36 p.m.

May 20, 2016

The Wyoming State Board of Education reconvened at 9:07 a.m.

## SBE COMMITTEE REPORTS

### Communication Committee

Kelly Pascal Gould presented the new State Board of Education website. She noted that the site is not live but that it will be completed in a couple weeks.

Pete Gosar suggested that links to early childhood education be added.

Sue Belish added that the one pager on priorities should be linked and she did not feel that alternative schedules should be under policy but be placed under responsibility.

Kelly Pascal Gould requested that if members had more suggestions to forward them to her.

### Administrative Committee

Sue Belish moved that the Board go into executive session to discuss personnel matters regarding the current AWEC position, Kathy Coon seconded; the motion carried.

The board went into executive session at 9:57 a.m. Executive session ended at 10:56 a.m.

## DIGITAL LEARNING/NGA POLICY ACADEMY

Laurel Ballard, WDE, presented on the Wyoming Connectivity Report and the mission is to upgrade the Internet access in every public school classroom in America so that all students can take advantage of the promise of digital learning. She provided information on the Statewide Digital Learning Plan Advisory Panel Members and the themes that were gathered from the listening tour sessions.

Additional materials were provided in the packet on the North Carolina Digital Learning plan for the board to review.

## CONINUTATION OF BOARD REPORTS AND UPDATES

### SBE Policies

Paige Fenton Hughes referred to the approval process in the meeting packet. The policies that are being presented at this meeting will be added to the June meeting for final approval. Requested the board to review the policies in the meantime and be prepared to bring suggestions or revisions to the June meeting.

### Board Budget Review

Brent Young notified the board that this agenda item will be presented in the June meeting instead.

### ESSA Update

Brent Young reported that he Advisory Committee to the Selection Committee on Statewide Education Accountability has been tasked with the alignment and requirements of the Every Student Succeeds Act and the Wyoming Accountability in Education Act.

### Chapter 31 Rules Update

Brent Young let the board know that an updated timeline with the end date of August 11th would be forwarded to them right after this meeting on the Chapter 31 Rules. The department has hired Amy Starzynski as a consultant to work on these rules. She is currently working with the District Assessment System group and will be in attendance for the June meeting.

Walt Wilcox wanted an update on the work that Mackenzie Williams, SBE Attorney, and the Legislative Service Office (LSO) have been doing on the rules as well.

Amy Starzynski is currently getting up to speed on the intent of the LSO and the Governor's office. Mackenzie will be in contact with her once she is up to speed.

Additionally, Brent reported that The Human Resources Research Organization (HumRRO) has been hired by the department to develop a Request for Proposal (RFP) for an assessment vendor. The department has had an initial meeting with HumRRO but Brent would like to schedule a meeting for the board and HumRRO to meet, also.

Jim Rose is concerned that that post-secondary education is being forgotten in this process and wishes to participate in this conversation.

The SBE accountability committee will schedule a time to meet with HumRRO. Additionally, Sue Belish and Jim Rose requested to participate in the meeting.

**ALERNATIVE SCHEDULES**

Julie Magee, Division Director, WDE, reviewed the information provided in the meeting packet regarding alternative schedule requests from school districts.

The following school districts have submitted all required materials and are requesting approval from the State Board of Education to implement an alternative school schedule:

School District	School Name	Alternative Schedule	Applicable School Year(s)
Carbon 1	Little Snake River Valley Cooperative High School	<ul style="list-style-type: none"> <li>4-day school week, with Fridays available for students with low grades</li> <li>150 Contact Days</li> <li>155 Contract Days</li> </ul>	2016-17 2017-18
Converse 1	Dry Creek Moss Agate Shawnee White Walker Creek	<ul style="list-style-type: none"> <li>4-day school week</li> <li>152 Contact Days</li> <li>162 Contract Days</li> </ul>	2016-17 2017-18
Fremont 2	All Schools	<ul style="list-style-type: none"> <li>Some Fridays reserved for "High Impact" days dedicated to meeting school- and district-wide goals</li> <li>155.5 Contact Days</li> <li>170 Contract Days</li> </ul>	2016-17
Fremont 6	All Schools	<ul style="list-style-type: none"> <li>4-day school week</li> <li>165 Contact Days</li> <li>175 Contract Days</li> </ul>	2016-17 2017-18
Fremont 24	All Schools	<ul style="list-style-type: none"> <li>Allows for later start date, earlier end date</li> <li>Year 1 Elementary Contact Days: 169</li> <li>Year 1 Secondary Contact Days: 173</li> <li>Year 1 Contract Days: 183</li> <li>Year 2 Elementary Contact Days: 168</li> </ul>	2016-17 2017-18

		<ul style="list-style-type: none"> <li>• Year 2 Secondary Contact Days: 172</li> <li>• Year 2 Contract Days: 182</li> </ul>	
Natrona	Midwest School	<ul style="list-style-type: none"> <li>• 4-day school week, with 22 Focus Fridays</li> <li>• 148 Contact Days</li> <li>• 170 Contract Days</li> </ul>	2016-17 2017-18
Uinta 4	All Schools	<ul style="list-style-type: none"> <li>• Extending length of school day in favor of no school on specific Fridays due to certain events/activities that result in high absenteeism</li> <li>• 165 Contact Days</li> <li>• 180 Contact Days</li> </ul>	2016-17 2017-18
Uinta 6	All Schools	<ul style="list-style-type: none"> <li>• 4-day school week</li> <li>• 145 Contact Days</li> <li>• 155 Contract Days</li> </ul>	2016-17 2017-18

Sue Belish moved that the new requests for alternative schedules be approved for the 2016-17 and 2017-18 school years, seconded by Scotty Ratliff; the motion carried.

#### REVISED EXTENDED ELA STANDARDS

Sue Belish moved to adopt the revised 2014 Wyoming ELA Extended Content and Performance Standards to include the recommended statement: The Extended Standards Educator Committee determined that there are no relevant applications for this standard that are appropriate for students with significant cognitive disabilities.

Scotty Ratliff seconded; the motion carried.

#### SCIENCE STANDARDS

Ken Rathbun moved to adopt Chapter 10 Rules and the proposed 2016 Wyoming Science Content and Performance Standards documents. Nate Breen seconded.

Dicky Shanor, proxy for State Superintendent, thanked Laurie Hernandez and her team at the WDE on the great work. He noted that these are a unique Wyoming product and he is very happy at where they have arrived.

Chairman Gosar thanked Laurie for everything and her professionalism.

The motion carried.

## SBE MEETING SCHEDULE

The board reviewed the schedule provided in the packet.

Kathy Coon requested that the board leave the September 2016 meeting location to be determined to allow Chelsie, SBE executive assistant, to find the best location for the best deal.

Sue Belish moved to move the November SBE Meeting to November 18-19, 2016. Walt Wilcox seconded.

Dicky Shanor, proxy for State Superintendent, requested that the board reconsider having all its meetings in person and for two days at a time.

Sue Belish commented that if the meeting is not needed they could be cancelled but she felt that it was very important to at least hold the dates at this time.

Dicky Shanor, proxy, voted no.

The motion carried.

## RECOMMENDATION ON SBE COORDINATOR

Walt Wilcox moved that Tom Sachse be hired for the State Board of Education Coordinator position. Tom has served as the Assistant Superintendent for Curriculum and Assessment in Sheridan, Wyoming for the past sixteen years. In addition, he has worked as a curriculum consultant for school improvement, an executive director for professional development, and led work for the California Department of Education. Tom has worked extensively in the world of accountability, assessment, learning, instruction and content standards. He also has immersed experiences in preparing, revising and presenting reports and plans. Tom's roles in leadership have a track record of positive relationships, successful communication and integrity when working with local school boards, Wyoming legislative representatives and other agencies. The administrative committee endorses the hire of Tom for the coordinator position. Sue Belish seconded.

Dicky Shanor, proxy for State Superintendent, thanked the SBE administrative committee for its recommendation and added that his vote is not a reflection on the candidate but is an acknowledgement of the current fiscal constraints.

Dicky Shanor, proxy, vote no.

The motion carried.

Tom Sachse is pleased to be hired by the State Board of Education. He recognizes that he has big shoes to fill and is looking forward to the work.

## SERVICE CONTRACTS

Sue Belish presented two service contracts for Tom Sachse and Paige Fenton Hughes. The two contracts will assist in the transition by allowing the consultants to work together.

Sue Belish moved to approve the service contracts for Tom Sachse and Paige Fenton Hughes, Walt Wilcox seconded.

Dicky Shanor, proxy, voted no.

The motion carried.

Pete Gosar thanked Paige for all her work with the Board.

#### PUBLIC COMMENT

No public comment was given.

#### NEXT MEETING

The board's next meeting will take place in Douglas June 23-24, 2016

The meeting adjourned at 12:19 p.m.

DRAFT



**WYOMING  
STATE BOARD  
OF EDUCATION**

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE: June 23, 2016**

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

**BACKGROUND:** The State Board of Education budget for the period ending June 13, 2016 shows a balance of \$108,723.05

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the Treasurer's Reports as submitted.

**SUPPORTING INFORMATION ATTACHED:**

- State Board Budget Summary ending June 13, 2016

**PREPARED BY:** Chelsie Oaks

Chelsie Oaks, Executive Assistant

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

**COMMENTS:**

**WYOMING DEPARTMENT OF EDUCATION**

**SUMMARY REPORT**

State Board of Education

FY15 Budget

1 JULY 2014 thru 13 June 2016

<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Personal Services (0100 series)					
[App Unit 001]	60,000.00	59,715.08		284.92	0.47%
Supportive Services (0200 series)					
[App Unit 001]	183,912.00	151,953.59	24,072.00	7,886.41	4.29%
Data Processing Charges (0400 series)					
[App Unit 001]	6,031.00	5,858.62		172.38	2.86%
Professional Services (0900 series)					
[App Unit 001]	33,769.00	12,156.86	3,904.75	17,707.39	52.44%
	283,712.00	229,684.15	27,976.75	26,051.10	9.18%
<hr/>					
<i>DESCRIPTION</i>	<i>BUDGETED</i>	<i>EXPENDED</i>	<i>ENCUMBERED</i>	<i>REMAINING BALANCE</i>	<i>Percentage</i>
Personal Services (0100 series)					
[App Unit 009]	266,500.00	262,225.08		4,274.92	1.60%
Supportive Services (0200 series)					
[App Unit 009]	63,500.00	47,070.81		16,429.19	25.87%
Professional Services (0900 series)					
[App Unit 009]	120,000.00	58,032.16		61,967.84	51.64%
	450,000.00	367,328.05		82,671.95	18.37%
<hr/>					
<b>TOTAL</b>	<b>733,712.00</b>	<b>597,012.20</b>	<b>27,976.75</b>	<b>108,723.05</b>	<b>14.82%</b>



**WYOMING**  
DEPARTMENT OF EDUCATION

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*A resource and partner  
in the education  
of Wyoming's students.*

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# Accreditation Recommendation Process

The Wyoming State Board of Education determines the accreditation status of every Wyoming school district and every Wyoming institutional school.

# Assurances



## 1. Annual review of staff certification

1. Personnel paid only when certification and assignment match
2. Accreditation can be lowered for Misassignments
3. Corrective Action Plan required

## 2. Calendar review

1. Review of calendars done for districts scheduled for External Review

## 3. On site Assurances check

1. Assurances checked on site during External Review
2. A pattern of missed assurances may result in lowered accreditation
3. Assurances submitted annually by all districts and schools with improvement plans

# AdvancED Accreditation



1. All districts scheduled for External Review visits are evaluated using the Wyoming AdvancED Systems Model.
2. WDE will recommend a lowered accreditation status for any district not meeting the IEQ cut score for AdvancED or continuing to work on the APR. The cut score this year is an IEQ of 220 or lower.
3. Follow-up after visits is provided by AdvancED and WDE.

# Systems Issues



Systems reviews and monitoring are completed for budget and fiscal procedures, federal programs, and special education each year. Accreditation may be lowered if issues arise during these processes that are ongoing or of considerable concern. Districts receive support from WDE. Accreditation is restored once issues are resolved.

# Institutional Schools



1. Twelve Wyoming institutional schools received External Review visits during the 2013-14 school year. One institutional school received an External Review visit during the 2015-16 school year.
2. AdvancED accreditation is the primary factor used to determine state accreditation status.
3. Institutions are evaluated against standards developed for special purpose schools.
4. Assurances are reviewed during the External Review.
5. Each institution has received follow-up from WDE and AdvancED.
6. During the 2015-16 school year final APR reports were due from eleven institutional schools.
7. When the APR of any institutional school is not accepted by AdvancEd, the school is recommended for Accreditation with Follow-up.



# 2015-16 District Accreditation Recommendations; Two Year Comparison/ 5/28/2016



District	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2015-16 Recommendation		2014-15 with Reason
Albany #1	Full Accreditation	APR accepted	Full Accreditation - IEQ 285
Big Horn #1	Full Accreditation	IEQ 304	Full Accreditation
Big Horn #2	Full Accreditation	IEQ 337	Full Accreditation
Big Horn #3	Full Accreditation	IEQ 294	Full Accreditation
Bigt Horn #4	Full Accreditation	IEQ 283	Full Accreditation
Campbell #1	Full Accreditation		Full Accreditation
Carbon #1	Full Accreditation	APR accepted	Full Accreditation - IEQ 283
Carbon #2	Full Accreditation		Full Accreditation - IEQ 266
Converse #1	Full Accreditation		Full Accreditation
Converse #2	Full Accreditation		Full Accreditation
Crook #1	Full Accreditation		Full Accreditation
Fremont #1	Full Accreditation	IEQ 260	Full Accreditation
Fremont #2	Accreditation with Follow-up	IEQ 217	Full Accreditation
Fremont #6	Full Accreditation	IEQ 302	Full Accreditation
Fremont #14	Full Accreditation	IEQ 251	Full Accreditation
Fremont #21	Full Accreditation	IEQ 245	Full Accreditation
Fremont #24	Full Accreditation	IEQ 316	Full Accreditaion
Fremont #25	Full Accreditation	IEQ 275	Full Accreditaion
Fremont #38	Full Accreditation	IEQ 235	Full Accreditation
Goshen #1	Full Accreditation	APR accepted	Full Accreditation - IEQ 237
Hot Springs #1	Full Accreditation		Full Accreditation
Johnson #1	Full Accreditation		Full Accreditation
Laramie #1	Full Accreditation		Full Accreditation - IEQ 282.62
Laramie #2	Full Accreditation		Full Accreditation - IEQ 261
Lincoln #1	Full Accreditation		Full Accreditaion - IEQ 297.56
Lincoln #2	Full Accreditation		Full Accreditation - IEQ 312.08
Natrona #1	Full Accreditation		Full Accreditation
Niobrara #1	Full Accreditation	APR accepted	Full Accreditation - IEQ 256
Park #1	Full Accreditation	IEQ 306	Full Accreditation
Park #6	Full Accreditation	IEQ 288	Full Accreditation

District	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2015-16 Recommendation		2014-15 with Reason
Park #16	Full Accreditation	IEQ 308	Full Accreditation
Platte #1	Full Accreditation	APR accepted, IEQ raised to 232	Accreditation with Follow-up - IEQ 212, Making progress on APR
Platte #2	Accreditation with Follow-up	APR returned; working with new superintendent to finalize	Accreditation with Follow-up, 2 misassignments, 2nd time in 5 years - IEQ 241
Sheridan #1	Full Accreditation		Full Accreditation
Sheridan #2	Full Accreditation		Full Accreditation
Sheridan #3	Full Accreditation		Full Accreditation
Sublette #1	Full Accreditation		Full Accreditation - IEQ 321.25
Sublette #9	Full Accreditation		Full Accreditation - IEQ 287.80
Sweetwater #1	Full Accreditation		Full Accreditation - IEQ 278.21
Sweetwater #2	Full Accreditation		Full Accreditation - IEQ 288.47
Teton #1	Full Accreditation		Full Accreditation - IEQ 290.73
Uinta #1	Full Accreditation		Full Accreditation - IEQ 297.83
Uinta #4	Full Accreditation		Full Accreditation - 294.72
Uinta #6	Full Accreditation		Full Accreditation - 229.27
Washakie #1	Full Accreditation	IEQ 319	Full Accreditation
Washakie #2	Full Accreditation	IEQ 282	Full Accreditation
Weston #1	Full Accreditation		Full Accreditation
Weston #7	Full Accreditation		Full Accreditation
St. Stephens	Accreditation with Follow-up	IEQ 176	Full Accreditation

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

# 2015-2016 Wyoming Institutional School Accreditation Status; Two Year Comparison 6/2/16



Institutional School	Accreditation Status	Recommended Status Based On:	Accreditation Status
	2015-16 Recommendation		2014-15 with Reason
<b>C Bar V Ranch</b>	Full Accreditation	APR Met	Full Accreditation -Continued Progress
<b>Cathedral Home</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>Fremont County BOCES</b>	Full Accreditation	IEQ 310	First Accredited 2015-2016 school year
<b>NE BOCES, Powder River Basin</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>Northeast WY BOCES, Big Horn Basin</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>Normative Services</b>	Accreditation with Follow-up	APR Returned, not accepted	Full Accreditation - Continued Progress
<b>Red Top Meadows</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>St. Joseph's Children's Home</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>Southeastern Wyoming Juvenile Center</b>	Institution Closed	Institution closed December 2014	Institution Closed
<b>Wyoming Behavior Institute</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>Wyoming Boys School</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>Wyoming Girls School</b>	Full Accreditation	APR Met	Full Accreditation - Continued Progress
<b>Youth Emergency Services, Inc. (YES House)</b>	Accreditation with Follow-up	APR Returned, not accepted	Full Accreditation - Continued Progress

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



June 16, 2016

To: State Board of Education

From: Paige Fenton Hughes, SBE Coordinator

RE: Board Update June 2016

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### September 1 Report

I will have a draft of the September 1 report ready for your review at the meeting. There are several items I want to discuss with you in order to determine how you want to proceed. Chelsie sent you the overview memo to the Joint Education Committee regarding this report on the need for the coordinator position and the structure of education governance at the state level. Pete will give you an update on his testimony during our meeting in Douglas.

### Alignment Interim Study

By the time we meet, I believe Chelsie and I will have been able to review nearly all the statutes (and you'll recall that the policies and rules have been reviewed already). I will update you at the meeting to let you know exactly where we stand. In August and September, you'll need to have a conversation with Tom, Lisa, and Mackenzie about how you want to proceed with regard to a recommendation to the Joint Education Committee (JEC). I suggest the following as an outline about how you might proceed from here:

- Tom work with WDE staff to determine possible recommendations and options along two paths—a technical cleanup and a more substantive statutory review;
- Convene the leadership team for the NASBE grant (and I would recommend having Robert Hull and perhaps Stephen Prociw from NASBE on the webinar) to review the recommendations and bring forth a proposal or proposals to the full board;
- Full board discuss in August and September and provide guidance to Tom about how you want to proceed;
- Tom can meet with the grant leadership team to vet any final proposals if appropriate;
- Include recommendations in the October 15 report related to interim studies, priority 5.

