

Sheridan County School District #2

Annual Board Retreat

Date: March 18, 2016

Time: 8:30 am - 3:30 pm

Place: The Ranch at Ucross

Sheridan County School District #2

March 18, 2017

Retreat Agenda

Open Session:

1. Computer Science Pilot Report - Mitch Craft, Mark Thoney, Shirley Coulter, Jeff Mowry, & Megan Garnhart (60 min)
Break (15 min)
2. Statewide PLC Efforts - Craig Dougherty (30 min)
 - a. Principals' Academy - Scott Stults, Paige Sanders, & Brett Dahl (45 min)
 - b. PLC Online Courses; Contract w/ Casey Reason - Paige Sanders (Action) - (15 min)
3. 2017-2018 AdvancEd Board Goals - Craig Dougherty (30 min)
Lunch (60 min)
4. 2017-2018 Board Meeting Schedule - Craig Dougherty (5 min)
5. Legislative Update - Mitch Craft, Roxie Taft, & Scott Stults (40 min)
Break (10 min)

Executive Session:

1. Personnel Matters, W.S. 16-4-405(a)(ii)
2. To Consider or Receive Information Under W.S. 16-4-405(a)(x)



Craig Dougherty, Superintendent

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Improving Wyoming Schools

Mission

To measurably improve student learning in all Wyoming K-12 schools

Partnership

Establish a partnership between the Wyoming Department of Education, State Board of Education, and Sheridan County School District No. 2 (SCSD2) to lead the implementation

Action Steps

1. Implement Statewide Professional Learning Communities (PLC) framework
 - a. Replace AdvancEd accreditation with the Statewide PLC framework
 - b. Implement a Principal Academy to train existing school administrators in the PLC framework
 - c. Implement annual Superintendents' Summit and Principal Institute
 - i. Dr. Anthony Muhammad & Dr. Thomas Many
 - ii. Framework based on PAWS and ACT data from each district and school, along with PLC survey data from district staff
 - d. PLC Live
2. Establish a [Clinical Teacher College](#) in Wyoming
 - a. Partner with a top tier university
 - b. Begin with K-6 program
 - c. Develop Principal and Superintendent certification programs
3. Improve Technology Instruction in all Schools
 - a. Adopt Computer Programming (Coding) standards
 - b. Train all teachers to implement Coding in the regular classroom
 - c. Develop a teacher endorsement in Computer Programming

Transforming Teacher Development

A collaborative model to expertise

The reality of teacher preparation is dismal. Across the country, students are “graduating from teacher education programs without the skills and knowledge they need to be effective teachers” (Levine, 2006). In turn, student achievement is suffering. In the United States, the variance in student achievement between classrooms in the *same school* is an alarming 70 percent (Hattie, 2015a). As a society, we have to stop harboring this reality. We have a moral obligation to solve these problems.

Building an understanding of what *won't* work to solve these problems is crucial. Well-intended solutions like smaller class sizes, schools of choice, stronger curriculum, retention of students, higher funding, and longer school years (just to name a few) have been attempted. Using over 1,200 meta-analyses, John Hattie explored these failed proposals, explaining that their impact on student learning was minimal (Hattie, 2015a). Through this same research, Hattie conclusively resolved, “the greatest influence on student progression in learning is having highly expert...teachers and school leaders to maximize the effect of their teaching on all students in their care” (Hattie, 2015b). This reiterates the urgency to ensure every teacher, in every classroom possesses the knowledge and skills to be effective teachers.

As a profession, a great deal of theoretical work has proven what *does* have a profound impact on student learning. In spite of this, universities continue to utilize archaic practices when educating teachers. Hiring faculty who is disconnected from the realities of K-12 education, low admission requirements, and low graduation standards are norms in teacher preparation (Levine, 2006). Furthermore, grading standards for teacher candidates are “much lower than for students in other majors on the same campus” (Putnam, Greenburg, & Walsh, 2014). We have to harness the strong theoretical work that our profession possesses, and actually train teachers in its practice. We must recognize effectiveness among teachers to erect a structure that will allow *all* teachers to join the effective (Hattie, 2015b).

Quality programs for training teachers must have certain characteristics, including purpose, curricular coherence and balance, strong faculty composition, high admissions criteria, high degree requirements, ongoing research to evaluate effectiveness, and ongoing assessment (Levine, 2006). To achieve this, five Essential Learnings have been identified, based on theoretical work and its practical application in a high achieving school district. These five Essential Learnings have been broken down into specific learning targets, each required for teacher expertise. This ensures the explicit purpose, along with curricular coherence and balance, required for a quality program (Levine, 2006).

Four stages of development have been constructed to elaborate on the progression of complexity within each of these Essential Learnings. This “Essential Learning Progression” mirrors the purpose

by integrating theory and practice and, in turn, creating curricular balance. Following this progression, an “Immersion Schedule” was designed to organize the learning targets into modules that will develop understanding, and reflective coaching cycles to solidify conceptual understanding through implementation. Furthermore, “Supporting Materials” were identified that will support each module. This ensures the needs of today’s educators are reflected and the model is grounded in effective theory.

Assessment and research play a crucial role in creating quality teacher training (Levine, 2006). Before participants are selected, admissions criteria must be identified to ensure “students with the capacity and motivation to become successful teachers” are recruited (Levine, 2006). In addition, evaluation components are being developed, based on research and proven theory to promise the continuous improvement of performance, guide feedback from mentors, and set proficiency marks for each stage of immersion.

Possibly most important, research will be carried out in the program to analyze its impact on students served by the participants. As John Hattie (2016b) concludes, we must “know thy impact” by continually collecting evidence to evaluate student progress- and act upon it. We must track student learning and remain focused on continuous improvement.

We cannot allow the tragedy of underprepared teachers in our classrooms to continue. Every child deserves a year’s growth for a year’s input (Hattie, 2016b). We have the knowledge and expert teachers to initiate this change. This collaborative model will employ effective resources to create expertise and increase student learning.

Transforming Teacher Development

Growing Effective Teachers

*“Every Student deserves a great teacher, not by chance, but by design.”
(Fisher, Frey, & Hattie, 2016)*

1. [Essential Learnings for Teachers](#)

The five Essential Learnings for teacher expertise, broken down into specific learning targets

2. [Essential Learning Progression](#)

The targets for each Essential Learning progress in complexity through four stages

3. [Immersion Schedule](#)

A detailed understanding of how the five Essential Learnings will progress from foundational to conceptual through learning modules and reflective coaching cycles

4. [Supporting Materials](#)

Necessary resources within each learning module are outlined to support mastery of the five essential learnings

5. [Coaching Cycle](#)

A visual representation of the coaching cycle



Excellence and Accountability

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DATE: March 13, 2017
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **2017-2018 AdvancEd Board Goals** *(Information)*

Attached are drafts of the board goals for 2017-2018. The goals are aligned with the AdvancEd standards for accreditation, and we feel that this approach will help the District prepare for an accreditation site visit in the fall of 2017. AdvancEd has [highlighted three main goals](#). We are certainly willing to change any of these board goals at the request of the Trustees.

- [Leadership Capacity Board Goal](#)
- [Resource Utilization Board Goal](#)
- [Teaching and Learning Board Goal](#)



Teaching and Learning

- Improving Graduation Rate
- Expanding Formative Assessments to Other Disciplines
- Achieving SMART Goals
- Responding to Accountability Demands

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Resource Utilization

- Deepening our Professional Learning Communities
- Continuing to Provide Competitive Salary/Benefits
- Continuing to Monitor Internal Controls and Procedures
- Utilizing Technology Resources for Effective Instruction and Communication

Leadership Capacity

- Maintaining Policy Input Process
- Continuing Board Governance Development
- Building Culture Throughout Leadership
- Improving Professional Development of Trustees

LEADERSHIP CAPACITY BOARD GOAL

Leadership Capacity Goal: SCSD #2 will exhibit and monitor the district role in promoting academically-focused leadership.