### Strategic Action Plan

When we were in Laramie, you asked me to make some changes to the draft action plan related to your strategic priorities and the goals you determined last fall in Pinedale. In your packet you'll see the revised action plan document. If you move forward with it, I would suggest you have a section on your agenda each month to monitor the action plan



**WYOMING  
STATE BOARD  
OF EDUCATION**

Wyoming State Board of Education  
Policy Review Plan

<i>Month</i>	<i>SBE Policy</i>	<i>Proposed Action</i>
May	SBE.1, SBE.2, SBE.3	Read and approve
June	SBE.7 and SBE.8 SBE.22	First reading Read and approve
August	SBE.7 and SBE.8 SBE.11 SBE.12	Second reading, approve First reading Read and approve
September	SBE.11 SBE.14 SBE.17	Second reading, approve Read and approve First reading
October	SBE.17 SBE.18 SBE.19 SBE.20	Second reading, approve Read and approve First reading First reading
November	SBE.19 SBE.20 SBE.21	Second reading, approve Second reading, approve Read and approve

# METHOD OF ELECTION OF OFFICERS

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## Constitutional and Statutory Provisions:

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### State Board Policy:

At its first regular meeting of each fiscal year, the Board shall elect from its membership a Chair, Vice-Chair and Treasurer. To facilitate this election, the following process shall be followed:

1. At the November meeting, if agreed upon by majority vote, the current Board Chair shall appoint a three member ad hoc nominating committee for the purpose of bringing forward nominations for Chair, Vice-Chair and Treasurer to the first meeting of the fiscal year.
2. The Board Chair shall designate one of the three appointed members as chair of the nominating committee.
3. The nominating committee shall solicit comments from other board members regarding the characteristics needed by the next Chair, Vice-Chair and Treasurer and on possible nominations for the three offices. Nomination Committee will thoroughly interview any member who shows interest in any of the three offices.
4. At the first meeting of the calendar year, the chair of the nominating committee shall report the recommendations of the committee as to the nominations for the Board's Chair, Vice-Chair and Treasurer.
5. After the nominating committee's report is received, the Board Chair shall open the floor for additional nominations, if there are any.
6. A motion, second and a majority of the membership voting "aye" shall occur for a member to be elected Chair, Vice-Chair and Treasurer.
7. In the event that a vacancy occurs prior to the end of the term of the Board Chair, the Vice-Chair will become Chair and complete the rest of the previous chair's term.
8. If there is a vacancy of Treasurer or Vice-Chair, the Board Chair will appoint a member to serve.
9. To be eligible for election for Chair, Vice-Chair and Treasurer, a member shall currently have served at four quarterly meetings on the Board.
10. The Chair, Vice-Chair and Treasurer shall be elected annually and can only serve three consecutive one-year terms. After serving three consecutive one-year terms as Chair, Vice-Chair and Treasurer, a member shall go out of office for one year before being eligible to serve in that same position again.
11. The current Board Chair will swear in and administer the Oath of Officers of the Board to the newly elected board members immediately following the election but only if the elected member has not held an office before.

The officer's oath will be as set forth below:

### Oath of Officers of the Board

**OATH:** *I, (name) do solemnly swear that I will uphold the duties and the laws of the State of Wyoming based on statutes governing operations of the Wyoming State Board of Education.*

# DUTIES OF THE BOARD CHAIR

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## Constitutional and Statutory Provisions:

§21-2-301 Appointment; qualifications, terms and removal of members; meetings; chairman.

(b) During the first quarter of the calendar year a meeting shall be held at which a chairman shall be elected. Meetings may be held at regular intervals as often as the duties of the board require and the board shall meet at the call of the state superintendent of public instruction or the governor or the chairman whenever in the opinion of these officials, or any of them, the need for such meeting exists.

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## State Board Policy:

The Chair shall preside at all meetings of the Board and shall be the Board's official representative at all times unless otherwise provided by the Board.

The Chair may appoint members to represent the Board at legislative and legal hearings, conferences, and other meetings deemed appropriate by the Board.

Special meetings may be called by the Chair.

The Chair may appoint special or ad hoc committees as needed.

The chair of a special or ad hoc committee shall be designated by the Board Chair.

The Chair shall, comply with Section 19 of Wyoming State Board of Education policy manual on the development of agendas, in consultation with the State Superintendent, Department Liaison, and Board Attorney develop and recommend approval of the agenda for the regular meeting of the Board at a pre-brief at least two weeks prior to the meeting of the Board. The Board shall approve the agenda at the commencement of each meeting.

The Chair shall, at his/her discretion hold a debrief meeting with ~~in consultation~~ with the State Superintendent or designee, Department Liaison, State Board Coordinator, and Board staff-Attorney hold a debrief within a month following the meeting of the Board.

The Chair shall sign all contracts that the Board is authorized to execute.

The Chair is responsible for immediate interpretation, application and enforcement of policies related to board membership. All complaints concerning a possible ethical violation shall be made to the Chair who shall make an initial determination of the issue. If further action is warranted, the Chair will pursue an appropriate course of action.

## EXECUTIVE SESSIONS

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### Constitutional and Statutory Provisions:

§16-4-405. Executive sessions.

(a) A governing body of an agency may hold executive sessions not open to the public:

(i) With the attorney general, county attorney, district attorney, city attorney, sheriff, chief of police or their respective deputies, or other officers of the law, on matters posing a threat to the security of public or private property, or a threat to the public's right of access;

(ii) To consider the appointment, employment, right to practice or dismissal of a public officer, professional person or employee, or to hear complaints or charges brought against an employee, professional person or officer, unless the employee, professional person or officer requests a public hearing. The governing body may exclude from any public or private hearing during the examination of a witness, any or all other witnesses in the matter being investigated. Following the hearing or executive session, the governing body may deliberate on its decision in executive sessions;

(iii) On matters concerning litigation to which the governing body is a party or proposed litigation to which the governing body may be a party;

(iv) On matters of national security;

(v) When the agency is a licensing agency while preparing, administering or grading examinations;

(vi) When considering and acting upon the determination of the term, parole or release of an individual from a correctional or penal institution;

(vii) To consider the selection of a site or the purchase of real estate when the publicity regarding the consideration would cause a likelihood of an increase in price;

(viii) To consider acceptance of gifts, donations and bequests which the donor has requested in writing be kept confidential;

(ix) To consider or receive any information classified as confidential by law;

(x) To consider accepting or tendering offers concerning wages, salaries, benefits and terms of employment during all negotiations;

(xi) To consider suspensions, expulsions or other disciplinary action in connection with any student as provided by law.

(b) Minutes shall be maintained of any executive session. Except for those parts of minutes of an executive session reflecting a members' objection to the executive session as being in violation of this act, minutes and proceedings of executive sessions shall be confidential and produced only in response to a valid court order.

(c) Unless a different procedure or vote is otherwise specified by law, an executive session

may be held only pursuant to a motion that is duly seconded and carried by majority vote of the members of the governing body in attendance when the motion is made. A motion to hold an executive session which specifies any of the reasons set forth in paragraphs (a)(i) through (xi) of this section shall be sufficient notice of the issue to be considered in an executive session. ~~(a) A governing body of an agency may hold executive sessions not open to the public:-~~

-

~~(i) With the attorney general, county attorney, district attorney, city attorney, sheriff, chief of police or their respective deputies, or other officers of the law, on matters posing a threat to the security of public or private property, or a threat to the public's right of access;-~~

-

~~(ii) To consider the appointment, employment, right to practice or dismissal of a public officer, professional person or employee, or to hear complaints or charges brought against an employee, professional person or officer, unless the employee, professional person or officer requests a public hearing. The governing body may exclude from any public or private hearing during the examination of a witness, any or all other witnesses in the matter being investigated. Following the hearing or executive session, the governing body may deliberate on its decision in executive sessions;-~~

-

~~(iii) On matters concerning litigation to which the governing body is a party or proposed litigation to which the governing body may be a party;-~~

-

~~(iv) On matters of national security;-~~

-

~~(v) When the agency is a licensing agency while preparing, administering or grading examinations;-~~

-

~~(vi) When considering and acting upon the determination of the term, parole or release of an individual from a correctional or penal institution;-~~

-

~~(vii) To consider the selection of a site or the purchase of real estate when the publicity regarding the consideration would cause a likelihood of an increase in price;-~~

-

~~(viii) To consider acceptance of gifts, donations and bequests which the donor has requested in writing be kept confidential;-~~

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~~(ix) To consider or receive any information classified as confidential by law;-~~

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~~(x) To consider accepting or tendering offers concerning wages, salaries, benefits and terms of employment during all negotiations;-~~

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~~(xi) To consider suspensions, expulsions or other disciplinary action in connection with any student as provided by law.~~

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~~(b) Minutes shall be maintained of any executive session. Except for those parts of minutes of an executive session reflecting a members' objection to the executive session as being in violation of this act, minutes and proceedings of executive sessions shall be confidential and produced only in response to a valid court order.~~

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~~(c) Unless a different procedure or vote is otherwise specified by law, an executive session may be held only pursuant to a motion that is duly seconded and carried by majority vote of the members of the governing body in attendance when the motion is made.~~

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**State Board Policy:**

The Board, by majority vote of the membership present, may go into executive session for the reasons specified by law. (See Statute as printed above.) An executive session is commonly attended by members of the board, Department Liaison, Board Attorney, Executive Assistant Recording Secretary, and staff identified by the Chair as necessary to contribute to items under consideration; and, if applicable, parties being heard on appropriate executive sessions matters.

Before going into executive session, the Chair shall put the question of whether to meet in executive session to vote. If such vote is favorable, the Chair will then announce the *specific* purpose of the executive session, identify the reason for going into an executive session.

No vote will be taken in executive session. A vote may be taken on any action discussed in executive session only after the Board returns to open session. No notes will be taken in executive session except for the Recording Secretary, and everything is confidential.

Minutes will be taken in executive session; however, the minutes shall be confidential and produced only in response to a valid court order.



**Vision**

Wyoming education partners support a student-centered learning system in which all Wyoming students graduate prepared and empowered to create and own their futures.

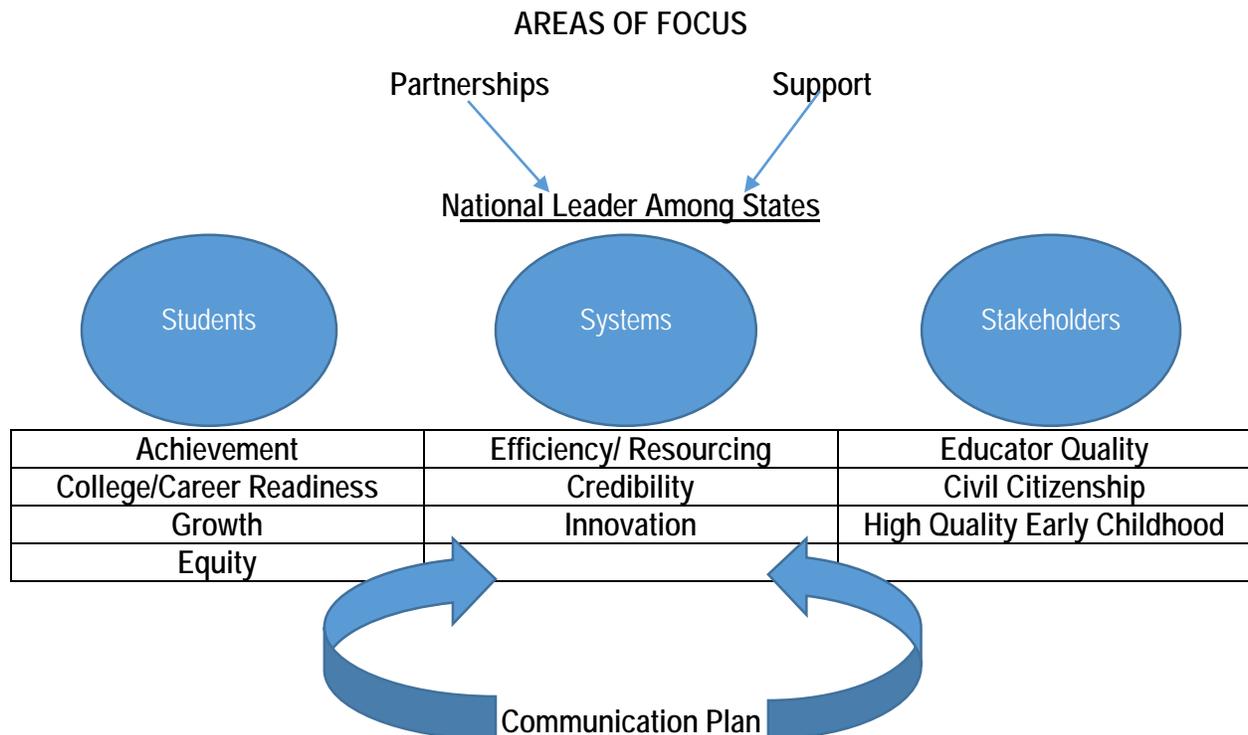
**Mission**

Lead collaborative partnerships in which student, teacher and administrative judgment are valued to craft policies and create future-focused systems oriented around the individual student by:

- Communicating the urgent need for transformational change
- Incentivizing innovative education
- Developing a system of district support
- Utilizing flexible measurements to gauge and celebrate successful change

**Goals**

1. Facilitate the development of and implementation of a comprehensive, multi-tiered system of support focused on continuous improvement which provides assistance to schools not meeting expectations;
2. Foster understanding of the role, duties, and responsibilities of the state board;
3. Stress the importance of communities and families in supporting high-quality education for all Wyoming children;
4. Share the importance of rigorous, college and career ready content and performance standards; and,
5. Encourage collaborative partnerships to collectively impact positive student outcomes.





<u>Goals</u>	<u>Strategies/Actions</u>	<u>Person Responsible</u>	<u>Measures</u>
Facilitate the development of and implementation of a comprehensive, multi-tiered system of support focused on continuous improvement which provides assistance to schools not meeting expectations	<ol style="list-style-type: none"> <li>1. Receive regular updates on the progress of the System of Support Collaborative Council and development of the system of support plan.</li> <li>2. Have coordinator and board representation on collaborative council.</li> <li>3. Monitor implementation of the system of support plan and receive reports on set deliverables related to implementation.</li> </ol>	Board chair, board coordinator, board representative on collaborative council.	<ul style="list-style-type: none"> <li>• Agendas will reflect system of support reports at each regular meeting.</li> <li>• Coordinator and board representative provide updates to the board either via email or at a regular board meeting.</li> <li>• Reports on implementation of system of support appear as part of board packet or are sent out to the board beginning in September, 2016.</li> </ul>
Foster understanding of the role, duties, and responsibilities of the state board	<ol style="list-style-type: none"> <li>1. Update and distribute yearly "report" and legislative priorities.</li> <li>2. Choose additional items from the communication plan and implement them as funds are available.</li> <li>3. Continue to have regular website updates and press releases sharing the work of the board.</li> </ol>	Communications committee, board coordinator, Kelly Pascal Gould	<ul style="list-style-type: none"> <li>• Yearly report and legislative priorities will be revised in October and November and distributed in early December, 2016.</li> <li>• Communications committee will give regular updates at board meetings about communications efforts including website updates and press releases.</li> <li>• Communications committee will recommend additional communications activities and the board will approve activities.</li> </ul>
Stress the importance of communities and families in supporting high-quality education for all Wyoming children	<ol style="list-style-type: none"> <li>1. Make this a communication option chosen by the board.</li> </ol>	Communications committee, Kelly Pascal Gould	<ul style="list-style-type: none"> <li>• Track and report communications on the topic of importance of families in supporting quality education.</li> </ul>
Share the importance of rigorous, college and career ready content and performance standards	<ol style="list-style-type: none"> <li>1. Partner with WDE standards team to share information about why rigorous college and career ready standards are important.</li> <li>2. If possible, make the importance of standards part of the</li> </ol>		<ul style="list-style-type: none"> <li>• Track and report information that is disseminated regarding rigorous college and career ready standards.</li> <li>• Track communications efforts regarding communications options regarding the importance of college and career ready standards.</li> </ul>

	<p>communication options chosen by the board.</p> <ol style="list-style-type: none"> <li>3. Present about the topic of college and career ready standards at workshops or meetings.</li> </ol>		<ul style="list-style-type: none"> <li>• Provide reports to the board about presentations at meetings/workshops.</li> </ul>
Encourage collaborative partnerships to collectively impact positive student outcomes	<ol style="list-style-type: none"> <li>1. Coordinator or board members to attend educational convenings across the state.</li> <li>2. Contact school districts and legislators in the areas in which the board meets.</li> </ol>		<p>Coordinator and board members track meeting/workshop attendance and update the board. Track attendance of guests at meetings.</p>



**WYOMING  
STATE BOARD  
OF EDUCATION**

June 14, 2016

To: State Board of Education

From: Tom Sachse, PhD, Presumptive Coordinator

RE: Theory of Logic Model (Information)

Attached is a brief summary of the Theory of Action process that was discussed in the conference call with HumRRO and Deb Lindsay, Assessment Supervisor from the Wyoming Department of Education (WDE). It is likely that Deb Lindsay will appear at your next meeting to present and discuss the WDE Theory of Action that represents the Department's view of how the form and function of the new statewide assessment will improve student learning for Wyoming students in the near to midterm future. I thought it would be important for you to begin thinking about the Theory of Action process, so you know how to evaluate that submission when you receive it. At your June meeting, I will review this process and ask for you to discuss alternative assumptions about a Theory of Action.



# Creating a Theory of Action for Improving Teaching and Learning

This is an abbreviated version of a 10-page tool. For the complete tool, click: <http://info.k-12leadership.org/creating-a-theory-of-action>

**WHAT THIS TOOL WILL HELP YOU DO.** This tool is designed to provide additional guidance to principals and principal supervisors as they work together to develop problems of student learning and contributing problems of teaching and principal practice. This tool ensures that the teaching and leading problems of practice are grounded in a clear analysis of what is working and not working for students. The tool also helps the principal and principal supervisor use the analysis to generate a theory of action, or an evidence-based story, that explains the specific changes they intend to make to improve teaching and learning.

## This tool will help to:

### **1. Develop a well-elaborated conception of the problem or situation for students, teachers, and leaders that motivates their actions in the first place.**

A good theory of action does not simply elaborate which actions to take. Too often leaders jump immediately to actions without fully examining or otherwise appreciating what is happening for students and adults. As a result, sometimes there is an investment of considerable time, funding, and other resources in particular activities before we realize that what we have set out to do won't actually get us where we want to go. If we had only suspended action and carefully examined what is happening in our settings, we might not have embarked on the wrong course.

### **2. Make your leadership the core of the theory of action.**

This tool prompts the principal and principal supervisor to consider not merely problems in general but problems of *practice* — problems in what people throughout the system do day-to-day and how they think about their work — that contribute to results for students.