Discussion: The Board of Trustees believes that, as a public entity, the District is responsible to the Sheridan community to model and provide governance and leadership that is consistent and coherent. Board policy needs to be congruent with administrative priorities and procedures. There should be a feedback loop to ensure the ongoing evaluation and refinement of the degree to which board policy is implemented with fidelity and results.

The District has worked to provide a world-class education to the students of SCSD #2. This is reflected in policy and procedure. Another example of proper governance is that the district has worked hard to be accountable to the public in regard to expenditure of taxpayer dollars.

2017-2018 Projections:

1. *The Board will maintain the goal of two-thirds of its members reaching certified board member status with regard to school board professional development. This requires 50 points based on the WSBA development recognition program. **
2. The Board will continue its progress through policy review and approval, emphasizing public and staff awareness and input.
3. The Board will continue its participation in state and National School Board Association matters to maintain its focus on governance and leadership.
4. The Board will continue its advocacy with the state legislature on matters of vital interest to the District.

*SMART Goal

RESOURCE UTILIZATION BOARD GOAL

Resource Utilization Goal: By their very nature, school districts consider human capital (teachers and other staff) their most valued resource. SCSD #2 will continue to recruit and retain high quality teachers and staff. Model professional development programs, with the support of Professional Learning Communities (PLC), which build teachers' capacity for success and learning for all students, will be used to develop and upgrade our teachers and staff. The District has established and will continue to improve its training programs for all teachers as a support system and to meet the Every Student Succeeds Act (ESSA) mandates for highly qualified teachers. SCSD #2 will continuously monitor the financial aspects of the District.

Discussion: SCSD#2 believes the fundamental purpose, the single organizing idea, that unifies and guides the work of this District, is ensuring high levels of learning for all students. Focusing efforts on effective staff development programs and PLC best practice will provide significant long-term benefits to the District. The Excellent Staff and Resources Goal will be used to strengthen PLC, teacher and staff performance.

Professional development and PLC support for all teachers through implementation of ongoing, sustained training programs can have tangible benefits for the District, including a decrease in the rate of turnover, a reduction in costs for recruiting and hiring additional teachers, and, most importantly, improved teaching and learning. Teachers who receive PLC development and staff development, consistently report that their teaching has improved, that they become more thoughtful and reflective, and that their students have improved achievement. The District's professional development program begins from day one with a well-designed induction program, which benefits not only the beginning teacher, but the mentor teacher as well.

Hattie (2012) identified three 'big ideas' in *Visible Learning for Teachers*, as follows and we must apply these ideas to our daily work.

- The fundamental purpose of schools is to ensure that all students learn; not merely that all students are taught. Student learning must be the lens through which educators look when examining all of their practices, policies, and procedures.
- Schools cannot help all students learn, if educators work in isolation. Schools must create structures and cultures that foster effective educator collaboration--collaboration that focuses on factors within our sphere of influence to impact student learning in a positive way.
- Schools will not know whether students are learning unless they are clear on what students must learn, and unless teachers continually gather evidence of that learning, and then use the evidence:
 - o to better meet the needs of students through systematic instruction and enrichment; and
 - o to inform and improve the individual and collective professional practice of educators.

The Board of Trustees believes that as a public entity, we are responsible to the taxpayers of Sheridan County and the state of Wyoming to be fiscally prudent and accountable with our education dollars.

The District has worked to provide a competitive salary and benefit package that not only attracts quality staff, but rewards those who have continually worked hard educating the students of SCSD #2. The district has also worked hard to be accountable to the public in regard to expenditures of taxpayer dollars.

2017-2018 Projections:

1. *The Board will continue to monitor revenues and expenditures with a goal of maintaining a 15% cash reserve level, as reported in the January 2017 Audit Report.**
2. *The Board Budget Committee will continue to work closely with the Business Manager to provide a competitive salary and benefit package to maintain the thirty-year earning power of the certified salary schedule in the top ten school districts in the state, as published by the WEA and reported at the 2018 Board Retreat. **
3. The District will continue to partner with the University of Wyoming and other universities in supporting pre-service teachers at the elementary and secondary levels.
4. The district will offer professional development that focuses on PLC teams and administrators gaining a deeper understanding of the need for achieving the most rigorous standards, the impact of technology on daily instruction, and the necessary formative assessment protocols that will result in improved student learning.
5. Sheridan County District #2 will be hosting a PLC Summer Institute at Sheridan College. Teachers from the District and surrounding states can gain deep professional learning from three nationally renowned educational leaders. Teachers and administrators will work this summer on curriculum and assessments and will continue our technology integration priorities for the five days of professional development for the 2016-17 school year.
6. The District will continue to study the state education accountability and assessment legislation.
7. The Board will continue to monitor legislation that may affect the finances or operations of the District.

*SMART Goal

TEACHING AND LEARNING BOARD GOAL

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district.

Discussion: The Board of Trustees is committed to helping all students reach their potential both academically and in many other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

While each goal is important, student learning is the most important goal for the school district. It is the essence and prime mover of everything in which the school district engages. The Board sets policy to promote and actualize student learning. The Board prioritizes expenditures based on opportunities to maximize student learning. The Board hires all staff with an eye towards optimizing student learning. The Board regularly expects and anticipates reports from the central office and site administration on the degree to which students learn the core and elective curricula.

2017-2018 Projections:

1. *The District will maintain its ordinal position as first among large (4A) school districts in the state in 2017-2018.**
2. *The District will make progress towards reaching its academic (SMART) goals in 100% of the schools in 2017-2018.**
3. *The District will make progress towards reaching its graduation rate goal of 100% completion in 2017-2018. **
4. District administrators will report to the Board on programs and interventions that improve student achievement in the core academic subjects.
5. The Board will continue its advocacy with the state legislature to fund school districts that demonstrate the priority for student learning.
6. The Board will monitor the effectiveness of district administration in evaluating teachers based on effective measures of student learning.

*SMART Goals



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DATE: March 13, 2017

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

SUBJ: **2017-2018 Board Meeting Schedule** *(Information)*

Attached is a draft of the [board meeting schedule for 2017-2018](#). This schedule is patterned after this year's schedule, which we feel worked pretty well for most of the Trustees. Please look over your own calendars and see if you have any major conflicts. For the school year calendar view, please [click here](#).

Tentative **Board Meeting Schedule 2017-2018**

Meeting Date	Type of Meeting	Location	Time
August 14	Regular	Central Office	6:00 p.m.
September 11	Regular	Central Office	6:00 p.m.
October 2	Regular	Central Office	6:00 p.m.
October 16	Legislative Roundtable	Central Office	6:00 p.m.
November 6	Regular	Central Office	6:00 p.m.
December 4	Regular	Central Office	6:00 p.m.
January 15	Regular	Central Office	6:00 p.m.
(TBD)	Sheridan College Board	Sheridan College	6:00 p.m.
February 5	Regular	Central Office	6:00 p.m.
March 5	Regular	Central Office	6:00 p.m.
March 24	Board Retreat	Ucross Ranch	All Day
April 9	Regular	Central Office	6:00 p.m.
April 23	Teachers' Roundtable	Central Office	6:00 p.m.
May 7	Regular	Central Office	6:00 p.m.
June 18	Regular	Central Office	6:00 p.m.
July 18	Regular/Budget Hearing Adoption	Central Office	6:00 p.m.

Central Office is located at 201 North Connor Street, Suite 100

August 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		

September 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

October 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				

November 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		

December 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						

January 2018

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			



New Teacher



Teacher In-Service Days (No School)



Vacation



Snow Days



Begin/End of School Year/End of Quarter



Early Dismissal Day

The first day of school will be a full day.

8/18	First Day New Teachers
8/22	First Day Teachers
8/22-28	Teacher In-Service (NO SCHOOL)
8/29	School Begins (Full Day)
9/4	Labor Day
10/9	Teacher In-Service (NO SCHOOL)
11/2	K-12 Parent/Tchr Conf. (early dismissal)
11/3	K-12 Parent/Teacher Conferences
11/22-24	Thanksgiving Break
12/23-1/7	Christmas Break
1/19	Teacher In-Service (NO SCHOOL)
2/22	K-12 Parent/Tchr Conf. (early dismissal)
2/23	K-12 Parent/Teacher Conferences
3/12-16	Spring Break
3/30	Good Friday (early dismissal)
5/26	Fort Mackenzie Graduation
5/27	SHS Graduation
5/28	Memorial Day
6/1	School Ends
6/4	Teacher In-Service (NO SCHOOL)
6/5 & 6	Snow Days

185 Teacher Days
175 Student Days

T1	11/17	56 days
T2	2/16	51 days
T3	6/1	68 days

1 st	Quarter Ends	10/27-	42 days
2 nd	Quarter Ends	1/18 -	45 days
3 rd	Quarter Ends	3/30 -	44 days
4 th	Quarter Ends	6/1 -	44 days

February 2018

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

March 2018

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

April 2018

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

May 2018

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

June 2018

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

July 2018

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				



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DATE: March 13, 2017

TO: Board of Trustees

FROM: Mitch Craft, Assistant Superintendent
Scott Stults, Assistant Superintendent
Roxie Taft, Business Manager

SUBJ: **Legislative Update** *(Information)*

At your Board Retreat, we will provide summaries of the following legislation, passed during the 2017 session:

[HB8](#) - Student Data Privacy, Security & Transparency

[HB40](#) - Education Accountability

[HB58](#) - School Facility Appropriations

[HB76](#) - American Indian Education Program

[HB137](#) - Wyoming Repeal Gun Free Zones Act

[HB194](#) - School Safety and Security

[HB236](#) - Omnibus School Finance

[SF35](#) - Virtual Education

[SF36](#) - Education-Leader Education and Support

[SF37](#) - Education-Hathaway Scholarship Program-2

Also, here is a link to the Legislative Matrix that area districts used to communicate with legislators during the session. We appreciate Roxie's leadership and extensive work organizing this effort and keeping track of legislative progress throughout the session.

Bill No.: HB0008 **Effective:** Immediately

LSO No.: 17LSO-0012

Enrolled Act No.: HEA No. 0014

Chapter No.: 14

Prime Sponsor: Joint Education Interim Committee

Catch Title: Student data privacy, security and transparency.

Subject: State data security plan and school district policies.

Summary/Major Elements:

- Current law requires the State Superintendent of Public Instruction and the Department of Enterprise Technology Services (ETS) to develop a data security plan. This act amends the plan name to the data privacy and security plan and requires that the plan include standards and protocols to remove personally identifiable information from data being collected and used by the department in order to protect student identity.
- The act also requires the State Superintendent, in consultation with ETS and the Department of Audit, to establish guidelines for school districts for the collection, access, privacy, security and use of student data by school districts. Effective January 1, 2018, boards of trustees in each school district will be required to enforce a policy regarding the collection, access, privacy, security and use of student data in accordance with the guidelines established by the State Superintendent.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: HB0040 **Effective:** Multiple Dates

LSO No.: 17LSO-0157

Enrolled Act No.: HEA No. 0061

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Select Committee on Statewide Education Accountability

Catch Title: Education accountability.

Subject: Education accountability.

Summary/Major Elements:

- This bill modifies Wyoming education statutes to comply with the federal Every Student Succeeds Act.
- The bill repeals the requirement for schools designated as exceeding or meeting expectations to submit a communication or improvement plan to the Department of Education. The bill also amends improvement plan requirements for schools designated as partially or not meeting expectations and modifies provisions on academic growth, postsecondary readiness and equity.
- The bill eliminates the eleventh grade standardized college readiness test as a component of academic achievement.
- The bill repeals the Select Committee on Statewide Education Accountability and modifies the Advisory Committee's membership to include up to two legislators from the House of Representatives and up to two legislators from the Senate. The bill also specifies that the Advisory Committee will be staffed by the Department of Education and sets out reporting requirements for the Advisory Committee and State Board of Education to the Legislature's Joint Education Interim Committee.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

ENROLLED ACT NO. 124, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

AN ACT relating to school facility projects; modifying appropriations for school facility projects for the biennial budget period July 1, 2016 through June 30, 2018; transferring funds; making conforming amendments; requiring reporting; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. 2016 Wyoming Session Laws, Chapter 25 Section 1(b)(ii), (c), (d), (f), (g)(ii)(A), (D), (iii) through (vi), by creating paragraphs (vii) through (ix) and Section 2 is amended as follows:

Section 1.

(b) As used in this section:

(ii) "Condition needs index priority" means the condition needs index priority used by the school facilities commission in developing the remediation schedule for the 2017-2018 biennial budget recommendation and the 2017-2018 supplemental budget request, in accordance with W.S. 21-15-117(a).

(c) The amounts appropriated from the school capital construction account under this section are for the biennial period commencing July 1, 2016 and ending June 30, 2018. ~~As authorized under W.S. 21-15-119(a)(iii), the school facilities commission shall submit a supplemental budget request for the period beginning July 1, 2017 and ending June 30, 2018, for any emergency or unanticipated need, or for any refinement or modification of a project~~

ENROLLED ACT NO. 124, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

~~funded under this section, subject to any constraints and other requirements imposed by the governor under W.S. 9-2-1013.~~

(d) An estimated schedule for deploying projects funded by amounts appropriated under this section and projects funded by previous appropriations, as adopted by the school facilities commission and as contained within the 2017-2018 biennial budget, as modified by the 2017-2018 supplemental budget request, submitted by the commission under W.S. 21-15-119, shall be used by the ~~school facilities~~ state construction department in guiding expenditure of appropriated funds. The estimated schedule developed under this subsection shall be based upon information, processes, events and expenditures and shall not be binding upon the department or the commission.

(f) In addition to accounting requirements imposed under W.S. 28-11-301(c)(iv), the ~~school facilities~~ state construction department shall report at least once each year, the deployment of amounts to fund projects under this section and previous appropriations in accordance with the deployment schedule, depicting project progression and, if applicable, the rationale for deviation from the estimated schedule. The reports, as approved by the commission, shall be submitted by the department to the select committee on school facilities, the joint appropriations committee and the governor.