### **3. Create an evidence-based rationale for all parts of the theory.**

There's no shortage of problems and improvement strategies in schools. But which problems are most pressing? Which problems are actually problems? Which strategies might actually work to address a particular problem? A theory-of-action approach to change views exploring these questions as fundamental to charting a promising course for improvement. And exploring these questions requires relentless articulation of your rationale for your claims about problems and "solutions" and the continuous scrutiny of evidence to support your claims.

### **4. Identify the supports needed to make the identified changes in principal practice.**

For example, if it is determined that the principal needs to provide high-quality feedback to teachers during classroom observations, what kinds of supports might the principal need to engage in those activities? If it is determined that teachers need to differentiate instruction effectively, what other conditions besides principal feedback matter to teachers taking those actions? If you claim that teachers differentiating instruction will impact student achievement in reading, consider what other conditions affect student achievement beyond what teachers do and identify those. The tool will walk you through these questions.

Theories of action take time and never reach a final state. Rather, they are living documents that need to be revisited and refined as principals and principal supervisors take action, collect evidence, and consider changing conditions.

The tool offers principal supervisors a framework for gauging principals' instructional leadership capacities combined with an instrument for gathering evidence of individual strengths and weaknesses over multiple contacts. Such knowledge is the necessary foundation for continuing work with each principal differentiated for that principal's needs. Critical examination of evidence about principals' leadership, conducted as work, also helps model the use of evidence about teaching and learning for their principals and others throughout the system.

## Want the complete, step-by-step tool?

Click <http://info.k-12leadership.org/creating-a-theory-of-action>

# FORESIGHT LAW + POLICY

## Wyoming Department of Education Chapter 31 Rule Revision Project

Updated: May 18, 2016

Anticipated Timeline <small>(to be adjusted as needed as work progresses)</small>	Activities	Status/Notes
<b>Week of May 9</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Initial research and document review</li> <li><input type="checkbox"/> Introductory calls with WDE team to gather additional information and talk through questions</li> </ul>	COMPLETED - Discussion topics included consultations that have already occurred, high school diploma requirements and graduation standards, State Board duties, accreditation standards, district assessment systems, accountability system, timeline for completion of rules

1030 15th Street, NW, Suite 1050 West  
Washington, D.C. 20005  
p. 202.499.6996

<b>Anticipated Timeline</b> (to be adjusted as needed as work progresses)	<b>Activities</b>	<b>Status/Notes</b>
<b>Weeks of May 16-July 25</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Weekly project check-in calls (recommended, but can be cancelled if/when not needed)</li> <li><input type="checkbox"/> Ongoing discussion of approaches and options for meeting statutory requirements and legislative intent</li> <li><input type="checkbox"/> Monitoring State Board discussions on standards revision, etc., as needed</li> <li><input type="checkbox"/> External meetings/conversations to gather additional information, DAS examples, and input. Potentially to include Sheridan #1 Superintendent Marty Kobza; State Board Executive Director Paige Fenton Hughes; statewide system of support consultant Joel Dvorak; accountability system consultant Chris Domaleski; 1-2 DAS Steering Committee representatives (TBD)</li> </ul>	<p>We recommend weekly project check-in calls (approx. 45 min) with Brent and/or Shelly and others, as appropriate, to discuss progress and give us an opportunity to get feedback on key decision points – Date/time TBD (Andrea of our team can help coordinate)</p> <ul style="list-style-type: none"> <li>• Meeting with Superintendent Kobza scheduled for Monday, 5/23</li> <li>• Note sent to Paige Fenton Hughes with request for call</li> </ul>
<b>Week of May 30-June 3</b>	<p>Work session #1 - focused on graduation standards and high school diploma requirements; will also try to get to key decisions on DAS reviews</p>	<p>2 - 3 hour work session (conference call or webinar/videoconference) with WDE team members</p> <ul style="list-style-type: none"> <li>• Memorial Day week; <b>target June 1 (after 9:30 MT), 2 (after 10 MT), or 3 (any time)</b></li> </ul>

1030 15th Street, NW, Suite 1050 West  
 Washington, D.C. 20005  
 p. 202.499.6996

<b>Anticipated Timeline</b> (to be adjusted as needed as work progresses)	<b>Activities</b>	<b>Status/Notes</b>
<b><u>Target: June 9</u></b>	First drafts of Chapter 31 rule revisions completed for internal team review and feedback	
<b>Week of June 13</b>	Work session #2 - focused on DAS reviews, if needed	2 - 3 hour work session (conference call or webinar/videoconference) with WDE team members <ul style="list-style-type: none"> <li>• Amy has an existing commitment – June 8-10; <b>target June 13 – 8:30 – 10:30 MT</b></li> </ul>
<b><u>Target: June 16</u></b>	First drafts of Chapter 6 and Chapter 10 rule revisions completed for internal team review and feedback	
<b>June 13-17</b>	State Board of Education Administrative Committee meeting	First draft of Chapter 31 to be used as basis for discussion with the Administrative Committee meeting – and then for discussion with the full Board
<b>June 23-24</b>	State Board of Education meeting	Full draft of Chapter 31 to be completed and reviewed internally and then shared with the State Board to review (in full or summary/highlights)
<b>June 28</b>	DAS Steering Committee meeting (Casper)	Update to Shelly by this date to discuss at meeting - goal is to share at least the revised draft Chapter 31 for review and discussion

<b>Anticipated Timeline</b> (to be adjusted as needed as work progresses)	<b>Activities</b>	<b>Status/Notes</b>
<b><u>Target: July 1</u></b>	Red-lines of Chapters 31, 6, and 10 ready for distribution to representatives of the Governor’s Office, LSO, AG, and others as appropriate.	
<b>Week of July 4 or July 11</b>	Discuss drafts with representatives of the Governor’s Office, LSO, and AG.	May need to adjust timeline due to July 4 holiday
<b>Week of July 11</b>  (or shortly thereafter depending on date set for first external conversation)	Work session focused on revisions needed to address feedback from meeting with external representatives.	2 - 3 hour work session (conference call or webinar/videoconference) with WDE team members, as needed - day/time to be determined
<b>Week of July 18</b>	Updated drafts of Chapters 31, 6, and 10 completed for internal review.	
<b><u>Target: July 22</u></b>	Revised red-line drafts of Chapters 31, 6, and 10 ready for distribution to representatives of the Governor’s Office, LSO, AG, and others as appropriate.	WDE Team: Do you think we can/should plan for two discussions with these external audiences?
<b>Week of July 25</b>	Discuss revised drafts with representatives of the Governor’s Office, LSO, and AG.	
<b>Late July/Early August</b>	State Board of Education Administrative Committee meeting & State Board of Education	Generally, the SBE does not hold meetings in July, however an emergency meeting could be called

Anticipated Timeline (to be adjusted as needed as work progresses)	Activities	Status/Notes
	meeting	
<b><u>Target: August 1</u></b>	Proposed final revisions completed - Chapters 31, 6, and 10.	
August 11, 2016	Expiration of Emergency Rule 31.	



**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
for Students to Keep  
Wyoming Strong*

**Jillian Balow**

Superintendent of Public Instruction

**Dicky Shanor**

Chief of Staff

**Brent Bacon**

Chief Academic Officer

**Brent Young**

Chief Policy Officer

**Dianne Bailey**

Chief Operations Officer



**Cheyenne Office**

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**On the Web**

[edu.wyoming.gov](http://edu.wyoming.gov)  
[wyomingmeasuresup.com](http://wyomingmeasuresup.com)

June 13, 2016

Chairman Gosar:

The following items will be discussed at the 23rd and 24<sup>th</sup> June meeting of the Wyoming State Board of Education on behalf of the Wyoming Department of Education:

#### Board Budget Review

We will give the Board an update on the upcoming 2017-2018 biennium budget. Dianne Bailey, Trent Carroll, and their team have done some great work with all the budgets during these times of reduction. They will be available online/phone for questions.

#### ESSA Update

With a goal of strengthening and leveraging our current accountability system with ESSA, the Wyoming Department of Education will begin a series of virtual town hall meetings held in July and August to provide information and gather input on five topics related to ESSA implementation. I'll include the press release that provides the details to these meetings as well as the online input form.

Meeting Dates:

- Thursday, July 7: Standards & Assessment
- Thursday, July 14: Teacher & Leader Quality
- Thursday, August 4: School Improvement
- Thursday, August 11: Accountability
- Tuesday, August 16: Federal Funds

#### Chapter 31 Update

The work is continuing with Chapter 31 and is now expanding to look at Chapter 6 and 10. The teams at WDE have been meeting with Amy Starzynski on a regular basis. We'll look at a possible call in meeting for this topic in July as Amy is not available for this meeting.

#### System of Support

The work of scheduling and facilitating data retreats continues into the summer. The department is starting to get calls from schools that aren't priority schools. We will work to meet the needs of those as well keeping the priority schools a priority. The Collaborative Council met two weeks ago in Casper and the good news, in my opinion, is that we will begin a train the trainer model to those interested in facilitating the data retreat and root cause

analysis work. UW has already offered to train eight people, and the Wyoming Curriculum Directors want to train as many that are interested. With this increased capacity, we will be able to work regionally to support our districts.

## **SSOS Work Summary for Joel Dvorak**

**May 11, 2016**

### **April 11<sup>th</sup> through April 15<sup>th</sup>**

This week began with a conference call with Brent Young for his input to the SSoS Framework document that I was preparing for the SBE Meeting Packet. Brent's input was discussed and revisions to the document were made. The SSoS Framework document was included in the SBE's meeting materials packet on time for Chelsey! I then focused my attention on reviewing data from the 5 Fremont County schools for Native American students in preparation for the Data Review and Root Cause Analysis Retreat in Riverton.

It was time well spent in Riverton. I was able to be a part of the data review/root cause work with the school personnel from Arapahoe, Ft. Washakie, and Wyoming Indian. Deb Lindsey and her team from WDE did a great job in facilitating/leading the data retreat. Connecting and building relationships with the administrators and teachers at the retreat and gaining a better understanding of their barriers to improving student outcomes were my primary interests in attending. It was important for me to be there as I will be the follow-up person to help support them as they work to improve their school improvement plans and overcome the barriers they have identified that are slowing their improvement processes.

I am planning to work with the superintendents of the three districts to coordinate my time on the ground in Fremont County to support them on their work that comes out of the data retreat.

### **April 18<sup>th</sup> through April 22<sup>nd</sup>**

This week was spent out of state on family business regarding my mother-in-law's estate.

### **April 25<sup>th</sup> through April 29<sup>th</sup>**

The major work done during this time was final preparation for and attending the SBE meeting in Worland. I have a strong interest in making sure that the communication that the SBE receives from me and WDE is clear and consistent. This coordination and consistency builds confidence and trust in the work being done on the Statewide System of Support and in the relationships among of all involved in the work. The presentation and discussion with the members of the SBE went well. The SBE approved moving ahead with the SSoS Framework that was presented.

The dialog that occurred with the members of the SBE was helpful and productive. The major challenge to the full implementation of the SSoS Framework is budget capacity. We had a great dialog about the work that can occur during the 2016-17 school year as well as the work of the Council relating to ESSA and it's impacts on the SSoS. It was agreed that that each agenda for

the Collaborative Council would lead off with an update on the work being done in Wyoming on ESSA and its impact on the Wyoming Accountability Model and therefore its impact on the Framework of the Statewide System of Support.

### **May 2<sup>nd</sup> through May 10<sup>th</sup>**

This week presented an opportunity to share out the good work being done on the SSoS and to network with educational leaders in Wyoming. I was asked to present on the work of the Collaborative Council and on the Framework of the SSoS at the Wyoming Curriculum Directors Assn. Spring Conference in Casper. I prepared presentations to the curriculum directors as well as for the Select Committee on Education Accountability Meeting which would occur the following Monday and Tuesday (May 9th and 10th).

The presentation and networking during the Wyoming Curriculum Directors Meeting was very productive. The curriculum directors are a critical component of the Collaborative Council and are thought leaders in the state. I was able to stay for the entire conference and learn of their priorities and support needs which will help inform the continuing work of the Council.

On May 9th and 10th I was able to testify and give public comment at the Select Committee on Education Accountability Meeting in Casper. Dicky Shanor, Paige Fenton-Hughes and I presented to the committee on the SSoS and the Collaborative Council. It was a great team effort and I believe the committee members were appreciative of the efforts that have been made to support schools and to build a SSoS Framework. I also believe that the collaborative work being done by the SBE, WDE and the Collaborative Council on the Statewide System of Support is beginning to have a positive impact on the confidence the legislators have in good work being done without their direct oversight.

**Wyoming Statewide System of Support**  
**Collaborative Council Meeting**  
**Casper, Wyoming**  
**Tuesday, June 7, 2016**

Jefferson Room, Central Services Building, Natrona County SD#1  
970 North Glenn Road, Casper, Wyoming

**Mission**

The Collaborative Council exists to provide strategic direction for the purpose of unifying and aligning the efforts of multiple education stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students.

**Agenda**

**Tuesday, June 7, 2016**

- |           |                                                                       |                    |
|-----------|-----------------------------------------------------------------------|--------------------|
| <b>1.</b> | <b>Check in and Updates from Council Members</b>                      | <b>10:00-11:00</b> |
| <b>2.</b> | <b>ESSA and WY Accountability Act Update from WDE Staff</b>           | <b>11:00-12:00</b> |
|           | <b>a. Scott Bullock and John Lever</b>                                |                    |
| <b>3.</b> | <b>Lunch</b>                                                          | <b>12:00-12:45</b> |
| <b>4.</b> | <b>Feedback and Input to WDE regarding ESSA Implementation</b>        | <b>12:45-1:30</b>  |
| <b>5.</b> | <b>Data Retreats, WyCEL, Evaluation, and Coaching/Council Updates</b> | <b>1:30-2:00</b>   |
|           | <b>a. Data Retreats – John Lever</b>                                  |                    |
|           | <b>b. WyCEL – Joel Dvorak</b>                                         |                    |
|           | <b>c. SSoS Evaluation – Brent Young</b>                               |                    |
|           | <b>d. Coaching/Council Updates – Joel Dvorak</b>                      |                    |
| <b>6.</b> | <b>2016-17 SSoS Action Steps – Brent Young</b>                        | <b>2:00-2:30</b>   |
|           | <b>a. Identify Benchmarks for Comprehensive SIP</b>                   |                    |
|           | <b>b. Data Retreats for 2016-17</b>                                   |                    |

**c. WyCEL – ECHO Project for building level leaders**

**d. District Assessment Systems role in SSoS**

<b>7.</b>	<b>Break</b>	<b>2:30-2:45</b>
<b>8.</b>	<b>Additional SSoS Action Item Planning for 2016-17</b>	<b>2:45-3:</b>
<b>9.</b>	<b>Determining Collective Impact Action Steps for 2016-17</b>	<b>3:45-4:15</b>
<b>10.</b>	<b>Calendaring 2016-17 Collaborative Council Meetings</b>	<b>4:15-4:30</b>
<b>11.</b>	<b>Communication, Evaluation, and Checkout</b>	<b>4:30-5:00</b>

## **SSOS Work Summary for Joel Dvorak**

**June 15, 2016**

### **May 11<sup>th</sup> through May 31<sup>st</sup>**

This period of time was spent in preparation for the work that will occur in the first weeks of June. Mid to late May is a very busy time for schools as they enter celebration season and bring closure to another school year. Much of my time was spent working with members of the collaborative council's schedules to set a meeting date and preparing an agenda for our next meeting as well as working with the superintendents from Fremont County to set dates for us to meet as a group and also to follow-up with them individually after the data retreat/root cause analysis work that was done in May.

I met with Tom Sachse to orientate him to the work of the Collaborative Council and his role with the Council. Tom had lots of questions about the framework of the Statewide System of Support and the functions of the Collaborative Council. He and I have agreed to meet on regular basis to stay connected to the work of deploying the SSoS and keeping the State Board of Education well informed.

### **June 1<sup>st</sup> through June 3<sup>rd</sup>**

These three days were spent traveling to Fremont County and meeting with the superintendents from Wyoming Indian, St. Stephans, and the principal from Arapahoe. Paige Fenton Hughes and Scotty Ratliff also attended the group meeting to get some information to share at future meetings with legislators.

Positive outcomes from the meetings included an agreement by the everyone to schedule regular meetings with me to help them in the school improvement initiatives that were generated by the data review/root cause analysis retreat. We also agreed to work to schedule regular meetings of the superintendents within Fremont County to work on common issues and to build a more coordinated system for the students in the county. Since those meetings I have been able to visit with Joanne Flanagan, from Riverton and Dave Barker, Superintendent in Lander, and they have agreed to help coordinate meetings for the superintendents in Fremont County and are very willing to participate in those meetings.

My work with these leaders is the first step in making Fremont County the first region to be systematically supported by the SSoS. I believe I will learn much as I work in this region that will inform the scaling of the regional model across the other parts of Wyoming.

## **June 6<sup>th</sup> through June 10<sup>th</sup>**

This week included a meeting of the Collaborative Council in Casper, a presentation on the SSoS to the Elementary and Middle Level Principals Assn. in Thermopolis, and facilitating a retreat for the Johnson County School District Board of Trustees in Buffalo.

The Collaborative Council met in Casper on June 7<sup>th</sup> from 10 a.m. until 4 p.m. The agenda included a review of the current work being done by the SSoS; reports from the partner agencies, determining next steps for the 2016-17 school year; and implications of ESSA on WAEA and its effect on the Statewide System of Support; and finally, continued efforts to create a positive collective impact on K-12 education in Wyoming. Our meeting was very productive! The four pillars of the SSoS for the 2016-17 school year will include:

1. Helping schools identify and deploy quality benchmarks in their Comprehensive School Improvement Plans
2. Continue to deploy Data Retreats (including Root Cause Analysis) to inform School Improvement Planning
3. Continue to use WyCEL to coach leadership, provide ECHO trainings for Superintendents and building leaders, and provide a Principal Leadership Academy
4. Support the quality development of District Assessment Systems across the state

Each of these pillars will be deployed within the framework of a regional model.

The plan for 2016-17 is for the Collaborative Council to meet quarterly. We will continue to meet together so we can complete our mission to provide strategic direction for the purpose of unifying and aligning the efforts of multiple educational stakeholders who will develop and deploy an effective Statewide System of Support for all Wyoming students.

Kenny Jones, Executive Director of the Elementary and Middle Level Principals Assn., had requested that I present an update on the SSoS at his summer meeting in Thermopolis on June 10<sup>th</sup>. I was pleased to share a very current update with that group and answer any questions. The SSoS is achieving a higher profile as we continue to do good work for districts and schools. It was good to visit with the principals in attendance and engage in a good dialog.

On June 10<sup>th</sup> and 11<sup>th</sup> I worked with the Johnson County School Board and Supt. Gerry Chase as they pursued board norms and continued their good work on deploying their strategic plan. Facilitating this work is another example of a how a regional model could help districts in additional ways.