(g) The following amounts are appropriated from the school capital construction account to

ENROLLED ACT NO. 124, HOUSE OF REPRESENTATIVES

SIXTY-FOURTH LEGISLATURE OF THE STATE OF WYOMING
2017 GENERAL SESSION

the school facilities commission for the biennial period commencing July 1, 2016 and ending June 30, 2018, for the specified purposes:

(ii) For capital construction projects:

(A) Up to ~~ten million four hundred ninety-four thousand six hundred ninety-four dollars (\$10,494,694.00)~~ forty-three million one hundred ninety-six thousand four hundred twenty-six dollars (\$43,196,426.00), subject to the prescribed maximum amounts:

Condition
Needs

Index Priority	School District	Project	Maximum Amount
<u>Emergency</u>	<u>Big Horn #2</u>	<u>Elementary School</u>	<u>\$ 3,286,026</u>
<u>Capacity</u>	<u>Campbell #1</u>	<u>High School</u>	<u>\$ 3,800,395*</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Elementary School</u>	<u>\$ 2,214,953*</u>
<u>16</u>	<u>Big Horn #4</u>	<u>Elementary School</u>	<u>\$ 2,186,845*</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Elementary School</u>	<u>\$ 200,000</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
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<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 14,950</u>
<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 9,035</u>

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<u>Capacity</u>	<u>Laramie #1</u>	<u>Modular lease</u>	<u>\$ 9,035</u>
Capacity	Big Horn #3	Modular lease	\$ 16,800
			<u>\$ 26,550</u>
Capacity	Big Horn #3	Modular lease	\$ 16,800
			<u>\$ 26,550</u>
Capacity	Carbon #1	Elementary School	\$ 657,581
Capacity	Sweetwater #2	Middle School	\$ 200,000**
<u>Capacity</u>	<u>Teton #1</u>	<u>Elementary School</u>	<u>\$29,028,636</u>
77	Converse #1	Modular	\$ 334,176
93	Converse #1	Modular	\$ 334,176
100	Converse #1	Modular	\$ 334,176
332	Park #6	Elementary School	\$ 398,792
Total			\$10,494,694
			<u>\$43,196,426</u>

(D) In addition to the appropriation under subparagraph (A) of this paragraph denoted with two (2) asterisks, six million six hundred ninety-eight thousand seven hundred ninety dollars (\$6,698,790.00) as contained in 2014 Wyoming Session Laws, Chapter 82, Section 1(e)(iii)(B) for the construction of an elementary school in Sweetwater County School District No. 2, is hereby reappropriated for the purpose of addressing the elementary school capacity issues as identified by the district and the proposed reconfiguration of grade levels as approved by the director of the ~~school facilities~~ state construction department and the state superintendent pursuant to W.S. 21-13-309(m)(vi). The school facilities commission, through the department, shall provide for a separate accounting of those projects receiving funds under this paragraph, and separately report expenditures of those amounts to the select

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committee on school facilities and to the joint appropriations committee. In the event the cost of construction of the remedy or remedies identified under this subparagraph exceed the total amount identified, no funds shall be expended as appropriated under this subparagraph and shall only be available for expenditure as specifically authorized by the legislature.

(iii) For land acquisitions, including land leases, up to ~~six hundred fifty four thousand six hundred dollars (\$654,600.00)~~ six hundred fifty-nine thousand two hundred dollars (\$659,200.00) for land acquisitions approved by the school facilities commission for the facility needs of Laramie County School District No. 1 and Washakie County School District No. 2;

(iv) For unanticipated costs associated with the design and construction of projects funded under this section, up to ~~four hundred fifty-nine thousand one hundred seventy-four dollars (\$459,174.00)~~ one million seven hundred seventy-one thousand seven hundred sixty dollars (\$1,771,760.00). The school facilities commission, through the state construction department, shall provide for a separate accounting of those projects receiving supplemental appropriations under this paragraph, and separately report expenditures of those amounts to the select committee on school facilities and to the joint appropriations committee;

(v) In addition to the allowable

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expenditures pursuant to law of amounts appropriated for major maintenance expenses under 2016 SF 0001, Section 2, Section 027, a school district may expend up to ten percent (10%) of the amount distributed under the major maintenance program for the period commencing July 1, 2016 and ending July 1, 2018 for safety and security building and facility needs. No expenditure shall be made under this paragraph without the approval of the director of the ~~school facilities~~ state construction department;

(vi) ~~In addition to allowable expenditures Pursuant to W.S. 21-3-110(a)(x), for leases executed by school districts,~~ for the purposes of charter school leases, up to ~~four hundred thousand dollars (\$400,000.00)~~ seven hundred ninety-nine thousand eight hundred fifty dollars (\$799,850.00) is appropriated to the ~~school facilities~~ state construction department, to distribute to each school district with a charter school in the district, approved and operating during the 2014-2015 school year in accordance with W.S. 21-3-301 through 21-3-314, which requires a lease for the operation of the charter school's educational program in the applicable school year. The amounts to be distributed under this paragraph shall be reduced to the extent the amounts are duplicative of any costs funded or paid for by alternative mechanisms. The funds appropriated under this paragraph shall be distributed for expenses incurred during school ~~year~~ years 2016-2017 and 2017-2018 to qualifying school districts based upon the proration of the total qualifying costs

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of all qualifying school districts. The school facilities commission shall evaluate facility options for charter schools receiving funds appropriated under this paragraph and identify potential options of moving these charter schools within existing educational gross square footage of the school district in which the charter school operates. Not later than August 1, 2017, the school facilities commission shall report to the select committee on school facilities and the joint appropriations committee on the options of moving charter schools within existing educational gross square footage of school districts;

(vii) For demolition projects, up to one million forty-two thousand two hundred fifty-eight dollars (\$1,042,258.00) for the demolition needs of Crook County School District No. 1. In the event the cost of demolition as approved by the commission exceeds the total amount appropriated under this paragraph, no funds shall be expended under this paragraph and funds shall only be available for expenditure as specifically authorized by the legislature;

(viii) For emergency projects, up to one million one hundred thirteen thousand two hundred fifty-four dollars (\$1,113,254.00) to address emergency projects identified and approved by the commission under W.S. 21-15-120 and commission rule and regulation;

(ix) For professional consulting expertise and other administrative costs three

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hundred thousand dollars (\$300,000.00) to conduct studies as approved by the commission to determine the most cost effective and efficient approach in order to deliver quality educational services and address building and facility needs;

(x) There is appropriated twenty million nine hundred nine thousand nine hundred eight dollars (\$20,909,908.00) from the school capital construction account to the school facilities commission. This amount shall only be expended for component level major maintenance projects recommended by the school facilities commission and approved by the governor. Prior to approval, the recommendations of the commission shall be reported to the select committee on school facilities and the joint appropriations committee;

(xi) There is appropriated twenty million nine hundred nine thousand nine hundred eight dollars (\$20,909,908.00) from the school capital construction account to the school facilities commission. This amount shall only be expended for the construction of a project or projects to address capacity and condition needs recommended by the school facilities commission and approved by the governor. Prior to approval, the recommendations of the commission shall be reported to the select committee on school facilities and the joint appropriations committee. Up to three million dollars (\$3,000,000.00) of this amount may be expended for planning and design of the project following approval under this paragraph.

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Section 2. ~~In addition to the amounts appropriated under Section 1 of this act, eighty million dollars (\$80,000,000.00) is appropriated~~
The state auditor shall immediately transfer seventy-eight million three hundred twenty-four thousand seventy-eight dollars (\$78,324,078.00)
from the legislative stabilization reserve account to the school ~~facilities commission~~.
~~This appropriation shall be for the period beginning July 1, 2017 and ending June 30, 2018. This appropriation shall only be available for expenditure as specifically authorized by the legislature. As required under W.S. 21-15-119(a), and not later than September 1, 2016, the school facilities commission shall report proposed expenditures of the amounts appropriated under this section, along with a prioritized list of projects pursuant to W.S. 21-15-117 and the results of the condition needs assessment to be conducted over the 2016 interim by the school facilities department, to the select committee on school facilities and the joint appropriations committee~~ capital construction account.

Section 2. The school facilities commission, through the state construction department, shall study the allocation of funds for major maintenance under W.S. 21-15-109(c). The study shall include review of the process utilized by school districts in expending major maintenance funding and the process and procedures used by the state construction department to review and approve expenditures under W.S. 21-15-109(e) and (f) allocated for major maintenance, giving full consideration to the proper use

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and expenditure of other capital construction funding provided by the state in addressing building adequacy in the most efficient and cost effective manner. Not later than August 1, 2017, the school facilities commission shall report to the select committee on school facilities and the joint appropriations committee. The report shall include recommendations for a process to ensure funds generated for major maintenance are expended on the most substantial and necessary aspects of building maintenance and in a way that optimizes the lifecycle of the school buildings across the state. The recommendations shall include any suggested modifications to the formula utilized to generate the funding allocated for major maintenance. The recommendations shall include any enabling legislation necessary to implement the recommendations of the commission.

ORIGINAL HOUSE
BILL NO. HB0058

ENGROSSED

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Section 3. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk

Bill No.: HB0076 **Effective:** Immediately

LSO No.: 17LSO-0055

Enrolled Act No.: HEA No. 0000

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Allen

Catch Title: American Indian education program.

Subject: State social studies content and performance standards related to the study of American Indian tribes.

Summary/Major Elements:

- This act requires the State Board of Education, through the Department of Education (Department), to evaluate and review existing social studies content and performance standards to ensure the cultural heritage, history and contemporary contributions of American Indians are addressed in the standards. The act requires this evaluation and review in cooperation with the Eastern Shoshone and Northern Arapahoe Indian tribes.
- The act also requires the Department, in consultation with the respective Eastern Shoshone and Northern Arapaho Indian tribe, to make available materials and resources on its official website to assist school districts in meeting social studies benchmarks within Wyoming social studies content and performance standards relating to the study of American Indian tribes.

NOTE: Final action on this bill was not taken at the time this summary was prepared. Should changes be made to the bill upon final passage, an updated summary will be prepared and placed upon the legislative website at <http://wyoleg.gov>. A packet of updated summaries will be sent to all legislators after the time for any veto has expired (fifteen days after adjournment).

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.
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Bill No.: HB0137 **Effective:** 7/1/2017

LSO No.: 17LSO-0402

Enrolled Act No.: HEA No. 0107

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Biteman

Catch Title: Wyoming Repeal Gun Free Zones Act.

Subject: Concealed weapons at legislative and other government meetings.

Summary/Major Elements:

- This bill allows a person with a valid concealed weapon permit to carry a concealed weapon at any meeting a governmental entity holds on public property.
- This bill allows a person with a valid concealed weapon permit to carry a concealed weapon at any meeting the legislature or a legislative committee holds on public property where the carrying of concealed weapons is permitted.
- The bill does not authorize the carrying of concealed weapons where they are otherwise prohibited by law in W.S. 6-8-104(t) (for example, jails, courtrooms, bars or places of worship).

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: HB0194 **Effective:** 7/1/2017

LSO No.: 17LSO-0329

Enrolled Act No.: HEA No. 0093

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Eklund

Catch Title: School safety and security.

Subject: Concealed Carry Firearms: Schools.

Summary/Major Elements:

- This act authorizes a board of trustees of a school district to adopt rules, in consultation with local law enforcement, to allow school district employees who hold a valid concealed carry permit to carry a concealed firearm on school district property and in school district facilities.
- Promulgation of appropriate rules is required for an employee to be allowed to carry a concealed firearm and an employee must receive express approval of a school district to carry a firearm on school district property or in a school district facility.
- The rules, if promulgated, must contain: an application, approval, and revocation process; require the employee to carry the firearm on his person or maintain the firearm in a concealed biometric container or lockbox; and establish ongoing training requirements (which may be waived for rural schools).
- The act provides for notice for parents and guardians of students and law enforcement agencies.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

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AN ACT relating to school finance; an omnibus bill addressing education funding; revising the existing education funding formula; providing additional revenue for education by transferring existing revenues; providing for moratoria on new alternative schools and purchases and leases of school buses and other restrictions on education expenditures; specifying various dates for determination of funds to be distributed and for other implementation purposes; establishing a joint select committee on education funding; requiring reports; providing appropriations; modifying previous appropriations; repealing certain distributions related to education funding; providing conformance with other laws; providing sunset dates; and providing for effective dates.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 9-4-219, 21-13-101(a)(i), (xiv) and (xvii), 21-13-309(m)(v)(intro), (B)(IV)(intro), by creating a new subdivision (V) and (C), 21-13-315(b), 21-13-320 by creating new subsections (j) through (m) and 21-15-111(a)(i) are amended to read:

9-4-219. Legislative stabilization reserve account created; purposes.

(a) The legislative stabilization reserve account created by 2005 Wyoming Session Laws, Chapter 191, Section 4, Section 301(d) is continued and codified. Funds within the account shall only be expended by legislative appropriation. All funds within the account shall be invested by the state treasurer and all investment earnings from the account shall be credited to the general fund.

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(b) To the extent funds are available after all other appropriations or transfers from the legislative stabilization reserve account to be made on or prior to June 30 of the applicable fiscal year have been made, an amount necessary to restore the unobligated, unencumbered balance within the public school foundation program account to one hundred million dollars (\$100,000,000.00) on June 30 of each fiscal year shall be transferred from the legislative stabilization reserve account into the public school foundation program account. This subsection is repealed the month immediately following the date that the state auditor and the state treasurer first certify to the governor and the department of revenue, and the governor certifies the same to the secretary of state, that the unobligated, unencumbered balance in the legislative stabilization reserve account is less than five hundred million dollars (\$500,000,000.00).

21-13-101. Definitions.

(a) As used in this chapter:

(i) "Average daily membership" or "ADM" means the aggregate number of pupils present plus the aggregate number of pupils absent, divided by the actual number of days the school is in session for the year. Pupils who attend at least eighty percent (80%) of a full time equivalency basis shall be considered full time. For pupils enrolled in school on less than eighty percent (80%) of a full time equivalency basis, the school district shall calculate the pupil's contribution to the ADM on a prorated basis with the hours or class periods of enrollment being the numerator and the hours or class periods of full time equivalency being the denominator. Pupils who have withdrawn from school or who have been absent for more than

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ten (10) consecutive calendar days shall not be counted as members;

(xiv) "Education resource block grant model" means the block grant model for Wyoming school finance contained within the enumeration of model components summarizing and executing recommendations within the 2010 cost of education study as modified by the legislature and as referenced in paragraph (xvii) of this subsection. and "Education resource block grant model" or "model" includes model spreadsheets provided by the consultant performing the 2010 cost of education study updated with technical corrections, all of which are enacted into law, on file with the secretary of state and are maintained and made available for public inspection by the state superintendent under W.S. 21-2-202(e), and as may be subsequently modified by the legislature prior to future model recalibration required under W.S. 21-13-309(t);

(xvii) "Attachment A" to 2011 House Bill 0127 as amended by 2012 Wyoming Session Laws, Chapter 99 consists of an enumeration of model components as enacted into law, summarizing and executing recommendations contained within the 2010 cost of education study, as modified by the legislature, and is hereby incorporated into this chapter by this reference;

21-13-309. Determination of amount to be included in foundation program for each district.