June 16, 2016

To: State Board of Education

From: Paige Fenton Hughes, Coordinator

RE: Response to Select Committee

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### **Response to the Select Committee Request**

At the select committee on accountability meeting in May, the committee requested the board weigh in on Phase II accountability and respond to questions about a Native American education "initiative" that was discussed briefly in Jackson in December.

In order to respond to the committee's request, you all asked us to invite the stakeholders who were part of the discussion at the select committee meeting to be at your meeting in Douglas to help you think through your response before we craft the memo to the co-chairs. Chelsie sent a note to those who were part of the discussion at the select committee. The committee is asking for the board's input before they determine how they want to proceed with draft legislation.

Here is a link to the advisory committee

report: <http://legisweb.state.wy.us/InterimCommittee/2016/SEA05092016AppendixI.pdf>. Here is a link to the draft bill: <http://legisweb.state.wy.us/InterimCommittee/2016/SEA05092016AppendixJ.pdf>. Here is a link to Chapter 29 rules: <http://legisweb.state.wy.us/InterimCommittee/2016/SEA05092016AppendixR.pdf>. These might help you think about the discussion before you come to the meeting.

Scotty and I can give you an update on the Tribal Relations meeting. Chelsie sent you the memo that we sent to the committee before the meeting, and our remarks followed the contents of the memo.

We mentioned that the issue of poverty is widening the opportunity gap for our Native American students--it's also widening that gap across the state and nation.

The board believes are schools can and do accomplish amazing things with and for students; schools *can* be the difference. However, they can't do it alone.

We proposed a more comprehensive, collaborative, cohesive approach to reach our children from birth through college.

The suggestions are based on systems that are proven to work, such as Harlem Children's Zone.

The plan:

- Pre-natal and parenting coaching and support. All of us are being the best parents we know

how to be, but sometimes parents need information and support.

- Family centers and outreach from birth to three.
- Quality optional universal early childhood options for every child in Wyoming.
- Attendance--schools are willing to be held accountable, and should be accountable, for the learning of every child who comes to school. But schools should not be held accountable for the results of children who miss 30 or 40 days of school in a year. This was the big talk of the morning...lots of talk, questions, comments about how to get kids to attend...and not just on the reservation.
- System of support--we are finally moving forward with a plan from the collaborative council and a few tangible interventions such as data retreats/root cause analysis work that was led by Deb Lindsey and the WDE for reservation schools and Joel's continued support to school leaders. The board has long held that schools should not be held accountable, be rated using the WAEA model, without appropriate and comprehensive support.
- Expanded course offerings for every child in every school to ensure students are "ready" for every post-secondary option.
- Development of and sharing of resources and curricular materials about the history and culture of the American Indian tribes in Wyoming available to all schools in Wyoming to embed within their own classrooms.

Scotty and I met, on behalf of the board, with school leaders from the reservation schools on June 2. I testified that what we heard resoundingly in that meeting was that children would benefit greatly from early childhood programs that help them be kindergarten ready, and they need to come to school. There was also a lot of discussion about the fact that schools are already trying a number of interventions, but when cases get turned over to law enforcement or the courts, there is very little response to the issue of truancy.

My testimony was that kids need to come ready, and they need to come.

For the first time in our history as a nation, we might be facing a time when our kids may have fewer opportunities than their parents. Collectively, we can positively impact that trend in our state, but if we continue to believe that it's all about schools (or all about race/ethnicity/culture), the opportunity gap will widen.

At the Douglas meeting, we have to determine how we want to respond to the select committee about the request they are making to spearhead an initiative to improve educational opportunities for the state's Native American students. Scotty and I can tell you about the meeting we had with school leaders in Ethete and update you on this tribal relations meeting, but be thinking about what we want to have be a part of the select committee memo.

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June 2, 2016



**WYOMING  
STATE BOARD  
OF EDUCATION**

MEMORANDUM

To: Senator Hank Coe and Representative David Northrup, Joint Education Committee and Select Committee on Statewide Education Accountability Co-chairmen

From: The Wyoming State Board of Education

RE: Policy alignment efforts and coordinator position report overview

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**Alignment of public education efforts (Priority #5)**

The state board is anxious to share the work they are doing to align board policies, rules, and statutes. In addition to this interim topic work, the board is also required to report to your committee on “duties prescribed by law” to the state board. This work meshes closely with the alignment efforts and the requirement to present a report about the need for a state board coordinator and the governance structure of the state board of education.

The state board received a grant from the National Association of State Boards of Education (NASBE) to support the work of aligning policies, rules, and statutes with the requirements and rigor associated with the adoption and implementation of college and career ready standards. Please see a white paper by Robert Hull in your packet that explains the concept of aligning policy to standards. To support the work, NASBE provided the board a toolkit of resources to help guide the review of board policies, rules, and associated statutes. The grant requires the formation of a leadership team to guide the alignment efforts. A meeting of that leadership team was held in Casper in March to set the direction for the alignment efforts. Members of the leadership team are:

- Senator Hank Coe, Co-Chairman, Joint Education Committee
- Representative David Northrup, Co-Chairman, Joint Education Committee
- Jillian Balow, State Superintendent of Public Instruction
- Brent Young, Chief Policy Officer, Wyoming Department of Education
- Laurie Hernandez, Supervisor of Standards , Wyoming Department of Education
- Andrea Bryant, Executive Director , Professional Teaching Standards Board
- Gerry Chase, President , Wyoming Association of School Administrators
- Kathy Scheurmann, Professional Issues and UniServe Director, Wyoming Education Association
- Mary Kay Hill, Policy Director, Office of Governor Matt Mead

- Jim Rose, Executive Director, Wyoming Community College Commission
- Nate Breen, Member, State Board of Education

The board also wishes to extend their thanks to the co-chairmen, and all the members of the team, for being a part of this leadership committee guiding the trajectory of the alignment efforts. Robert Hull from NASBE facilitated the discussion about the tasks related to aligning policies, rules, and statutes.

Currently, all state board policies have been reviewed and all rules which the board promulgates have been reviewed. At this time, the state statutes involving the state board are being examined so misalignment among the policies, rules, and statutes can be identified. We are using a review template designed by NASBE to track and note potential misalignment issues as well as content concerns.

After all the policies, rules, and statutes have been studied, the board will have the leadership committee explore the areas of misalignment or language that needs updating and provide input about how to proceed. The board is currently updating their own policies on a schedule which allows the updates to be completed by the end of the calendar year. Several chapters of rules are under review by the Wyoming Department of Education (WDE) which has kept the board in the loop and will bring rules changes to the board for their approval.

At this point, it seems likely the board will bring two types of recommendations to your committee by October 15, 2016. One set of recommendations will be technical clean up suggestions for statute. For instance, current law states there are 13 voting members of the state board when there are, in fact, 12 voting members. The other set of recommendations, however, will likely be more substantive in nature and will involve more discussion about the need for certain aspects of statute that may no longer be needed or be applicable to the current work of districts in light of more recent changes in and updates to Wyoming's education laws. Some of the recommendations the board brings to the committee may be necessary before the board can fully align rules and policies with statutes.

### **Governance structure of the State Board of Education and the necessity of a coordinator position**

The Wyoming State Board of Education is prepared to present a report to your committee regarding the governance structure of the state board and the necessity of the coordinator position. The board will review the draft report over the summer and present it to your committee by September 1, 2016.

State boards of education, according to NASBE, "are integral to the governance of public education in the United States. State boards, operating as a lay body over state education, are intended to serve as an unbiased broker for education decision making, focusing on the big picture, articulating the long-term vision and needs of public education, and making policy based on the best interests of the public and the young people of America." The state board of education was established in 1917 to set key educational policies

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for Wyoming's K-12 districts. The board is an independent body, appointed by the Governor to represent stakeholders throughout the state. It is imperative that the board remain independent and nimble, in order to authentically represent the interests of Wyoming's citizens and make sound decisions for Wyoming's more than 90,000 students.

Of the forty-seven states and three territories that have state boards, 36 of them are appointed boards and another four have some appointed members. Eighty-seven percent (87%) of all state boards have permanent staff members, and all the states that surround Wyoming except South Dakota have two or more staff members including Idaho which has more than nine permanent staff.

The Wyoming State Board of Education has one staff member, an at-will employee (AWEC), who is hired by and reports to the board. This position was designated in 2012 to support the board in implementing the provisions of the Wyoming Accountability in Education Act (WAEA) and was expanded in 2014 to include providing support for all the work that is the responsibility of the board. In 2012, an already existing WDE position was designated as the state board coordinator AWEC position, so an additional position was not created. Many erroneously believe the state board never had staff support before 2012 and that it is a position which can be easily eliminated. In fact, for most of its existence, the state board of education has had staff it hired and supervised. For many years, the state board hired a commissioner of education. Since that position was eliminated no fewer than five studies have been done to address the many issues that have arisen surrounding the statewide education governance structure in Wyoming. One report notes that the state board is statutorily directed to enforce rules and regulations, but the board was entirely dependent on the state superintendent and the department to carry out such a mandate. The 1985 report notes that "the practicality of such a measure is questionable."

Issues identified in the 2005 management audit report include this: "Another source of contention is that the State Board must rely on the Department to provide almost all the information and research it needs to conduct business. Each new Superintendent can reconfigure the Department's organization and allow the Board a different degree of access to the Department's staff and resources."

The latest study (Cross and Joftus) was completed and presented to the Joint Education Committee in 2014. One salient point from the recent report is that of those education stakeholders interviewed from across the state, "nearly all interviewees (90%) support the continuation of the current role and authorities for the State Board Education. An even larger percentage (97%) believes that the Board should be provided with either additional staffing or designated funding to ensure that it can fulfill those responsibilities well" (Doorey, 2014, p. 48).

The state board is acutely aware of the revenue and budgeting situation in the state at this time, and because of that they did not appeal to the legislature in this budget session for the creation of a permanent coordinator position even though that has been a priority for them in recent years. However, the state board

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is adamant in its contention that staffing the position is critical to supporting the board in fulfilling its policymaking directives as well as supporting the legislature in its ongoing efforts to improve educational opportunities for all Wyoming students. Moreover, the need for the position has been exacerbated by the passage of the Every Student Succeeds Act (ESSA) which returns much authority for educational decision-making to the states, especially to state boards.

The responsibilities of the coordinator are fundamentally different in nature than those of the WDE employee who serves as a liaison to the state board. The coordinator is the face and voice of the state board at state, regional, and national meetings because appointed volunteer board members cannot attend every meeting of education entities at which the board requires representation. The coordinator also attends legislative meetings and the legislative session in order to ensure the interests of the board are represented. The coordinator solely represents the interests of the board which are not always the same as those of the WDE. The inherent tension between the entities that govern statewide education is part of the design of the system. But that healthy tension creates a situation where the state board needs an independent employee who is not subject to the elected state superintendent.

Prior to initiating the 2014 statewide education governance study, the state board was asked to provide input to this committee regarding the current Wyoming education governance structure. So the state board has been discussing these issues for quite some time. The board is prepared to present a full discussion of the role of the state board of education, the history surrounding the work of the state board, and the need for a full-time coordinator to support the weighty work load of the current state board. We look forward to having a full discussion of this issue after the submission of the September report.

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## Leading a Standards-Based System: Aligning Policy to Standards

Robert Hull

State boards of education have been developing, adopting, and implementing learning standards for students since the 1980s. The American standards-based movement can be traced to the publication of *A Nation at Risk* in 1983. Ever since, states have been reviewing and revising learning standards in the hopes of helping students excel in colleges and careers. Standards are here to stay, whether or not a state has opted for such efforts to harmonize standards as the Common Core State Standards or the Next Generation Science Standards. But it is not enough to adopt and implement standards. That is only a beginning. State boards of education must also embark on the complex but crucial work of truly leading and governing a standards-based education system, which, when done with fidelity, can help ensure high levels of student performance.

### Policy Alignment

In a standards-based system, learning standards cannot be adopted or implemented in isolation. They must be the hub of all other education system components, permeating all other system functions and serving as the lens through which state board members view all policy design and development (figure 1). Regardless of which standards are adopted, they must ground all strategic planning and subsequent decisions; in this way, a standards-based system keeps learning as its primary focus. In this first of a series of Policy Updates, I introduce a model for policy alignment, the elements of which will be discussed further in subsequent Updates.

Although some policies—regarding health, safety, finance, and transportation, for example—lack a direct connection to learning standards, many policies need to be aligned with them. This model organizes those policies into six categories: expectations, curriculum, materials, measures of effectiveness, accountability, and professional learning.

**Expectations.** Learning standards' primary purpose is to establish expectations for students at each level and academic area. Are policies that outline expectations for teachers and other educational leaders aligned to helping students attain the standards? Otherwise, time, effort, and other resources will be wasted.

**Curriculum.** Standards are not curriculum, but they are close cousins. Standards establish

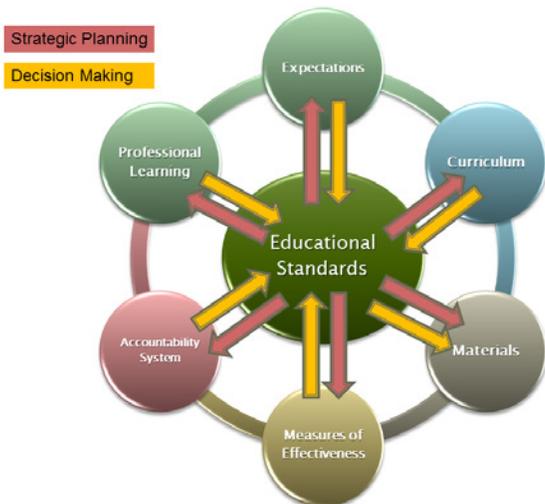
the end product while curriculum is the means to that end. Most, if not all, state boards govern graduation requirements. But board authority on curriculum varies widely beyond that: Some boards tightly control curriculum at the state level, some at the district level, and some locally. Regardless, curriculum governance must closely track the central learning standards lest a major disconnect thwart students' success in meeting them.

**Materials.** At least 23 states have policies on approval of instructional materials. In many classrooms, these materials—including software, supplements, and textbooks—underpin most instruction. If they are not aligned with standards, instruction is not likely to be either.

**Measures of Effectiveness.** Measurement is the most high-profile area in the policy web, aside from the standards themselves. Thus, transparency is paramount. The standards serve as the basis for effective assessment design. Not only are aligned assessments important for reporting student performance, but with the advent of the flexibility waivers under the Elementary and Secondary Education Act (ESEA), they also measure teacher and school/district performance. Some states have comprehensive assessment systems that go beyond summative assessments to include interim, benchmark, and formative processes. All should be aligned to the core learning standards to drive improved student performance.

**Accountability System.** The federal government requires that all states have accountability systems that align to learning standards. Those states that engaged in the ESEA flexibility





process already considered the relationship of standards to school system support, rewards, and educator effectiveness, thus guaranteeing alignment of some policies. Other policies often go unexamined. For instance, some boards have separate school accreditation models that are extraneous to federal accountability requirements; those, too, must be aligned to support learning standards. Are there policies that govern public reporting of board or state-level leadership effectiveness? If so, those policies must also be reviewed through the standards lens.

**Professional Learning.** State boards of education vary in their authority over professional preparation, licensure, and development. No two ways about it: Teaching in a standards-based system is hard. All these policies need to be aligned to produce a work force able to design and deliver a standards-grounded instructional program.

## Next Steps

**Strategic Planning.** Aligning the policy web is essential to *establishing* a standards-based system. But that is merely the first step. Once state boards have aligned their policies, they must *operationalize* it, continually revisiting, developing, refining, and extending the central standards-based system itself; it must become a way of planning, leading, and living as a board. A board's strategic planning begins with the standards as core and moves outward (figure 2). This process will institutionalize the concept of continuous improvement of the system, of districts, of schools, and of the board itself.

**Decision Making.** Perhaps the most difficult part of operationalizing a standards-based system is decision making. The process is the obverse of strategic planning: While planning begins with standards and moves toward actions to improve student achievement, decision making points back to the center, examining how each choice will serve the core mission (figure 2).

## State Examples

Many states have made great progress in designing and developing systems centered on high-quality learning standards for all students.

**Maryland.** The Maryland State Department of Education develops and implements standards and policy for pre-kindergarten through high school under the leadership of the State Board of Education. Its 2005 [strategic plan](#) lists five priorities: “improving student achievement; building educators’ capacity to improve student achievement; building an aligned, understandable system of instruction, curriculum, and assessment; fostering positive school environments; and involving families in education.” To achieve its goals, the department developed and implemented a streamlined, voluntary state curriculum; expanded opportunities for teacher feedback in its professional development program; encouraged transparency by requiring districts to explain their professional development plans to their teachers; and required all school systems to develop and adopt policies on family involvement.

**Massachusetts.** The Massachusetts Board of Elementary and Secondary Education’s 2010 Conditions for School Effectiveness specify actions schools and districts should take to best support student academic achievement and how to [gauge practice](#). For example, to gauge the effectiveness of leadership and governance, “[L]eaders should establish, implement, and evaluate the effectiveness of policies and procedures that are standards-based, driven by student data, and designed to promote continuous improvement of instructional practice and high achievement...” Other key areas include curriculum and instruction, assessment, human resources and professional development, student support, and financial and asset management.

**Kentucky.** The Kentucky Board of Education and Department of Education developed [strategic plans](#) for students, teachers, and administrators in August 2014 specifying goals and policy actions geared toward improving student academic achievement. For example, the plan specifies that professional development programs and experiences should be “aligned to the Kentucky Core Academic Standards.”

*Robert Hull is director of NASBE’s Center for College, Career, and Civic Readiness.*

## Resources

Francis Eberle, “Next Generation Science Standards: Implications of Adoption,” *Policy Update 20, no. 2* (2013).

Francis Eberle, “Next Generation Science Standards: Implications of Adoption—Part 2,” *Policy Update 20, no. 7* (2013).

“Implementing the Common Core,” *State Education Standard 12, no. 2* (2012).

Elizabeth Ross, “Common Core Standards: After Adoption, What Comes Next?” *Policy Update 17, no. 9* (2010).



June 16, 2016

To: State Board of Education

From: Sue Belish, Member

RE: Advisory Committee to the Select Committee on Education Accountability Notes June 8<sup>th</sup> 2016

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- Meeting Schedule
  - June 8—intro to the issues and our work plan
  - July 6: In-person full-day meeting in Casper
  - July 29: In-person meeting in that probably be changed
  - August (TBD): Webinar
  - September 7: In-person full-day meeting in Casper
  - October 12: In-person meeting in Casper
  - *September 20*: presentation to Select Committee on required legislative changes
  - *November 15*: presentation to Select Committee on the conceptual model for the new system
  
- Tasks – Starting from our current WAEA
  - Examine and potentially clarify the goals of the system
  - Consider the strengths of the system upon which we'd like to build
  - Evaluate the weakness of the current system that we'd like to improve
  - Evaluate the match of WAEA with the requirements of ESSA
    - English language proficiency indicator
    - The “additional indicator of school quality”
  - Consider if we want to use different metrics for existing components of the system (e.g., using mean scale score instead of %proficient for achievement)
  - Consider how we roll up to an overall determination or not?
  