(m) In determining the amount to be included in the foundation program for each district, the state superintendent shall:

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(v) Based upon ADM computations and identified school configurations within each district pursuant to paragraph (iv) of this subsection, compute the foundation program amount for each district as prescribed by the education resource block grant model adopted by the Wyoming legislature as defined under W.S. 21-13-101(a)(xiv), as contained within the spreadsheets and accompanying reports referenced under W.S. 21-13-101(a)(xvii). ~~on file with the secretary of state and maintained by the state superintendent pursuant to W.S. 21-2-202(e).~~ The following criteria shall be used by the state superintendent in the administration of the education resource block grant model:

(B) Alternative schools qualifying for separate consideration under the education resource block grant model may be established by a school district for offering educational programs to students with educational needs which the district finds are not appropriately met by other schools in the district, excluding charter schools established under W.S. 21-3-301 through 21-3-314. Alternative schools included within a district's configuration of schools identified under paragraph (iv) of this subsection shall for purposes of the education resource block grant model:

(IV) Except as otherwise provided in subdivision (V) of this subparagraph, on and after July 1, 2014, and if not qualifying under subdivision (I) of this subparagraph, be approved by the state superintendent subject to the following:

(V) Not be included for purposes of the block grant model if established on or after March 15, 2017 and before June 30, 2019. No new alternative school

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shall be approved by the department on and after March 15, 2017 and before July 1, 2019.

(C) Salaries for all school and district level staffing categories, including teachers, principals and assistant principals, central office administrators, secretarial and clerical staff, operations and maintenance staff and aides and media technicians, shall be based upon average statewide salary levels calibrated ~~for school year 2005-2006~~ under "Attachment A" for each staffing category, adjusted under subsection (o) of this section, including the experience, education and responsibility level as appropriate and as computed for each staffing category. The statewide average for each staffing category shall be adjusted for each district based upon the district experience, education and responsibility level relative to the statewide average for that category. District experience, education and responsibility level by appropriate staffing category shall be updated each year such that district adjustments reflect the prior school year staffing information. The district adjusted average salary for each staffing category shall be further adjusted for regional cost differences as measured by the greater of the hedonic wage index or the Wyoming cost-of-living index computed by the division of economic analysis, department of administration and information, with a minimum of one hundred (100) index value, as prescribed by the education resource block grant model. For purposes of the education resource block grant model, the version of the Wyoming cost-of-living index used by the division shall be based upon the unrecalibrated housing cost index weights unless otherwise determined by the legislature based upon recommendation of the joint education interim committee. In addition, the version of the Wyoming cost-of-living index applied under this subparagraph for any school year

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shall be the average of the six (6) consecutive semi-annual index reports completed by January 1 of the immediately preceding school year;

21-13-315. Costs of court ordered placement of children in private residential treatment facilities, group homes, day treatment programs and juvenile detention facilities.

(b) Except to the extent costs are covered under subsection (n) of this section, the department of education using federal or foundation funds, or both, shall pay for the allowable education costs of juvenile and district court ordered placements of children residing in private treatment facilities and group homes where a fee is charged, including court ordered placements in programs for children with disabilities provided by a board of cooperative educational services. No district shall receive funds, either directly or indirectly, from any facility or home receiving payment under this section for providing education programs and services to children placed and residing in the facility or home, but the district may count the children among its average daily membership if the district provides education services directly to the children or pays another district to provide education services to the children pursuant to contract. The department of education shall adopt reasonable rules and regulations prescribing standards and allowable costs for educational program services funded under this section. Standards shall be subject to W.S. 21-9-101 and 21-9-102 and rules and regulations of the state board and shall be designed to fit the unique populations of residential centers, group homes, programs and services provided by boards of cooperative educational services and out of state placement facilities.

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21-13-320. Student transportation; amount within school foundation program formula for transportation maintenance and operations expenditures and school bus purchases; district reporting requirements.

(j) Effective for the school year 2018-2019 and each school year thereafter the amount computed under this section shall be in accordance with the provisions of this subsection. Each district shall receive:

(i) An amount equal to an average of the amounts the district received for school years 2014-2015, 2015-2016 and 2016-2017 pursuant to paragraphs (i) and (ii) of subsection (b) of this section; plus

(ii) The amount authorized by and computed in accordance with subsection (g) of this section for each school bus purchased or initially leased prior to March 15, 2017; plus

(iii) An amount calculated in accordance with subsection (g) of this section for each school bus purchased or initially leased on or after March 15, 2017, if the school district first applied to the department and the department determined the purchase or lease was necessary to alleviate an emergency.

(k) For the 2018-2019 school year and each school year thereafter, the provisions of subsections (b), (c) and (f) of this section shall not be used to compute the amount a school district receives pursuant to this section, but the remaining requirements of those subsections shall be effective. As of July 1, 2018, subsection (g) of this

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section shall be applicable only as necessary to determine
an amount under subsection (j) of this section.

(m) No district shall purchase a school bus or enter
into a new lease for a school bus on or after March 15,
2017 unless it first applies to the department and the
department determines that an emergency exists
necessitating the purchase or lease of the bus.

21-15-111. Definitions.

(a) As used in this act, unless the context requires otherwise:

(i) "Capital construction account" or "school capital construction account" means the account into which revenues are deposited pursuant to W.S. 9-4-305(b) ~~7~~ and 9-4-601(a)(vii), (b)(i) and (iv) , ~~and 21-13-306(c),~~ into which the proceeds from any revenue bonds are credited under W.S. 21-15-108, and into which any other funds are appropriated to the account for purposes of this act. Funds within the account shall be expended only for purposes of and in the manner prescribed by this act;

Section 2. W.S. 9-4-601(a)(xi) and (d)(viii), 9-4-719(r), 21-13-306(c), 21-13-307(a)(iv), 21-13-334, 21-13-335 and 21-15-122 are repealed.

Section 3. 2011 Wyoming Session Laws, Chapter 185, ATTACHMENT "A" (b)(vi), (ix), (x), (xxi), (xxiii) through (xxviii), (xxx), (xxxi), (xxxiv) and (xxxv) is amended to read:

ATTACHMENT "A"
ATTACHMENT "A" CONTAINS AN ENUMERATION OF EDUCATION

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RESOURCE BLOCK GRANT MODEL COMPONENTS SUMMARIZING AND
EXECUTING RECOMMENDATIONS CONTAINED IN THE 2010 COST OF
EDUCATION STUDY AS FOLLOWS:

(b) Notwithstanding components specified in the
2010 cost of education study accepted by the
legislature, the Wyoming education resource block
grant model components and the resourcing for those
components, as enacted by the legislature, shall be as
follows:

- (vi) Instructional facilitators: ~~Computed~~
~~in accordance with W.S.~~
~~21-13-335.~~ (A) 0.81 FTE
teacher position for 288
ADM prototypical
elementary school for
school year 2017-2018.
0.45 FTE teacher
position for 288 ADM
prototypical elementary
school for school year
2018-2019 and each year
thereafter;
(B) 0.81 FTE teacher
position for 315 ADM
prototypical middle or
high school for school
year 2017-2018. 0.45 FTE
teacher position for 315
ADM prototypical middle
or high school for
school year 2018-2019
and each year
thereafter;

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(C) Resourced at the
highest grade prototype
using the total school
ADM.

(ix) Extended day and summer school:
~~Computed in accordance
with W.S. 21-13-334.~~

(A) 0.15 FTE teacher
position for every 30
at-risk students as
identified under W.S.
21-13-309(m) (v) (A);

(B) Minimum of 0.5 FTE
teacher position for
each district.

(x) Summer school: ~~Computed in accordance
with W.S. 21-13-334
paragraph (ix) of this
subsection.~~

(xxi) ~~Books/Ins. Materials~~ Instructional
materials:
~~\$333.43/elementary and
middle school ADM;
\$408.26/ \$191.37 per~~
elementary, middle and
high school ADM.