- ESSA Requirements
  - Assessment requirements
    - Almost the **same assessment** requirements as NCLB
      - ELA and math in grade 3-8 and once in high school
      - Science once each in elementary, middle, and high school
    - Allows for the use of a “college-readiness” assessment for the high school assessments
  - Accountability Implications
    - Reporting requirements - States must continue to report by all required subgroups specified under NCLB.
    - School accountability determinations - Based on state determined goals and methodology with some constraints
  - Goal Setting

- States determine status and improvement goals:
      - Academic achievement
      - Graduation rate
      - Sub-groups that are behind
  - Accountability Indicators
    - Five indicator types are specified:
      - Academic Achievement (e.g. proficiency)
      - Another valid and reliable academic indicator (e.g. growth, gap closure)
      - Graduation rate (specifically Adjusted Cohort Grad Rate)
      - Extended graduation can be included at state discretion
      - English language proficiency
      - *Indicator of school quality or success that meaningfully **differentiates** and is valid, reliable, and comparable*
  - Identification of Schools
    - Use state determined methodology starting in 2017-18 to produce **a statewide category of schools** for comprehensive support and improvement for schools in the following categories:
      - **lowest performing 5% of schools**
      - **HS with graduation rate less than 67%**
      - **Schools with low performing subgroups**
- Summary of several provisions of ESSA
  - Maintains many core aspects of NCLB
  - Opens up a bit more flexibility on accountability, within specific parameters
  - Required interventions for low-performing schools
  - Hands off of teacher evaluation
- The good news
  - ESSA Requirements
 

<ol style="list-style-type: none"> <li>1. <b>Goal-setting</b></li> <li>2. Reporting all subgroups</li> <li>3. <b>Accountability for subgroups</b></li> <li>4. Achievement indicator</li> <li>5. Growth indicator</li> </ol>	<ol style="list-style-type: none"> <li>6. Gap indicator*</li> <li>7. <b>ELP Indicator</b></li> <li>8. Graduation rate</li> <li>9. <b>Other school quality measures</b></li> <li>10. <b>Overall determinations?</b></li> </ol>
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Pete Gosar, Chair  
 Kathy Coon, Vice Chair  
 Ken Rathbun, Treasurer  
 Jillian Balow, State Superintendent  
 Sue Belish  
 Nate Breen  
 Hugh Hageman

Wyoming State Board of Education  
 2300 Capitol Ave, Hathaway Building  
 Cheyenne, Wyoming 82002  
 307-777-6213  
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Scotty Ratliff  
 Robin Schamber  
 Kathryn Sessions  
 Walt Wilcox  
 Belenda Willson  
 Jim Rose

- WAEA
  - 1. No, not specifically
  - 2. Yes
  - 3. No, focus on below proficient
  - 4. Yes, % proficient
  - 5. Yes, SGP and MGP
- 6. Yes, "Equity indicator"
- 7. No
- 8. Yes
- 9. No
- 10. Yes, through the PJP process
- The process for the Advisory Committee
  - Working in close partnership with WDE, the legislature, SBE and WDE will make critical policy decisions
  - The Select Committee affirmed this organizational approach and affirmed that we want to build on the good work of WAEA and not start with a blank slate.

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Pete Gosar, Chair  
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May 27, 2016

To: Senator Cale Case and Representative Stan Blake, Select Committee on Tribal Relations Co-Chairmen

From: Paige Fenton Hughes, Coordinator

RE: Education discussion for June 9, 2016 meeting

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Thank you for including the Wyoming State Board of Education in your discussion of education issues on the Wind River Reservation. We have appreciated being a part of the ongoing discussion about how to improve educational opportunities for the reservation's students.

In our past correspondence with your committee, the board has mentioned the fact that the opportunity gap for students is no longer caused by racial divides but instead is the result of the effects of poverty. The board has proposed a number of interventions to battle the effects of generational poverty and close that educational opportunity gap for our Native American students. The suggested interventions included expanded course selection in schools, laws to incentivize school attendance, parent coaching, optional universal early childhood education for every Wyoming child, a robust multi-tiered system of support for school districts, and collaborative efforts by entities on and around the reservation that impact Native American youth.

The board has recommended a series of actions to be taken separately but simultaneously. After considering options and studying some programs that have proven effective, the state board is proposing that these kinds of solutions be implemented as part of a comprehensive framework based upon a system that has already been proven to be successful such as the Harlem Children's Zone. A comprehensive set of wrap-around services serving students from birth through college is much more likely to make a noticeable impact than a number of interventions implemented separately.

Moreover, state board has supported programs to "coach" parents and provide support to new and expectant parents. The board believes this should be the foundational program to help assure that parents have the support they need to start their children off on the right foot with regard to their health and their education. Although such a program could partially be delivered in a classroom/workshop setting, a strong outreach program that reaches parents in their homes will be more effective and reach a larger number of families.

Every effort by the legislature to expand optional universal early childhood educational opportunities to all Wyoming children has been supported by the board. It's especially crucial for children who may be at-risk for not being kindergarten ready. The board proposes continued support for parents and families along with early-years programs for children. In these programs, parents learn skills to help their children grow and learn, and children receive direct instruction through structured play and learning activities. Eventually, universal pre-school should be available to every Wyoming student who wishes to attend. Monitoring the quality of pre-school programs is a critical component of ensuring the pre-school experience has a lasting impact on the learning trajectories of the students.

Once students enter school, consistent daily attendance is an essential component. Schools should not be held solely accountable for the outcomes of students who regularly miss instructional time. Therefore, the board is in support of the efforts of collaborative groups such as the TRIAD that are attempting to address the issues of chronic

absenteeism and truancy. However, the board also believes that statutory language incentivizing school attendance sends a strong message about the importance of education to the future of our state.

Schools cannot do the work of improving the opportunities for our Native American students alone. That is why the board, as part of its charge to implement a multi-tiered system of support for all schools, has been insistent upon the initial focus of that system being on schools not meeting expectations on one or more accountability indicators. But at this time, the proposal brought to the board from the collaborative council of educators charged with developing the plan for the system of support contains recommendations that are not supported by the current budget. The board suggests shifting resources from the accountability phase of the Wyoming Accountability in Education Act to the support phase. The board continues to be concerned about holding schools accountable without providing the appropriate supports to help them meet all targets. Specific interventions aimed at school turnaround and supporting students from poverty should be part of a comprehensive system to provide specific technical support for schools with critical needs.

The board has also stressed the importance of having academically challenging course offerings that prepare students for all post-secondary options. All students should have an opportunity to take advanced courses and career technical courses that prepare them for post-secondary training leading to multiple career options. The statistics regarding the positive outcomes related to completing post-secondary training programs and graduating from college cannot be ignored, and schools should be preparing students to attend and complete such programs. After all, Wyoming statute requires that every student graduate, at a minimum, prepared to enter the University of Wyoming or a Wyoming community college. Preparation for those options should be part of every student's experience in school.

As mentioned above, schools cannot alone bear the burden of closing the opportunity gaps for our Native American students. A concerted effort at the state level to support local agencies and community groups in coming together around efforts to improve opportunities for kids on the reservation is essential. Wrap-around services including health care, family services, educational entities, law enforcement, and the judiciary must be part of a collaborative effort to positively impact the communities in which our children live. There are models for such programs across the country that could be adapted to meet the needs of the youth and families on the Wind River Reservation.

Finally, the state board has had a keen interest in and has been highly supportive of the development of set of resources about the history and culture of Wyoming's Native American tribes which can be shared with teachers from across the state and voluntarily included as part of classroom instruction in a number of content areas. We are looking forward to previewing the materials being developed by Wyoming Public Television as a first step in providing information to teachers and students across the state. The board has also encouraged the University of Wyoming to include mandatory training about life and learning on the reservation as part of its undergraduate teacher preparation programs.

On behalf of Chairman Gosar and the board, I thank you for asking us to be part of your important conversation about education on the Wind River Reservation. Please contact me at 307.349.4506 or [paige.fentonhughes@gmail.com](mailto:paige.fentonhughes@gmail.com) if you have any questions.

---

Pete Gosar, Chair  
Kathy Coon, Vice Chair  
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Jillian Balow, State Superintendent  
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**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** June 9, 2016

**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 AdvancED, the regional accreditation agency for Wyoming, in cooperation with the Wyoming Department of Education. This year seventeen Wyoming districts and St. Stephens School were evaluated using the NCA district model. The areas reviewed in accreditation include Purpose and Direction, Governance and leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. All Wyoming schools are required to focus on student performance and improve student achievement through their school improvement plans. Quality contacts are made annually with each school or district, and accreditation visits are conducted on site using a five-year cycle. All districts must complete a two-year progress report following the on-site visits on each overall recommendation within their accreditation reports, regardless of the score received. It is a process which reflects true continuous improvement as we work with each district throughout the school year. As part of this continuous improvement process, AdvancED has provided progress monitoring for each district that was awarded accreditation with follow-up during their 2014-2015 on-site visits.

**Findings:** The following school districts have accomplished the tasks required of them for the 2015-2016 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks. In addition, the WDE has completed a review of school district systems and state assurances. Districts with ongoing issues in any systems area or significant issues in assurances, including staffing, will be required to develop and implement a corrective action plan. Two districts were found to have staffing misassignments this year: Sheridan #1 and Sublette #9. Because this was the first incidence in several years, both districts have received warning letters and must submit corrective action plans. However, neither will experience impact on accreditation as a result.

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

Albany CSD #1	Crook CSD #1	Johnson CSD #1	Platte CSD #1	Uinta CSD #4
Big Horn CSD #1	Fremont CSD #1	Laramie CSD #1	Sheridan CSD #1	Uinta CSD #6
Big Horn CSD #2	Fremont CSD #6	Laramie CSD #2	Sheridan CSD #2	Washakie CSD #1
Big Horn CSD #3	Fremont CSD #14	Lincoln CSD #1	Sheridan CSD #3	Washakie CSD #2
Big Horn CSD #4	Fremont CSD #21	Lincoln CSD #2	Sublette CSD #1	Weston CSD #1
Campbell CSD #1	Fremont CSD #24	Natrona CSD #1	Sublette CSD #9	Weston CSD #7
Carbon CSD #1	Fremont CSD #25	Niobrara CSD #1	Sweetwater CSD #1	
Carbon CSD #2	Fremont CSD #38	Park CSD #1	Sweetwater CSD #2	
Converse CSD #1	Goshen CSD #1	Park CSD #6	Teton CSD #1	
Converse CSD #2	Hot Springs CSD	Park CSD #16	Uinta CSD #1	

#1

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

Fremont CSD #2  
Platte CSD #2  
St. Stephens School

**SUPPORTING INFORMATION ATTACHED:**

- a. Accreditation Recommendation Process
- b. WDE 2015 - 2016 Accreditation Recommendations
- c. NCA Accreditation Visitation Schedule

**PREPARED BY:** Dianne Frazer  
Education Program Consultant, Accountability Division

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

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

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE:** June 9, 2016

**ISSUE:** Institutional Schools Accreditation

**BACKGROUND:** Each year the SBE accredits certain institutional schools in Wyoming. The components of accreditation are monitored and evaluated by AdvancED, the regional accreditation agency for Wyoming, in cooperation with the Wyoming Department of Education. The areas reviewed in accreditation include Purpose and Direction, Governance and leadership, Teaching and Assessing for Learning, Resources and Support Systems, and Using Results for Continuous Improvement. All Wyoming schools are required to focus on student performance and improve student achievement through their school improvement plans. Quality contacts are made annually with each school, and accreditation visits are conducted on site using a five-year cycle. Twelve institutional schools received an on-site accreditation visit in the 2013-2014 school year. One institutional school received their first on-site visit in the 2015-2016 school year. Each school received an accreditation recommendation for AdvancED accreditation from the visiting team. Teams can recommend that the school be accredited or that the school be accredited under review. Under review is recommended when the school has significant work to do for improvement tasks. This status allows time for the school to complete the work and to receive assistance as needed. All schools must complete a progress report following the on-site visits on each assigned required action, regardless of the scores received. Each school has 2 years to complete this report. Reports were due during the 2015-2016 school year for eleven of the schools. 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 2014-2015 school year and have been evaluated in accordance with the evaluative criteria associated with those tasks.

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

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

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

Normative Services  
Youth Emergency Services

**SUPPORTING INFORMATION ATTACHED:**

a. Institutional Schools Accreditation Summary

**PREPARED BY:** Dianne Frazer  
Educational Program Consultant, Accountability  
Division

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

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



**WYOMING**  
DEPARTMENT OF EDUCATION

*Creating Opportunities  
for Students to Keep  
Wyoming Strong*

**Jillian Balow**

Superintendent of Public Instruction

**Dicky Shanor**

Chief of Staff

**Brent Bacon**

Chief Academic Officer

**Brent Young**

Chief Policy Officer

**Dianne Bailey**

Chief Operations Officer



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**On the Web**

edu.wyoming.gov  
wyomingmeasuresup.com

## MEMORANDUM

**TO:** Chairman Gosar, State Board of Education  
**FROM:** Brent Young, Chief Policy Officer  
**DATE:** May 27, 2016  
**RE:** Agenda Item Overview

**Meeting Date:** June 23-24, 2016

**Agenda Item:** Alternative Schedule Approval for Lincoln 2

**Item Type:** Action:  Informational:

### **Background:**

Wyoming Statutes 21-2-304(b)(viii) and 21-4-301 provide the opportunity for school districts to apply for a waiver from the statutory requirement for schools to be in session for 175 student contact days. The State Board of Education voted to approve the alternative calendar requests that were presented to them at the May 20, 2016 meeting.

On May 25, 2016, the WDE received an email from Lincoln County School District 2. The district was asking about the status of a request they sent to the WDE in March. There is no record of this request. The district stated that they were having technical issues around that time which caused difficulties in sending email communication to anyone.

The request from Lincoln 2 is being brought before the State Board of Education for their consideration for the following reasons:

- Lincoln 2 has operated on an alternative calendar (as approved by the State Board) for the last 14 years. The Board meeting notes from June 2012 show that Lincoln 2 has a history of operating on an alternative calendar.
- The documents submitted to the WDE on May 25<sup>th</sup> shows evidence that the district did what they were supposed to do in the time frame they were supposed to do it. For example, districts requesting alternative schedules are required to hold public meetings and get approval from their local school board. Lincoln 2 provided newspaper clippings showing they had done that in February and March -- well before the May 1st deadline.
- Although there is currently no provision for granting exceptions within the rules, the rules can be revised to address things like this going forward. Revised rules can be promulgated and fully in place before next spring, when the Board would approve the next round of alternative calendar requests. The revised rules will take precedence over the former version.
- Because Lincoln 2 has had an alternative schedule in place for over a decade, reverting back to a traditional schedule with so little notice may cause a lot of a disruption to students, staff, and families.

**Statutory References (if applicable):**

W.S. 21-2-304(b)(viii) and 21-4-301

**Fiscal Impact (if applicable)**

None noted

**Supporting Documents/Attachments:**

The following items are attached for review and consideration:

- 1\_SBE Action Summary Sheet 2012
- 2\_Request Letter from Lincoln 2
- 3\_Alternative 2016-17 Calendar Request from Lincoln 2
- 4\_Description of Schedule from Lincoln 2
- 5\_Alternative 2016-17 Calendar for Cokeville
- 6\_Alternative 2016-17 Calendar for Star Valley
- 7\_Local Board Agenda 2-11-16
- 8\_Local Board Agenda 3-8-16
- 9\_Local Board Approval page 1
- 10\_Local Board Approval page 2

**For questions or additional information:**

Please contact Julie Magee, [julie.magee@wyo.gov](mailto:julie.magee@wyo.gov) or 307-777-8740 or Brian Aragon, [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov) or 307-777-8505.

**Suggested motion/recommendation:**

"I move that the request for an alternative schedule from Lincoln 2 be approved for the 2016-17 and school year."