(xxiii) Special education: ~~100% state
reimbursement of prior
year actual expenditures~~
Computed in accordance
with W.S. 21-13-321.

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(xxiv) Gifted: ~~\$29.19~~ \$40.29/ADM.

(xxv) Vocational education: 0.29 times FTE
vocational education
ADM;
~~\$9,027.27~~ \$9,428.77/FTE
vocational education
teacher for equipment
and supplies.

(xxvi) Student activities: Resource under
the following school
configurations:
~~K-5~~ Elementary school:
~~\$24.05~~ \$23.79/ADM;
~~6-8~~ Middle school:
Declining from ~~\$791.02~~
\$782.54/ADM at 1 ADM
school to ~~\$204.38~~
\$202.18/ADM for 1,260
ADM school;
~~9-12~~ High school:
Declining from ~~\$2,039.09~~
\$2,017.22/ADM for 1 ADM
school to ~~\$601.08~~
\$594.63/ADM for 1,260
ADM school;
~~Alternative~~ school:
~~\$288.98/ADM~~ Ninth grade
ADM in a middle school
resourced at the high
school amount for the
school students would
normally attend.

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(xxvii) Professional development: 10 pupil
free days as resourced
in teacher salary under
paragraph (xxxvii) of
this subsection;
Plus ~~\$116.76~~ \$125.90/ADM
for trainers.

(xxviii) Assessment: ~~\$37.70~~ \$25.00/ADM,
which amount is not
subject to any
adjustment made pursuant
to W.S. 21-13-309(o).

(xxx) Central office nonpersonnel expenses:
~~\$350.28~~ \$365.86/ADM.

(xxxi) Transportation: ~~100% state
reimbursement of prior
year actual expenditures~~
Computed in accordance
with W.S. 21-13-320.

(xxxiv) M & O supplies: ~~\$0.64~~ \$0.67 per
110% of gross square
feet of authorized
education space.

(xxxv) Utilities: Actual 2009-2010
expenditures by district
as adjusted by 2015
Wyoming Session Laws,
Chapter 142, Section 2,
Section 205 footnote

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2(a)(i)(D) and (ii)(D)
and further adjusted by
negative ten and seven
hundred sixty-two
thousandths percent
(-10.762%). For
additional school
buildings added to
district building
inventories after
2009-2010, 100% of
2009-2010 district
average utility
expenditures per gross
square foot for district
school buildings
multiplied by the
additional authorized
educational square
footage.

Section 4. 2011 Wyoming Session Laws, Chapter 185,
ATTACHMENT "A" (b)(xxii) as amended by 2012 Wyoming Session
Laws, Chapter 99, ATTACHMENT "A" (b)(xxii) is amended to
read:

ATTACHMENT "A"

ATTACHMENT "A" CONTAINS AN ENUMERATION OF EDUCATION
RESOURCE BLOCK GRANT MODEL COMPONENTS SUMMARIZING AND
EXECUTING RECOMMENDATIONS CONTAINED IN THE 2010 COST OF
EDUCATION STUDY AS FOLLOWS:

(b) Notwithstanding components specified in the
2010 cost of education study accepted by the
legislature, the Wyoming education resource block

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grant model components and the resourcing for those components, as enacted by the legislature, shall be as follows:

(xxii) ~~Computers,~~ Technology equipment:
~~\$291.90~~ \$250.00/ADM,
which amount is not
subject to any
adjustment made pursuant
to W.S. 21-13-309(o).

Section 5. 2016 Wyoming Session Laws, Chapter 31, Section 2, Section 205 is amended to read:

Section 205. EDUCATION-SCHOOL FINANCE ².

PROGRAM

School Foundation Program ¹.

Court Ordered Placements
Foundation-Specials ¹.

Education Reform

Student Performance Data

TOTALS

0

0

1,677,514,609	S5	1,677,514,609
<u>1,752,865,604</u>	<u>S5</u>	<u>1,752,865,604</u>
19,433,639	S5	19,433,639
79,765,894	S5	79,765,894
<u>42,965,798</u>	<u>S5</u>	<u>42,965,798</u>
9,654,900	S5	9,654,900
6,351,539	S5	6,351,539
1,792,720,581		1,792,720,581
<u>1,831,271,480</u>		<u>1,831,271,480</u>

AUTHORIZED EMPLOYEES

Full Time

3

Part Time

0

TOTAL

3

1. (a) This other funds appropriation includes funding for an external cost adjustment to the education resource block grant model computed as follows:

(i) Effective for school year 2016-2017 only:

(A) For the "professional labor" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(vi)], two and one hundred forty-eight thousandths percent (2.148%);

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(B) For the "nonprofessional labor" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(v)], one and nine hundred forty-seven thousandths percent (1.947%);

(C) For the "energy" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(iv)], two and four hundred forty-five thousandths percent (2.445%);

(D) For the "educational materials" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(iii)], two and one hundred twenty-six thousandths percent (2.126%).

~~(ii) Effective for school year 2017-2018 only:~~

~~(A) For the "professional labor" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(vi)], one and four hundred sixty-two thousandths percent (1.462%);~~

~~(B) For the "nonprofessional labor" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(v)], one and three hundred twenty-six thousandths percent (1.326%);~~

~~(C) For the "energy" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(iv)], one and six hundred sixty-five thousandths percent (1.665%);~~

~~(D) For the "educational materials" category of model components inclusive of those components defined by 2012 Wyoming Session Laws, Chapter 99, Section 3 [Attachment "A"(a)(iii)], one and four hundred forty-seven thousandths percent (1.447%).~~

2. Not later than November 1, 2016, pursuant to W.S. 21-13-309(o) and (u), the joint education interim committee and the joint appropriations committee shall review information prepared for the model monitoring process, including school year 2015-2016 average daily membership data, to inform recommendations made to the governor and the legislature pursuant to law to modify the external cost adjustment contained in footnote 1(a)(ii) of this section. Not later than January 1, 2017, the department of education shall provide preliminary student enrollment data for school year 2016-2017 to the joint appropriations committee. The joint appropriations committee shall report any recommendation to revise the external cost adjustment as a result of the

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review of the preliminary student enrollment data to the governor and the legislature.

Section 6.

(a) Except as otherwise provided in this section, the amendments to 2016 Wyoming Session Laws, Chapter 31, Section 2, Section 205 enacted pursuant to section 5 of this act shall be given precedence and shall prevail over amendments to 2016 Wyoming Session Laws, Chapter 31, Section 2, Section 205 made by 2017 House Bill 0001 to the extent that 2017 House Bill 0001 is in direct conflict with this act.

(b) Appropriations for court ordered placements in 2016 Wyoming Session Laws, Chapter 31, Section 2, Section 205 as amended by 2017 House Bill 0001 shall be given precedence and shall prevail over the appropriation amount for court ordered placements specified in that provision in section 5 of this act.

(c) The legislative service office shall adjust totals and renumber as necessary the provisions of 2016 Wyoming Session Laws, Chapter 31, Section 2, Section 205 as amended by 2017 House Bill 0001 as enacted into law, and as amended by this act to conform with the requirements of this section. In preparing copy for printing of laws affected by this section the legislative service office shall require the publisher to note the provisions of this section and shall cause the laws to be printed in accordance with the provisions of this section.

Section 7.