**Action taken by State Board of Education:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**ACTION SUMMARY SHEET  
STATE BOARD OF EDUCATION**

**DATE: June 12, 2012**

**ISSUE: Alternative School Schedule Approval**

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

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

**WYOMING DEPARTMENT OF EDUCATION 2012 ALTERNATIVE SCHEDULE REQUESTS**

<b>SCHOOL DISTRICT</b>	<b>ALTERNATIVE SCHEDULE SUMMARY</b>	<b>YEARS APPROVED</b>
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)	2012-2013 2013-2014
2) Converse CSD #1 ( Douglas – 5 Rural Schools)	153 day schedule for White, Moss Agate, Shawnee, Walter Creek, and Dry Creek Schools (♦ 4 day week)	2012-2013 2013-2014
3) Crook CSD #1 (Sundance)	168 day schedule	2012-2013 2013-2014
4) Fremont CSD #2 (Dubois)	171 day schedule	2012-2013 2013-2014
5) Fremont CSD #6 (Pavillion)	155 day schedule (♦ 4 day week)	2012-2013 2013-2014
6) Fremont CSD #24 (Shoshoni)	173 day schedule for grades 7-12 169 day schedule for grades K-6	2012-2013 2013-2014
7) Lincoln CSD #1 (Diamondville)	167 day schedule for grades 9-12 175 day regular schedule for grades K-8	2012-2013 2013-2014
8) Sublette CSD #9 (Big Piney)	170 day schedule	2012-2013
9) Uinta CSD #4 (Mountain View)	165 day schedule	2012-2013 2013-2014
10) Uinta CSD #6 (Lyman)	148 day schedule (♦ 4 day week)	2012-2013 2013-2014

**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 2012-2013 school year:**

Campbell CSD #1  
Carbon CSD #2  
Johnson CSD #1  
Laramie CSD #2  
**Lincoln CSD #2**  
Park CSD #16  
Sheridan CSD #1  
Sheridan CSD #3  
Sweetwater CSD #1

**Fremont CSD #14 provided a letter stating their intention to return to a standard 175 day schedule for all schools.**

**SUGGESTED MOTION/RECOMMENDATION: That the alternative schedules for the above listed schools be approved for the 2012-2013 and 2013-2014 school years.**

**SUPPORTING INFORMATION ATTACHED:**

1. Alternative Schedule Summary
2. Proposed Alternative Calendars from 10 districts.

**PREPARED BY: Dianne Frazer**

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

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

**COMMENTS:**

March 14, 2016

Brian Aragon  
Wyoming Department of Education  
Hathaway Bldg., 2<sup>nd</sup> Floor  
2300 Capitol Avenue  
Cheyenne, WY 82002

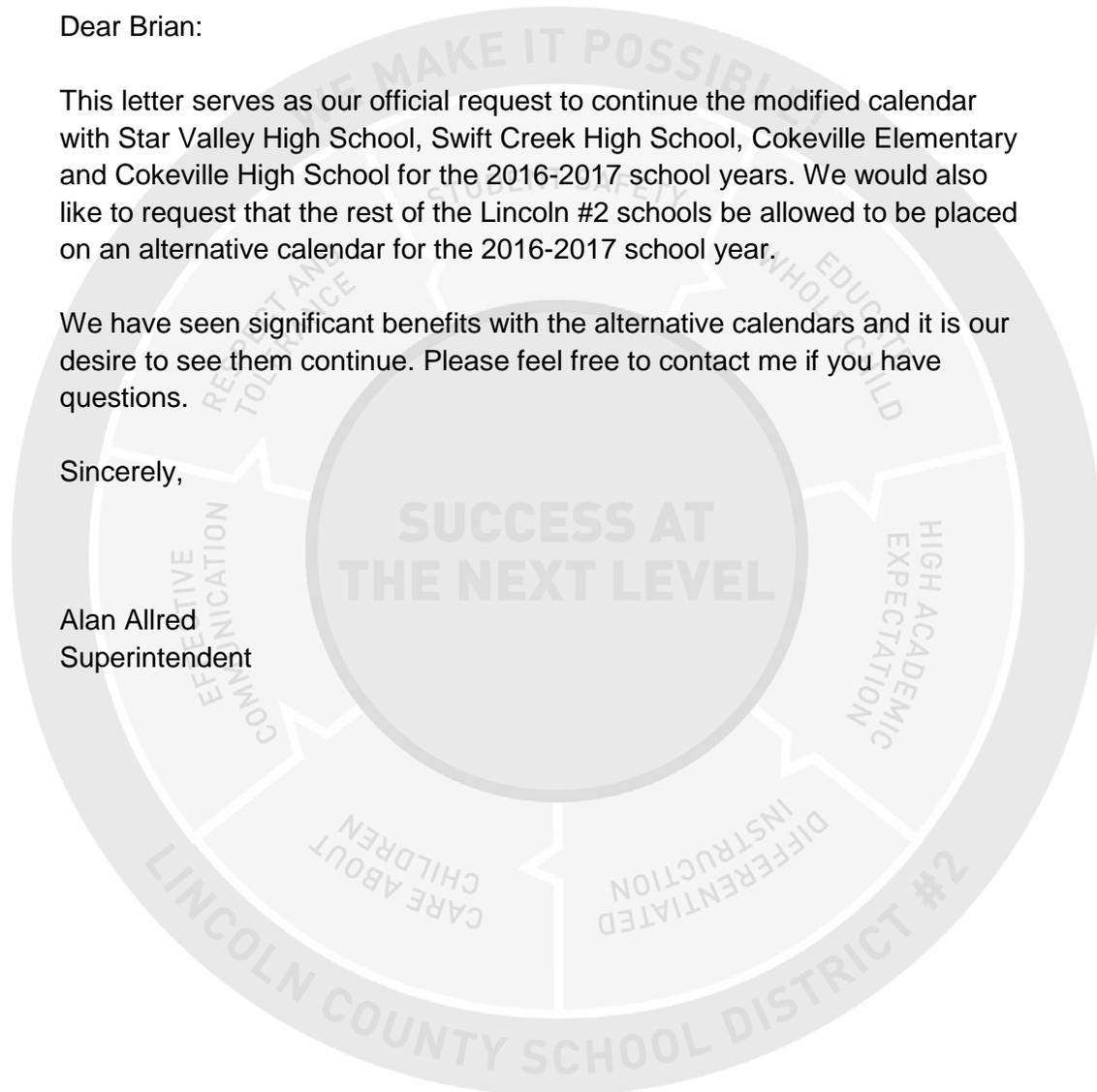
Dear Brian:

This letter serves as our official request to continue the modified calendar with Star Valley High School, Swift Creek High School, Cokeville Elementary and Cokeville High School for the 2016-2017 school years. We would also like to request that the rest of the Lincoln #2 schools be allowed to be placed on an alternative calendar for the 2016-2017 school year.

We have seen significant benefits with the alternative calendars and it is our desire to see them continue. Please feel free to contact me if you have questions.

Sincerely,

Alan Allred  
Superintendent



ALAN ALLRED, SUPERINTENDENT

**ALTERNATIVE SCHEDULE REQUEST**

Please Return this Page with Your Documentation

DISTRICT: Lincoln #2

DISTRICT CONTACT: Amanda Welch

Submit the following (in order) to Brian Aragon at [brian.aragon@wyo.gov](mailto:brian.aragon@wyo.gov), by May 1, 2013. **PLEASE KEEP SUBMISSIONS CONCISE, ONLY THE REQUESTED DOCUMENTS ARE TO BE SUBMITTED.**

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

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

## Description of Schedule

Students in grades K-6 will attend a total of 921.42 hours. This is 21 hours over the state mandated minimum. They will attend for 153 days. Their days will begin at 8:00 a.m. and ends at 3:00 p.m. with a deduction of 15-minute recess and a 40-minute lunch. Students in grades 7-12 in Star Valley will attend school from 8:00 a.m.- 3:55 p.m. with a deduction of 30 minutes for lunch. This totals 1117.08 hours and is well over the state mandated limit.

Our CHS school day runs from 8:00 am – 3:55 pm or 7 hours and 25 minutes. (7 hours and 55 minutes minus a 30-minute lunch.) Our mandatory student contact for the year equals 1,123 hours, which exceeds the state's requirements for Jr. and Sr. High School students. CES school day runs from 8:00 am – 3:00 pm for a total of 6 hours and 15 minutes per day. (7 hours minus 45 minutes for lunch and recess) Our total student contact hours for the year is 923.75 hours, which exceeds the state's requirements.

In years past we have had different schedules for students in Star Valley. Students at SVHS and SCHS attended different days than the other schools. We have found this to be inconvenient for parents and staff alike. We are proposing a common schedule for all schools in Star Valley for consistency in transportation, food service and professional development.

All schools in Lincoln #2 have historically been high achieving. We anticipate that with reduced student absenteeism due to a consistent schedule that those scores will continue to increase. Monitoring will be done throughout the year on test scores and absenteeism to ensure we are meeting our projected goals.

# Cokeville Calendar 2016-17

Aug 2016						
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			

- 17 -19 Teacher Work Days
- 22 First Day of School
- 26 Teacher Work Day

August

Feb 2017						
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				

Sep 2016						
S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 5 Labor Day- No School
- 9 Teacher Work Day- CES
- 16 Teacher Work Day- CHS
- 23 Scheduled School Day (Homecoming)

September

Mar 2017						
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	

- 14 Teacher Work Day- CHS
- 21 Parent Teacher Conferences- CES

October

Oct 2016						
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					

- 17 Parent Teacher Conferences (evening)- CHS

November

Apr 2017						
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						

- 18 Teacher Work Day- CES
- 23 Noon Dismissal
- 24 -25- Thanksgiving- No School

December

Nov 2016						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

- 2 Teacher Work Day- CHS
- 21 Noon Dismissal
- 22 -29- Christmas Break

January

May 2017						
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		

- 2 School Resumes
- 20 Parent Teacher Conferences- CES
- 27 Teacher Work Day

March

Dec 2016						
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

- 9 Parent Teacher Conferences (evening)- CHS
- 10 Teacher Work Day- CES
- 22 Noon Dismissal- Spring Break
- 23 -24- Spring Break
- 31 Teacher Work Day- CHS

April

Jun 2017						
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	

- 7 Teacher Work Day- CES
- 14 Teacher Work Day- CHS

May

Jan 2017						
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				

- 5 Teacher Work Day- CES
- 24 CHS Graduation
- 25 Last Day of School

Jul 2017						
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					

# LCSD#2 School Calendar 2016-17

Aug 2016						
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			

- 17 -19 Teacher Work Days
- 22 First day back for students
- 5 Labor Day- no school
- 16 No School
- 30 No School

Sep 2016						
S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- 14 No School
- 28 No School
- 4 No School
- 9 -10- Evening PTC- K-8
- 11 No School
- 15 -16 Evening PTC- SCHS/SVHS

Oct 2016						
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					

- 23 Early Release
- 24 -25 Thanksgiving Break
- 9 No School
- 16 No School
- 23 No School
- 26 -30- Christmas Break

Nov 2016						
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			26
27	28	29	30			

- 2 School Resumes
- 13 No School
- 3 No School
- 17 No School
- 20 No School- Presidents Day
- 24 No School

Dec 2016						
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						31

- 3 No School
- 10 No School
- 14 - 15 Evening PTC
- 31 -April 7- Spring Break
- 21 No School

Jan 2017						
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				

- 12 No School
- 19 No School
- 23 SVHS Graduation
- 25 Last day for students- half-day
- SCHS Graduation
- 26 Last day for teachers

## August

## September

## October

## November

## December

## January

## February

## March

## April

## May

Feb 2017						
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				

Mar 2017						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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26	27	28	29	30	31	

Apr 2017						
S	M	T	W	T	F	S
						1
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9	10	11	12	13	14	15
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23	24	25	26	27	28	29
30						

May 2017						
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Jun 2017						
S	M	T	W	T	F	S
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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	

Jul 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1,480 Contract Hours  
 949 Instructional Hours- Elementary  
 1,073 Instructional Hours- SVMS  
 1,106 Instructional Hours- SCHS/SVHS



Thayne Elementary School hosted a Morning Munch on Friday, Feb. 5, starting at 7 a.m. The event was open to students and their families.

## Internship opportunities for Senator Enzi's D.C. Office

U.S. Senator Mike Enzi, R-Wyo., is encouraging college students and recent graduates to apply for a summer internship in his Washington, D.C. office. The deadline for summer applications is April 1.

"Past interns gained valuable work experience and created friendships and memories that lasted far beyond their time in my office," Enzi said. "I encourage anyone who is interested to apply as soon as possible. Interns are an important part of my office and have the chance to meet some remarkable people, work on important projects and experience the dynamic opportunities offered by living in Washington, D.C."

Senator Enzi's Internship Coordinator, Dea Kollekowski,

will be at the University of Wyoming's job fair on February 23 to answer any questions and to provide necessary materials for the internship application process.

The internships, which include hands-on projects, offer an inside experience in the heart of the nation's government. Interns are able to network, develop crucial job skills and cultivate meaningful experiences to further their education and career goals. Interns will have the opportunity to give U.S. Capitol Building tours, write hearing summaries, conduct research for legislative aides, observe floor proceedings and attend committee hearings and lectures.

Interns receive a monthly stipend to defray the cost of

living in Washington, D.C. and can also coordinate receiving college credit for the internship. Priority is given to students from Wyoming, or those studying in Wyoming.

The summer 2016 internship runs from May 30 to Aug. 19. Applicants should have achieved at least sophomore status at an accredited university or college.

Individuals interested in an internship with Senator Enzi's office should apply online. The application is available at [www.enzi.senate.gov](http://www.enzi.senate.gov). Select the "Students" tab and click on "Internship Information."

For additional information, contact the Internship Coordinator Dea Kollekowski at (202) 224-3424 or [Intern\\_Coordinator@enzi.senate.gov](mailto:Intern_Coordinator@enzi.senate.gov).

## Agriculture and natural resources scholarship available to area students

The Clifford P. Hansen Memorial Scholarship is in remembrance of Clifford Hansen, who was known as a Teton county rancher, Past President of Wyoming Stock Growers Association, the Governor of Wyoming and a U.S. Senator.

The Memorial Scholarship was established through contributions received in memory of Senator Hansen and other departed WSGA leaders. It recognizes an outstanding college student pursuing an education related to Wyoming's agriculture or natural resources.

WSGA believes that continuing education is an important asset for youth and we are proud to announce that January 2016 marks the second year of awarding the scholarship. The \$1,000 cash scholarship will be awarded for the 2017

academic year.

"The Hansen Memorial Scholarship serves as a reminder of the dedicated leadership provided to WSGA and to the State of Wyoming by past and current leaders of our industry," Stated Executive Vice President, Jim Magagna.

To be eligible, students, parents or guardian must be a member in good standing of the Wyoming Stock Growers Association. The applicant must be a sophomore, junior or senior enrolled full-time at the University of Wyoming or a Wyoming Community College, have a cumulative GPA of 3.2 or higher and be majoring in agriculture or natural resource related field.

To apply for this scholarship, the applicant must submit an essay of 500 words or

less addressing the following questions and an official transcript.

- What have you gained from your college experience?

- How do your post-college plans involve agriculture or natural resources?

- What characteristics distinguish you as deserving this scholarship?

All applications will be due Friday, April 8, 2016 to Haley Lockwood at P.O. Box 206, Cheyenne, WY 82003 or to [haley@wysga.org](mailto:haley@wysga.org).

The winner will be approved by the WSGA trustees based on a recommendation from the WSGA Executive Committee. The scholarship winner will be announced at the 2016 Wyoming Cattle Industry Convention and Trade Show in Laramie, June 1-4.

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**Lincoln County School District #2 Board Agenda**

February 12, 2016

- I. 6:30- Call to Order and Invocation
- II. Pledge of Allegiance and Adopt Agenda
- III. Delegations/Reports
  - A. Report from Thayne Elementary
  - B. Report on SVMS Reading Intervention Program
  - C. Monthly Financial Update
- IV. Board Committee Assignments
- V. Board Travel/Activities/Procedures
- VI. Board Informational Items
  - A. Enrollment
  - B. New Course Offerings- SVHS
- VII. Facilities Update
- VIII. Correspondence
- IX. Public Comments
- X. Calendar Discussion
- XI. Alternative Calendar Hearing
- XII. Consent Agenda
  - Section 1
    - A. Payment of Bills
    - B. Approval of minutes
    - C. Approve Capital Improvement Projects
  - Section 2
    - A. Personnel
    - B. New Business
    - C. Policies
      - A. EFAB- Food Service Procurement
- XIII. Executive Session
- XIV. Section 2
  - A. Personnel
  - B. New Business
  - C. Policies
    - A. EFAB- Food Service Procurement
- XV. Policies
  - A. EFAB- Food Service Procurement
- XVI. Board Self-Evaluation

## Brave Cadettes prep for state

By Sarah Hale

The Star Valley High School Brave Cadettes will participate in the 2016 State Spirit Competition in Casper on Wednesday, March 9.

According to Coach Kirsten Ludwig, the girls will compete in two categories.

"We have a jazz routine where our theme is flight attendants," she said. "So our costumes are flight attendants. We are also doing a hip hop piece."

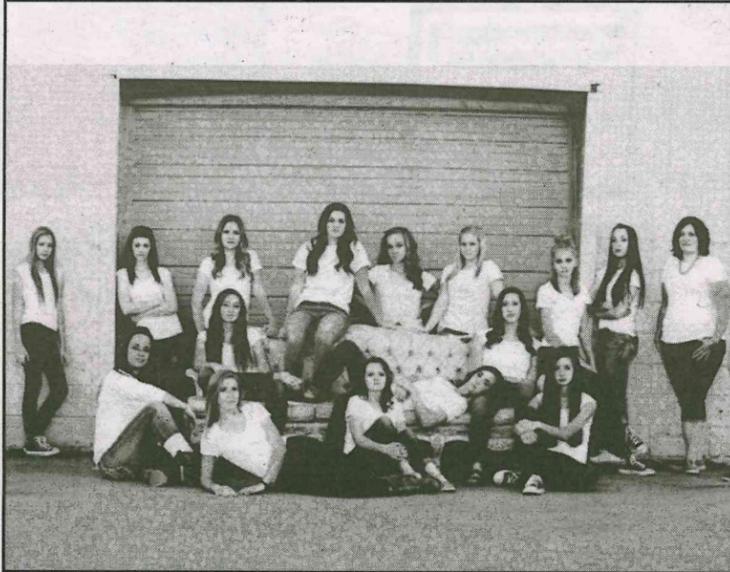
Being a Brave Cadette takes dedication and hard work, as well as flexibility and a commitment to excellence, Ludwig said.

This year 15 girls will travel to the state competition.

"We have three captains this year and they have done a great job for us," Ludwig said. "Our captains are Sydney Inskip, Bailey Hodges and Kaitlyn Sims."

In addition to performing at home games, the team spends time rehearsing, developing choreography, attending camps and preparing for the annual Brave Cadette Review.

"This is a 12 month program," Ludwig said. "It really



The Star Valley High School Brave Cadettes will compete in Jazz and Hip Hop at the 2016 State Spirit Competition in Casper on March 9.

takes a lot of hard work and preparation to be ready to perform."

The jazz performance is set to take place at 4:10 p.m. on Wednesday, March 9 in the Casper Events Center.

The hip hop routine is scheduled to take place at 6:10 p.m.

"We are excited for state," said Ludwig. "In addition to the state spirit competition, we will also be performing

during the Star Valley games. We are alternating games with the cheerleaders. So, the number of times we perform next week is dependent on how far the teams [advance] in the [tournament]."

The Brave Cadette Review, showing the year's routines, is scheduled for Thursday, April 28 at the Star Valley High School. Junior Brave Cadettes will begin practicing April 25.

## SVHS cheerleaders set to compete in the 2016 State Spirit Competition

◆ Competition set for March 9 in Casper.

By Sarah Hale

The Star Valley High School Cheerleaders will compete in the 2016 State Spirit Competition in Casper on Wednesday, March 9.

According to Coach Karlie Philpott, the team will take part in two categories Non-Stunt and Stunt.

"A non-stunt routine consists of cheer and dance and most of the schools in Wyoming compete in the non-stunt category," said Philpott. "Star Valley will be competing in the 3A division, against 17 schools, at 3:18 p.m."

According to Philpott, a stunt routine includes "cheer, dance, tumbling and stunting."

"It takes incredibly talented athletes to prepare and execute this type of routine," she said. "This year most of the smaller 1A, 2A and 3A schools are unable to compete in this category so the SVHS Cheerleaders will be competing in the 4A division against 14 schools including Kelly Walsh, Green River, Laramie, Central and Natrona. The girls are very excited for the opportunity and challenge it brings. Star Valley will perform their stunt routine at 5:10 p.m."

In addition to the non-stunt and the stunt routines, the All-State Cheer Team will



The SVHS Cheerleaders will compete in the 2016 State Spirit Competition in Casper on Wednesday, March 9.

perform.

"To become an All State cheerleader girls must be recommended by their coaches and then try-out," said Philpott. "Hundreds of girl's tryout this year and 36 were selected for the team. Six of those girls are from Star Valley High School, making SVHS one of the highest represented schools in the state."

SVHS 2016 All State Cheerleaders include: Whitney Hamp, Morgan Kallgren, Kayla Barber, Taylor Harris, Abbey Hunsaker and Piper Thompson.

"As we come to the end of our ten month season, it amazes me how resilient and determined our girls have been this year," said Philpott.

"A lot can happen in ten months, and we have seen it all, yet our girls push forward looking at each trial as a challenge and becoming stronger. They are an amazing group of girls that represent their school and community with pride and enthusiasm."

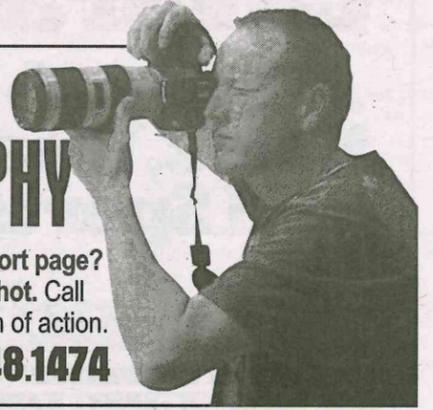
"Although promoting school spirit and cheering for SVHS sports team is our main focus throughout the year, the state competition is a time for the girls to showcase their talent and be recognized for all their hard work," Philpott continued. "We are very excited for this year's competition. The girls are well prepared and united. I am so proud of each of them and honored to be their coach."

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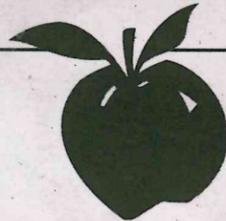


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### PLACING OF ICE AND SNOW ON AFTON MUNICIPAL STREETS IS PROHIBITED

The Town of Afton has an ordinance prohibiting placing ice and snow on Municipal Streets, Roads and Alleys. No person shall place snow or ice from private driveways or sidewalks on the maintained portion of the municipal streets or roads. Your cooperation with this matter would be appreciated.



**Lincoln County School District #2 Board Agenda**

**March 8, 2016**

5:00 - Board Work Session

I. 6:30- Call to Order and Invocation

II. Pledge of Allegiance and Adopt Agenda

III. Delegations/Reports

A. Report from Star Valley Middle School

B. Report on Gifted Program

C. Monthly Financial Update

IV. Board Committee Assignments

V. Board Travel/Activities/Procedures

VI. Board Informational Items

A. Enrollment

VII. Facilities Update

VIII. Correspondence

IX. Alternative Calendar Hearing

X. Public Comments

XI. Action Items

A. Approval of Alternative Calendars

B. Course Approval

XII. Consent Agenda

Section 1

A. Payment of Bills

B. Approval of minutes

XIII. Executive Session

XIV. Section 2

A. Personnel

XV. New Business

XVI. Policies

A. Review of policies JKD and JICI

B. JL- Student Wellness Policy

XVII. Board Self-Evaluation

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# Alpine area aircraft crash claims lives of four Idaho Falls residents

◆ Accident victims were parents to seven children.

By Dan Dockstader

The Bonneville County Sheriff's Office in Idaho Falls has identified four people killed in an Alpine area plane crash Sunday, March 13.

Accident fatalities were listed as David and Jessica Anderson, husband and wife, ages 40 and 38 respectively and Thomas "Brook" and Heidi Summers, husband and wife, ages 39 and 36 respectively. All were listed from Idaho Falls.

The sheriff's office reported the couples were traveling in a four-passenger, 1958 Cessna, 182A, single engine, fixed wing aircraft.

"The plane left the Alpine, Wyoming airport in the early morning hours of March 13 and crashed shortly after takeoff," the Bonneville County report noted.

The morning passed before it was noticed by a resident living at the Alpine Airport. A 911 call came into the Lincoln County Sheriff's Office at 1:23 p.m. and emergency crews were dispatched to the scene.

Continued on page 26A



The 1958 Cessna left the Alpine Airport early Sunday morning, Mar. 13 and crashed on the upper Palisades Reservoir area. The aircraft was carrying four people from Idaho Falls, Idaho.

SVI Media/Dan Dockstader

## Highway meeting scheduled

◆ WYDOT to host open house March 30 in Thayne.

By Sarah Hale

The Wyoming Department of Transportation will hold an informational open house on Wednesday, March 30. The purpose of the open house is to discuss the U.S. Highway 89 Thayne North Proposal.

The open house is scheduled for 5-7 p.m. in the Thayne Community Center.

According to information provided by WYDOT, the meeting will provide information on "potential highway improvements for U.S. 89 between Thayne and Etna."

"As traffic and population growth increase, capacity and safety improvements are needed in order for the highway to continue serving as an important local and regional connection," a release from WYDOT stated. "The purpose of this open-house style meeting

Continued on page 20A

## School board approves unified calendar for 2016-2017 academic year

◆ All Star Valley schools to be on same schedule.

By Sarah Hale

In a five to one vote the Lincoln County School District Number 2 Board of Trustees supported the alternative calendar proposal on Tuesday, March 8. The action took place during the regular meeting of the school board.

Lane Allred, Alan Linford, Wade

Hirschi, Connie Day and Eileen Merritt voted in favor of the unified calendar in Star Valley. Karen Tallerico opposed the proposal. Donna Ivie was absent from the meeting.

The unified calendar will place students in Star Valley at all grade levels on a modified four-five day schedule.

Concerns with the proposal, as presented during the public hearing portion of the March 8 meeting, included the belief that having a four day school week was not in the best

interest of young elementary school students.

Concerns were also expressed regarding students who do not have an adult home with them during the day.

Failing to meet the nutritional needs of students in low income families, increased costs of day care to area families, a reduction in wages for bus drivers, cooks, classroom aides and support staff were also presented as areas of concern.

Continued on page 20A

## SV Medical Center to hold open house for new Surgery Department

◆ SV Community invited to tour new surgery dept. March 18 and March 19.

By Sarah Hale

Star Valley Medical Center will hold a community open house for its new Surgery Department this week. The open house will take place Friday, March 18 from 5-7 p.m. and Saturday,

March 19 from 10 a.m. to noon.

"Just under 24 months after breaking ground the major construction project that has been underway on the main campus of Star Valley Medical Center has been finished," said Joel Johnson, public relations director at Star Valley Medical Center. "On March 2, 2016 SVMC received authorization to occupy the final stage of the newly completed surgery

department."

The open house will allow the public to "tour the surgery department expansion," Johnson said.

According to Mike Hunsaker, of the Chief Operations Office at Star Valley Medical Center, the Surgery Department Expansion has been "a very rewarding project to coordinate."

Continued on page 20A



# Girls basketball

Continued from page 16A

and fill those roles so I'm expecting big things from these juniors next year."

• All-State & All-Conference Morgan Dana, Rylee Burmester & Savannah Lucero were named as all-conference for the 3A West. Burmester & Lucero were named all-state.

- Savannah Lucero led the Lady Braves in scoring and

three-point field goal percentage. She led the team in scoring 12 times during the season including a 25-point effort against Green River and a 29-point showing against Newcastle. This is her second all-conference selection and her second all-state selection.

- Rylee Burmester was second on the team in scoring and rebounding with 11.1 & 5.8 respectively. She also led the team in offensive rebounds and was the top scorer in six

games which included three double-doubles. It is her first all-conference selection and first all-state selection.

- Morgan Dana led the Lady Braves in rebounding at 5.9 per game and scored 7.5 points per game. She also led the team in steals with 2.5 per contest. It is her second straight all-conference nod.

### Torrington Trailblazers: 40

Player	Pts	Reb	Ass	Stl	Blk	FT
S. Warren	3	6	3	2	1	1/2
L. Moore	14	9	1	1	0	1/1

R Burmester	9	2	1	1	1	1/3
E. Cazier	3	2	0	1	0	1/2
K. Jenkins	12	6	1	0	0	10/10
M. Dana	8	9	0	1	0	n/a
S. Lucero	6	1	1	1	0	2/2
<b>Team Totals</b>	<b>55</b>	<b>35</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>15/19</b>
Torrington	40	30				7/15

### Newcastle Dogies: 41

### Star Valley Lady Braves: 62

Player	Pts	Reb	Ass	Stl	Blk	FT
S. Guild	2	1	2	0	1	n/a
S. Warren	9	12	4	1	0	2/5
L. Moore	10	4	1	1	0	1/2
R Burmester	2	4	0	0	0	2/10
K. Jenkins	10	4	2	0	2	4/4
M. Dana	0	4	1	2	0	0/1
S. Lucero	29	1	1	3	0	5/6

Team Totals	Pts	Reb	Ass	Stl	Blk
Star Valley	62	27	10	7	3
Newcastle	41	27			

### Worland Warriors: 44

### Star Valley Lady Braves:

Player	Pts	Reb	Ass	Stl	Blk
S. Guild	0	2	0	0	0
S. Warren	3	3	2	1	0
L. Moore	4	3	2	1	0
R Burmester	5	4	0	0	0
E. Cazier	4	1	1	1	0
K. Jenkins	4	5	0	0	0
M. Dana	6	1	1	2	0
S. Lucero	9	2	0	0	0
<b>Team Totals</b>	<b>35</b>	<b>21</b>	<b>5</b>	<b>5</b>	<b>0</b>
Star Valley	35	21	5	5	0
Worland	44	19			

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## US 89 Thayne North

### OPEN HOUSE

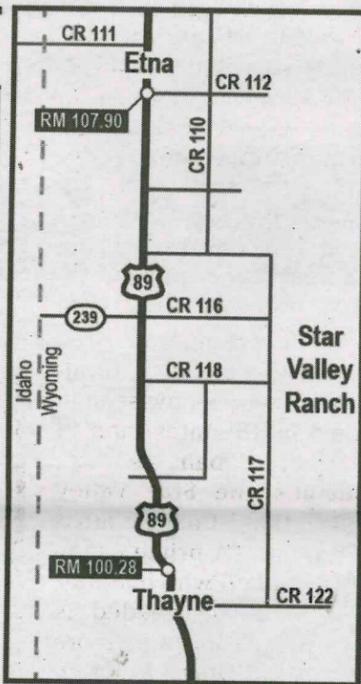
March 30, 2016 - 5:00-7:00 p.m.  
Thayne Community Center  
250 Vannoy Parkway  
Thayne, WY 83127

The Wyoming Department of Transportation (WYDOT) and the Federal Highway Administration (FHWA) invite you to attend a public scoping meeting to discuss potential highway improvements for US 89 between Thayne and Etna. As traffic and population growth increase, capacity and safety improvements are needed in order for the highway to continue serving as an important local and regional connection.

The purpose of this open house-style meeting is to present the project's purpose and need, history, and issues; and to obtain your input on any transportation, environmental, and socioeconomic issues, as well as any other concerns you may have. Comments received will be considered in an environmental assessment being prepared for this study.

You are invited to attend the meeting anytime during the hours shown above. Study team members will be available to discuss the study and answer questions.

For questions or specific accessibility needs, please contact Timothy Stark, WYDOT, Environmental Services Engineer at 307-777-4379 or DOT-ThayneNorthEA@wyo.gov.



## Coach Young

Continued from page 16A

and loyalty. I believe that if you do it that way you will have successful men, husbands and fathers and that translates into wins. Guys who are willing to block for each other and play for each other. I feel a good way to find out a guy's character is to do service projects. You find out who is willing to work for others."

• 1st Year Coaches at SVHS Here is a look at SVHS Football coaches and what they were able to accomplish in their first season. For some it was

their only season. For others was the first of a storied career. Previous 1st Years at SVHS

Name	Year	Record
McKay Young	'16	
Chris Howell	'08	(2-7)
Dale Anderson	'05	
Ballard Johnson	'99	
Robert Linford	'88	
Van Hokanson	'82*	
Jerry Hart	'69	
Lew Monsen	'64	
Ted Nichols	'63	(E)
Lew Monsen	'60	(2)
Vern Gardner	'57	(1)
Reid Gummel	'53	(1)
Clint Nelson	'51	(1)
Wallace Nalder	'50	(1)
Bob Orr	'47	(1)
Lincoln Gardner	'41	(1)
Meldon Warner	'38	(2)
Roland Sleater	'36	(1)
Jesse Wilson	'35	(1)
C. Newell Peterson	'28**	(1)

(\* = State Champions)  
(\*\* = First SVHS Football Season)

## WYDOT

Continued from page 1A

is to present the project's purpose and need, history, and issues, and obtain input on any transportation, environmental, and socioeconomic issues, as

well as any other concerns public] may have."

Comments received will "considered in an environmental assessment being prepared the WYDOT release said.

The public is invited attend and participate in open house on March 30.

## Medical center

Continued from page 1A

"Between the emergency room and surgery department we added and remodeled 20,800 square feet to the medical center," he said. "The new surgery department has added several new features that will truly enhance the patient experience. Our pre/post-operative rooms are

private for patient confidentiality and comfort, we added a post-anesthesia care unit (PACU) for those patients who need a little more supervision waking up from anesthesia, and a family/physician consultation room."

For more information the Surgery Department Expansion Project, contact the Star Valley Medical Center at 885-5800 or attend upcoming open house.

## School board

Continued from page 1A

Those who spoke in favor of the measure stated that it would allow additional family time, reduce student and staff stress, address concerns with absenteeism among students and staff and build better unity among the educators and students within the district.

According to data presented during the meeting, elementary schools and middle schools in Star Valley see anywhere from 25 percent to 33 percent of students absent on Fridays when Star Valley High School is not in session.

Additional benefits with the proposed unified calendar also included a more efficient and cost effective transportation schedule, and saving money by having schools closed on Fridays.

According to results presented to the school board, a recent community survey shows 79 percent of households within

Star Valley are in favor of a unified calendar. In a weighted survey, the results showed 82 percent of people responded favorably to the proposal.

"It is nice when people come forward to be a part of the solution rather than just sit back and grumble," said Board Chairman Eileen Merritt. "We appreciate the people who have shared their thoughts and opinions with us on this proposal."

The unified calendar will be in place for the 2016-2017 Academic Year.

The school board also approved the 2016-2017 calendar for Cokeville Schools, during the March 8 meeting.

State statute requires that alternative calendars be approved on an annual basis by the school board.

The Lincoln County School District No. 2 Board of Trustees stated that they will evaluate the unified calendar in the coming years to see if it meets the needs of students and families.



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**WYOMING  
STATE BOARD  
OF EDUCATION**

## **ACTION SUMMARY SHEET**

**DATE:** June 24, 2016

**ISSUE:** Approval of SBE Policies

**BACKGROUND:**

**SUGGESTED MOTION/RECOMMENDATION:**

To approve the policy revisions to Section 1, Section 2 & Section 3 of the State Board of Education Policy and Governance Manual

**SUPPORTING INFORMATION ATTACHED:**

- Section 1, 2, &3 of State Board of Education Policy and Governance Manual

**PREPARED BY:** Chelsie Oaks

**Chelsie Oaks, Executive Assistant**

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

**COMMENTS:**

# BOARD LEGAL STATUS

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## Constitutional and Statutory Provisions:

§21-2-301. Appointment; qualifications, terms and removal of members; meetings; chairman.

(a) There is created a state board of education composed of ~~twelve~~ thirteen (13~~4~~2) voting members, eleven (11) of whom shall be appointed members with at least one (1) member appointed from each appointment district pursuant to W.S. 9-1-218. The remaining voting member of the board shall be the state superintendent of public instruction. The executive director of the Wyoming community college commission shall be an ex-officio member and shall not have the right to vote. One (1) appointed member shall be appointed at large and shall be a certified classroom teacher at the time of appointment. One (1) appointed member shall also be appointed at large and shall be a certified school administrator at the time of appointment. Two (2) appointed members shall be appointed at large and shall be representative of private business or industry in Wyoming. The remaining seven (7) appointed members of the board shall be appointed from among the lay citizens of the state who are electors of the state, known for their public spirit, business or professional ability and interest in education. Not more than six (6) appointed members of the board shall be from one (1) political party. Members shall be appointed for six (6) year terms, except those who may be appointed to fill unexpired terms. Members shall be appointed by the governor with the approval of the senate. Vacancies shall be filled by the governor without senate approval until the next session of the legislature. No member is eligible to reappointment, except any member appointed to fill an unexpired term of less than six (6) years and the term expires on or after January 1, 1996, may be reappointed for one (1) additional six (6) year term. Appointed members of the board may be removed by the governor as provided in W.S. 9-1-202.

(b) During the first quarter of the calendar year a meeting shall be held at which a chairman shall be elected. Meetings may be held at regular intervals as often as the duties of the board require and the board shall meet at the call of the state superintendent of public instruction or the governor or the chairman whenever in the opinion of these officials, or any of them, the need for such meeting exists.

(c) Notwithstanding subsection (a) of this section, the superintendent of public instruction shall not participate in board deliberations on or vote on any matter relating to a contested case involving actions of the department of education.

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## State Board Policy:

All board members will take The Oath of Office. Board members will be sworn in prior to taking office by the Chair.

### Oath of Members of the Board

*I, (name) do solemnly swear that I will uphold the duties and the laws of the state of Wyoming based on statutes governing operations of the Wyoming State Board of Education.*

# POWERS AND DUTIES

---

## Constitutional and Statutory Provisions:

§21-2-304. Duties of the state board of education.

(a) The state board of education shall:

(i) Establish policies for public education in this state consistent with the Wyoming Constitution and statutes and may promulgate rules necessary or desirable for the proper and effective implementation of this title and its responsibilities under this title. Nothing in this section shall give the state board rulemaking authority in any area specifically delegated to the state superintendent;

(ii) Through the evaluation and accreditation of school districts, implement and enforce the uniform standards for educational programs prescribed under W.S. 21-9-101 and 21-9-102 in the public schools of this state, including any educational institution receiving any state funds except for the University of Wyoming and Wyoming community colleges, and implement and enforce the statewide education accountability system pursuant to W.S. 21-2-204. The board shall ensure that educational programs offered by public schools in accordance with these standards provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society. In addition, the board shall require school district adherence to the statewide education accountability system;

(iii) By rule and regulation and in consultation and coordination with local school districts, prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b), and promulgate uniform standards for programs addressing the special needs of student populations specified under W.S. 21-9-101(c) that ensure these student populations are provided the opportunity to learn the common core of knowledge and skills as prescribed by the uniform student content and performance standards pursuant to this paragraph. Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district of this state. The ability to prescribe content and performance standards shall not be construed to give the state board of education the authority to prescribe textbooks or curriculum which the state board is hereby forbidden to do. Graduation standards imposed under this paragraph shall require the successful completion of the following components, as evidenced by passing grades or by the successful performance on competency based equivalency examinations:

(A) Four (4) school years of English;

(B) Three (3) school years of mathematics;

(C) Three (3) school years of science; and

(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes

on economic systems and institutions.

(iv) Effective school year 2013-2014, and each school year thereafter, require district administration of common benchmark adaptive assessments statewide in reading and mathematics for grades one (1) through eight (8) in accordance with W.S. 21-3-110(a)(xxiv). The board shall also establish, in consultation with local school districts, requirements for students to earn a high school diploma as evidenced by course completion and as measured by each district's assessment system prescribed by rule and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). Once every five (5) years and on a staggered basis, the state board shall through the department, review and approve each district's assessment system designed to determine the various levels of student performance as aligned with the uniform state standards and the attainment of high school graduation requirements as evidenced by course completion. In addition and following review, refinement and revision of student content and performance standards adopted under paragraph (a)(iii) of this section and reviewed under subsection (c) of this section, the board shall establish a process to ensure district assessment systems are aligned with the refined and revised standards within three (3) full school years following adoption of revised standards;

(A) through (C) Repealed by Laws 2015, ch. 179, § 3.

(v) Through the state superintendent and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Statewide assessment system components shall be in accordance with requirements of the statewide education accountability system pursuant to W.S. 21-2-204. Improvement of teaching and learning in schools, attaining student achievement targets for performance indicators established under W.S. 21-2-204 and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:

(A) Measure individual student performance and progress in a manner substantially aligned with the uniform educational program and student content and performance standards imposed by law and by board rule and regulation;

(B) Effective school year 2012-2013, and each school year thereafter, be administered in specified grades aligned to the student content and performance standards, specifically assessing student performance in reading and mathematics at grades three (3) through eight (8). In addition, the statewide assessment system shall assess student performance in science in grades four (4) and eight (8);

(C) In addition to subparagraph (a)(v)(B) of this section, measure student performance in Wyoming on a comparative basis with student performance nationally;

(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section and by school year 2015-2016, link student performance and progress to school and district leaders, including superintendents, principals and other district or school leaders serving in a similar capacity. The assessment system shall ensure the student performance measurements used at each grade level are valid for the purposes for which they are being used, including valid year-to-year comparisons of student and school level results, and shall be sufficient to produce necessary data to enable application of measures of performance indicators as required

under W.S. 21-2-204;

(E) Use only multiple choice items to ensure alignment to the statewide content and performance standards;

(F) Provide a fair and unbiased assessment of student performance without regard to race, ethnicity, limited English proficiency and socioeconomic status;

(G) Provide appropriate accommodations or alternative assessments to enable the assessment of students with disabilities as specified under W.S. 21-9-101(c)(i) and students with limited English proficiency;

(H) Provide a measure of accountability to enhance learning in Wyoming and in combination with other measures and information, assist school districts in determining individual student progress as well as school level achievement, growth and readiness targets. In addition to reporting requirements imposed under W.S. 21-2-204, the assessment results shall be reported to students, parents, schools, school districts and the public in an accurate, complete and timely manner. Assessment results shall be used in conjunction with each school district's assessments to design educational strategies for improvement and enhancement of student performance required under W.S. 21-2-204. Assessment results shall also be used to guide actions by the state board and the department in providing and directing a progressive multi-tiered system of support, intervention and consequences to districts in developing school improvement plans in response to student performance to attain target levels measured and established under W.S. 21-2-204. In consultation and coordination with school districts, the board shall subject to W.S. 21-2-204, review and evaluate the assessment system regularly and based upon uniform statewide reports, annually report to the legislature as required under W.S. 21-2-204.

(vi) Subject to and in accordance with W.S. 21-2-204, through the state superintendent and in consultation and coordination with local school districts, by rule and regulation implement a statewide accountability system. The accountability system shall include a technically defensible approach to calculate achievement, growth, readiness and equity as required by W.S. 21-2-204. The state board shall establish performance targets as required by W.S. 21-2-204(e), establish a progressive multi tiered system of supports, interventions and consequences as required by W.S. 21-2-204(f) and shall establish a statewide reporting system pursuant to W.S. 21-2-204(h). The system created shall conform to the January 2012 education accountability report as defined by W.S. 21-2-204(k). In addition and for purposes of complying with requirements under the federal No Child Left Behind Act of 2001, the board shall by rule and regulation provide for annual accountability determinations based upon adequate yearly progress measures imposed by federal law for all schools and school districts imposing a range of educational consequences and supports resulting from accountability determinations;

(vii) Repealed by Laws 2012, ch. 101, § 2.

(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:

(i) Repealed by Laws 1997 Special Session, ch. 3, § 302; 1994, ch. 17, § 2.

(ii) Enforce the uniform state educational program standards imposed by W.S. 21-9-101 and 21-9-102 and the uniform student content and performance standards established by

rules and regulations adopted under subsection (a) of this section, together with student performance indicators established and measured pursuant to W.S. 21-2-204, by taking appropriate administrative action with the state superintendent, including but not limited to the changing of accreditation status;

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

(iv) Repealed by Laws 1987, ch. 190, §§ 2, 5.

(v) Initiate or facilitate discussions regarding the needs of and the means for improving education;

(vi) Repealed by Laws 1987, ch. 190, §§ 2, 5.

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

(viii) Approve or disapprove alternative scheduling for school districts requesting to operate for fewer than one hundred seventy-five (175) days in school year, but no schedule shall be approved which reduces the pupil-teacher contact time defined by the state board;

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

(x) Repealed by Laws 2006, ch. 34, § 2.

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

(xiv) Based upon student performance levels determined under W.S. 21-2-204, establish improvement goals for public schools for assessment of student progress based upon the national assessment of educational progress testing program and the statewide assessment system established under paragraph (a)(v) of this section;

(xv) Not later than July 1, 2019, promulgate rules and regulations for the implementation and administration of a comprehensive school district teacher performance evaluation system based in part upon defined student academic performance measures as prescribed by law, upon longitudinal data systems and upon measures of professional practice according to standards for professional practice prescribed by board rule and regulation. The evaluation system shall clearly prescribe standards for highly effective performance, effective performance, performance in need of improvement and ineffective performance. Rules and regulations adopted under this paragraph shall to the extent the statewide accountability system is not compromised, allow districts the opportunity to refine the system to meet the individual needs of the district. The performance evaluation system shall also include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to teachers performing unsatisfactorily, which are designed to improve instruction and student achievement;

(xvi) Not later than July 1, 2018, promulgate rules and regulations for implementation and administration of a comprehensive performance evaluation system for school and district leadership, including superintendents, principals and other district or school leaders serving in a similar capacity. The performance evaluation system shall be based in part upon defined student academic performance measures as prescribed by law, upon longitudinal data systems and upon measures of professional practice according to standards prescribed by board rule and regulation. The system shall also allow districts opportunity to refine the system to meet the individual needs of the district and shall

include reasonable opportunity for state and district provision of mentoring and other professional development activities made available to district administrative personnel performing unsatisfactorily, designed to improve leadership, management and student achievement;

(xvii) Through the state superintendent, implement, administer and supervise education programs and services for adult visually handicapped and adult hearing impaired persons within the state.

(c) The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every nine (9) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section. The state board, in consultation with the state superintendent, shall establish a process to receive input or concerns related to the student content and performance standards from stakeholders, including but not limited to parents, teachers, school and district administrators and members of the public at large, at any time prior to the formal review by the state board. The state board shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the formal review and evaluation of the student content and performance standards was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.

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

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

~~(i) Establish policies for public education in this state consistent with the Wyoming Constitution and statutes and may promulgate policies necessary or desirable for the proper and effective implementation of this title and its responsibilities under this title. Nothing in this section shall give the state board rulemaking authority in any area specifically delegated to the state superintendent;~~

~~(ii) Through the evaluation and accreditation of school districts, implement and enforce the uniform standards for educational programs prescribed under W.S. 21-9-101 and 21-9-102 in the public schools of this state, including any educational institution receiving any state funds except for the University of Wyoming and Wyoming community colleges. The board shall ensure that educational programs offered by public schools in accordance with these standards provide students an opportunity to acquire sufficient knowledge and skills, at a minimum, to enter the University of Wyoming and Wyoming community colleges, to prepare students for the job market or postsecondary vocational and technical training and to achieve the general purposes of education that equips students for their role as a citizen and participant in the political system and to have the opportunity to compete both intellectually and economically in society;~~

~~(iii) By policy and regulation and in consultation and coordination with local school districts, prescribe uniform student content and performance standards for the common core of knowledge and the common core of skills specified under W.S. 21-9-101(b), and promulgate uniform standards for programs addressing the special needs of student~~

~~populations specified under W.S. 21-9-101(c) that ensure these student populations are provided the opportunity to learn the common core knowledge and skills as prescribed by the uniform student content and performance standards pursuant to this paragraph. Student content and performance standards prescribed under this paragraph shall include standards for graduation from any high school within any school district of this state and shall describe required performance levels in order to achieve proficiency of the common core of knowledge and common core of skills prescribed under W.S. 21-9-101(b). The ability to prescribe content and performance standards shall not be construed to give the state board of education the authority to prescribe textbooks or curriculum which the state board is hereby forbidden to do. Graduation standards imposed under this paragraph shall require the successful completion of the following components, as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:~~

~~(A) Four (4) school years of English;~~

~~(B) Three (3) school years of mathematics;~~

~~(C) Three (3) school years of science; and~~

~~(D) Three (3) school years of social studies, including history, American government and economic systems and institutions, provided business instructors may instruct classes on economic systems and institutions.~~

~~(iv) Establish, in consultation with local school districts, requirements for students to earn a high school diploma as measured by each district's body of evidence assessment system prescribed by policy and regulation of the state board and required under W.S. 21-3-110(a)(xxiv). A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:~~

~~(A) Advanced endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills specified under W.S. 21-9-101(b) and proficient performance in the remaining areas of the specified common core of knowledge and skills, as defined by the uniform student content and performance standards promulgated by the state board pursuant to paragraph (a)(iii) of this section;~~

~~(B) Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills specified under W.S. 21-9-101(b) as defined by the uniform student content and performance standards promulgated by the state board pursuant to paragraph (a)(iii) of this section;~~

~~(C) General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills specified under W.S. 21-9-101(b) as defined by the uniform student content and performance standards promulgated by the state board pursuant to paragraph (a)(iii) of this section.~~

~~(v) Through the state superintendent and in consultation and coordination with local school districts, implement a statewide assessment system comprised of a coherent~~

~~system of measures that when combined, provide a reliable and valid measure of individual student achievement for each public school and school district within the state, and the performance of the state as a whole. Improvement of teaching and learning in schools and fostering school program improvement shall be the primary purposes of statewide assessment of student performance in Wyoming. The statewide assessment system shall:~~

~~(A) Measure individual student performance and progress in a manner substantially aligned with the uniform educational program and student content and performance standards imposed by law and by board policy and regulation;~~

~~(B) Be administered at appropriate levels at specified grades and at appropriate intervals aligned to the standards, specifically assessing student performance in reading, writing and mathematics at grades four (4), eight (8) and eleven (11), and effective school year 2005-2006, and each school year thereafter, assessing student performance in reading, writing and mathematics at grades three (3) through eight (8) and at grade eleven (11). In addition and commencing school year 2007-2008 and each school year thereafter, the statewide assessment system shall assess student performance in science not less than once within each grade band for grades three (3) through five (5), grades six (6) through eight (8) and grades ten (10) through twelve (12). The structure and design of the assessment system shall allow for the comprehensive measurement of student performance through assessments that are administered each school year simultaneously on a statewide basis and through assessments administered periodically over the course of the school year which are designed to provide a more comprehensive and in-depth measurement of subject areas aligned to the state content and performance standards. The assessment system may also measure the other common core of knowledge and skills established under W.S. 21-9-101(b) which can be quantified;~~

~~(C) In addition to subparagraph (a)(v)(B) of this section, measure student performance in Wyoming on a comparative basis with student performance nationally;~~

~~(D) Measure year-to-year changes in student performance and progress in the subjects specified under subparagraph (a)(v)(B) of this section and compare and evaluate student achievement during the process of student advancement through grade levels. The assessment system shall ensure the integrity of student performance measurements used at each grade level to enable valid year-to-year comparisons;~~

~~(E) Include multiple measures and item types including grade appropriate multiple choice and open-ended testing such as constructed response, extended response and performance-based tasks, to ensure alignment to the statewide student content and performance standards;~~

~~(F) Provide a fair and unbiased assessment of student performance without regard to race, ethnicity, limited English proficiency and socioeconomic status;~~

~~(G) Provide appropriate accommodations or alternative assessments to enable the assessment of students with disabilities as specified under W.S. 21-9-101(c)(i) and students with limited English proficiency;~~

~~(H) Provide a measure of accountability to enhance teaching and learning in Wyoming and in combination with other measures and information, assist school districts in determining individual student progress. The assessment results shall be reported to students, parents, schools, school districts and the public in an accurate, complete and timely manner and shall be used in conjunction with a school district's annual assessment to design educational strategies for improvement and enhancement of student performance. This design for improvement shall be part of each district's school improvement plan. In consultation and coordination with school districts, the board shall review and evaluate the assessment system regularly and based upon uniform statewide reports from each district, annually report to the legislature on student performance at specified grade levels and on school improvement plans.~~

~~(vi) Effective school year 2005-2006 and each school year thereafter, through the state superintendent and in consultation and coordination with local school districts, by policy and regulation establish a statewide accountability system providing annual accountability determinations for all schools and school districts imposing a range of educational consequences resulting from accountability determinations whereby:~~

~~(A) The continuous improvement of student achievement at all schools and appropriate educational interventions fostering continuous improvement serve as the basis for statewide accountability system design;~~

~~(B) Annual accountability determinations within the system are made for each school based upon adequate yearly progress measures defined by the federal No Child Left Behind Act of 2001, as may be subsequently amended, and the school's progress in improving student achievement as measured by adequate yearly progress data and by data from the district's body of evidence assessment system required under W.S. 21-3-110(a)(xxiv) and from other related sources which improve the reliability of accountability determinations as prescribed by policy and regulation of the board;~~

~~(C) To the extent possible, appropriate consequences resulting from accountability determinations are made subject to the discretion of school districts. The system shall establish a range of consequences which increase in the degree of intensity over time, with significant interventions imposed only upon repeated failure to meet school improvement and performance criteria over a consecutive period of time;~~

~~(D) Teacher and administrator quality and student remediation are the focus of consequences imposed upon schools failing to meet school improvement and performance criteria and target levels;~~

~~(E) A range of rewards is provided to schools meeting school improvement and performance criteria at levels set by the state board.~~

~~(b) In addition to subsection (a) of this section and any other duties assigned to it by law, the state board shall:~~

- ~~- (i) Repealed By Laws 1997 Special Session, ch. 3, 302; 1994, ch. 17, 2.~~
- ~~- (ii) Enforce the uniform state educational program standards imposed by W.S. 21-9-101 and 21-9-102 and the uniform student content and performance standards established by policies and regulations adopted under subsection (a) of this section by taking appropriate administrative action with the state superintendent, including but not limited to the changing of accreditation status;~~
- ~~- (iii) Repealed by Laws 1993, ch. 217, 3.~~
- ~~- (iv) Repealed by Laws 1987, ch. 190, 2, 5.~~
- ~~- (v) Initiate or facilitate discussions regarding the needs of and the means for improving education;~~
- ~~- (vi) Repealed by Laws 1987, ch. 190, 2, 5.~~
- ~~- (vii) Repealed by Laws 1994, ch. 17, 2.~~
- ~~- (viii) Approve or disapprove alternative scheduling for school districts requesting to operate for fewer than one hundred seventy-five (175) days in school year, but no schedule shall be approved which reduces the pupil-teacher contact time defined by the state board;~~
- ~~- (ix) Repealed by Laws 1994, ch. 17, 2.~~
- ~~- (x) Repealed by Laws 2006, Chapter 34, 2.~~
- ~~- (xi) Repealed by Laws 1994, ch. 17, 2.~~
- ~~- (xii) Repealed by Laws 1994, ch. 17, 2.~~
- ~~- (xiii) Repealed by Laws 1994, ch. 17, 2.~~
- ~~- (xiv) Establish improvement goals for public schools for assessment of student progress based upon the national assessment of educational progress testing program and the statewide assessment system established under paragraph (a)(v) of this section;~~
- ~~- (xv) Promulgate policies and regulations for the development, assessment and approval of school district teacher performance evaluation systems. Policies and regulations adopted under this paragraph shall allow each district flexibility in developing an evaluation system which meets the individual needs of the district;~~
- ~~- (xvi) Through the state superintendent, implement, administer and supervise education programs and services for adult visually handicapped and adult hearing impaired persons within the state.~~
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~~(c) The state board shall perform an ongoing review of state board duties prescribed by law and may make recommendations to the legislature on board duties. In addition and not less than once every five (5) years, the board shall evaluate and review the uniformity and quality of the educational program standards imposed under W.S. 21-9-101 and 21-9-102 and the student content and performance standards promulgated under paragraph (a)(iii) of this section, and shall report findings and recommendations to the joint education interim committee of the legislature on or before December 1 of the year in which the review and evaluation was undertaken. The joint education interim committee shall report its recommendations, based upon findings and recommendations of the state board, to the legislature during the immediately following legislative session.~~

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

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

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### **State Board Policy:**

The Board will annually review the established goals at its September meeting. At the meeting following the legislature, the Board Attorney and Board Coordinator will update the Board on any legislative changes that affect the power and duties of the Board.

## BOARD MEMBER METHOD OF SELECTION (INCLUDING VACANCY)

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### Constitutional and Statutory Provisions:

§ 21-2-301. Appointment, qualifications, terms and removal of members, meetings; chairman.

(a) There is created a state board of education composed of ~~thirteen twelve~~(12) voting members, eleven (11) of whom shall be appointed members with at least one (1) member appointed from each appointment district pursuant to W.S. 9-1-218. The remaining voting member of the board shall be the state superintendent of public instruction. The executive director of the Wyoming community college commission shall be an ex-officio member and shall not have the right to vote. One (1) appointed member shall be appointed at large and shall be a certified classroom teacher at the time of appointment. One (1) appointed member shall also be appointed at large and shall be a certified school administrator at the time of appointment. Two (2) appointed members shall be appointed at large and shall be representative of private business or industry in Wyoming. The remaining seven (7) appointed members of the board shall be appointed from among the lay citizens of the state who are electors of the state, known for their public spirit, business or professional ability and interest in education. Not more than six (6) appointed members of the board shall be from one (1) political party. Members shall be appointed for six (6) year terms, except those who may be appointed to fill unexpired terms. Members shall be appointed by the governor with the approval of the senate. Vacancies shall be filled by the governor without senate approval until the next session of the legislature. No member is eligible to reappointment, except any member appointed to fill an unexpired term of less than six (6) years and the term expires on or after January 1, 1996, may be reappointed for one (1) additional six (6) year term. Appointed members of the board may be removed by the governor as provided in W.S. 9-1-202.

(b) During the first quarter of the calendar year a meeting shall be held at which a chairman shall be elected. Meetings may be held at regular intervals as often as the duties of the board require and the board shall meet at the call of the state superintendent of public instruction or the governor or the chairman whenever in the opinion of these officials, or any of them, the need for such meeting exists.

(c) Notwithstanding subsection (a) of this section, the superintendent of public instruction shall not participate in board deliberations on or vote on any matter relating to a contested case involving actions of the department of education.

**VACANCY** - *Any vacancy shall be filled in the same manner as the original appointment for the unexpired portion of the term.*

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### State Board Policy:

The Vice-Chair shall report to the board on current status of board members and continue to monitor vacancies and appointments.