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(a) As provided in W.S. 21-13-309(m)(v)(B)(V), no new alternative school shall be approved by any school district or the state superintendent on or after March 15, 2017 through June 30, 2019. If any alternative school is approved under W.S. 21-13-309(m)(v)(B) prior to March 15, 2017 but the school facilities for that alternative school have not been constructed prior to March 15, 2017, no design or construction funds shall be expended by the school facilities division of the state construction department to construct the facilities for that alternative school until July 1, 2019 or thereafter. Nothing in this section shall be deemed to prohibit expenditures related to major maintenance for existing alternative school facilities or to prohibit the completion of existing construction projects if physical construction of the project was commenced prior to March 15, 2017.

(b) The joint education interim committee shall conduct a study related to alternative schools and report the results of the study along with any recommended legislation to the legislature not later than November 30, 2018. The study under this subsection shall include a review of existing alternative schools, other alternative student placement options available to school districts and outcome statistics available for students who are placed in alternative schools.

Section 8.

(a) The reductions implemented by this act are intended to be temporary, pending a recalibration of the education resource block grant model. The select committee on school finance recalibration is created consisting of the following members:

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(i) Five (5) members of the Wyoming senate appointed by the president of the senate of which one (1) member shall be the chairman of the senate education committee;

(ii) Five (5) members of the Wyoming house of representatives appointed by the speaker of the house of representatives, of which one (1) member shall be the chairman of the house education committee;

(iii) Not more than four (4) members from each house shall be from the same political party;

(iv) The cochairmen of the select committee shall be appointed by the president of the senate and the speaker of the house, respectively.

(b) The select committee shall undertake a study to review the state educational program under W.S. 21-9-101 and to recalibrate the education resource block grant model as provided under W.S. 21-13-309(t) to determine if modifications are necessary to ensure the model remains effective and cost-based in light of changing conditions and modifications to law. If the committee determines an alternative to the education resource block grant model should be reviewed and developed to more efficiently meet the constitutional duties of the legislature in providing K-12 education funding the committee shall not limit its study to a recalibration of the existing cost-based model.

(c) The select committee shall also study and recommend solutions to the projected budget shortfall for funding related to public education in the state of Wyoming. The select committee shall focus on four (4) major issues related to school funding as follows:

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(i) Options for use of existing unencumbered, unobligated revenues;

(ii) Consideration of the use of diversions of existing revenue streams and investment income;

(iii) Options to increase revenues;

(iv) Options for budget and expenditure reductions.

(d) The select committee shall be staffed by the legislative service office. The department of education, department of workforce services, school districts and the school finance data advisory committee established under W.S. 21-2-203 shall collect and provide the information requested by the select committee.

(e) The select committee may, through management council, seek expert opinions and may hire consultants as necessary to complete the study and recommendations required under this section. The legislative service office is authorized, subject to the approval of management council, to contract with consultants for the purposes of this section to complete recalibration of the education resource block grant model or to develop a new model.

(f) The select committee shall report its recommendations and any associated proposed legislation to the legislature not later than January 31, 2018. The select committee may develop and sponsor legislation as necessary to effectuate the purposes of this section, provided that no legislation shall be sponsored by the committee unless

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it is approved by a majority of the members of the select committee from each house.

(g) Appointments shall be made under this section not later than March 15, 2017. The select committee shall exist until March 31, 2018. Any vacancy occurring on the select committee shall be filled by the president of the senate or speaker of the house of representatives, as appropriate, immediately upon the vacancy occurring.

(h) For the period beginning on the effective date of this section and ending June 30, 2018, there is appropriated from the school foundation program account to the legislative service office eighty thousand dollars (\$80,000.00) to provide salary, per diem and mileage for members of the select committee and to fund other expenses of the select committee as necessary to carry out this section.

Section 9.

(a) Except as otherwise provided in subsection (b) of this section, this act is effective July 1, 2017.

ORIGINAL HOUSE
BILL NO. HB0236

ENGROSSED

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(b) W.S. 21-13-309(m)(v)(B) and 21-13-320 as amended by section 1 of this act and sections 5 through 9 of this act are effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

(END)

Speaker of the House

President of the Senate

Governor

TIME APPROVED: _____

DATE APPROVED: _____

I hereby certify that this act originated in the House.

Chief Clerk

Bill No.: SF0035 **Effective:** 7/1/2017

LSO No.: 17LSO-0094

Enrolled Act No.: SEA No. 0057

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Joint Education Interim Committee

Catch Title: Virtual education.

Subject: Requirements for the delivery of virtual education.

Summary/Major Elements:

- This bill modifies requirements for the delivery of virtual education. The bill modifies the State Superintendent of Public Instruction's duties to require the Superintendent to annually publish a catalog of virtual education courses available, provide professional development to teachers and school administrators for the delivery of virtual education, and requires the establishment of a centralized learning management system (CLMS), which districts may use in providing virtual education.
- The bill also requires the Superintendent to disaggregate academic assessment data for full-time virtual education students and to establish an advisory committee that will recommend modifications to virtual education rules, policies, practices and procedures and advise districts on how to improve the delivery of virtual education. The Wyoming Accountability in Education Act is modified to include full-time virtual education students as a subgroup when reporting school performance.
- The bill modifies nonresident tuition agreements to provide part-time tuition agreements among school districts providing education to students whether the student is a resident or nonresident of the district. It also modifies the virtual education program to define full-time and part-time virtual education, eliminates a requirement of a distance learning plan, and establishes requirements for a school district providing part-time virtual education to a student enrolled in another district.
- The bill directs the Department of Education to develop a methodology of computing average daily membership for students participating in virtual education in consultation with the virtual education advisory committee.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: SF0036 **Effective:** Multiple Dates

LSO No.: 17LSO-0259

Enrolled Act No.: SEA No. 0031

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Select Committee on Statewide Education Accountability

Catch Title: Education-leader evaluation and support.

Subject: Modifying the Wyoming Accountability in Education Act and the requirements for leader evaluation and support.

Summary/Major Elements:

- This bill amends provisions on school leader evaluations. It modifies the law to no longer require longitudinal data systems established by the Department of Education to link student achievement with school principals and district leaders.
- The bill removes the requirement that the State Board of Education's (SBE) leader evaluation system be based, in part, on student academic performance measures and longitudinal data systems. The SBE must, instead, adopt rules for district leadership evaluation systems that identify professional standards that districts must follow in establishing their own evaluation systems. Districts are also required to annually evaluate leaders.
- The bill requires the improvement plans of schools designated as partially or not meeting expectations to include a review of the design and implementation of the district's leader evaluation system.

Comments:

- Not later than July 1, 2017, the State Board of Education shall report to the Joint Education Interim Committee the status and substance of the rules and regulations required by the bill.
- The bill is effective immediately, except for the provision removing the requirement that longitudinal data systems established by the Department of Education link student achievement with school principals and district leaders, which is effective on July 1, 2017.

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Bill No.: SF0037 **Effective:** Immediately

LSO No.: 17LSO-0270

Enrolled Act No.: SEA No. 0056

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Joint Education Interim Committee

Catch Title: Education-Hathaway scholarship program-2.

Subject: Hathaway Scholarship Success Curriculum amendments.

Summary/Major Elements:

- This bill modifies Hathaway Scholarship Success Curriculum requirements.
- The bill provides for the weighting of grade point averages, effective school year 2018-2019, to account for the academic rigor of high school courses in accordance with Department of Education rules and regulations for purposes of determining Hathaway Scholarship eligibility.
- The bill allows functional equivalent courses that satisfy Success Curriculum requirements to include career technical education, arts, music, honors and college-level courses.
- The bill clarifies that the Success Curriculum requirements for high school students graduating in school year 2017-2018 with regard to honor and performance Hathaway scholarships are those which existed prior to this bill's enactment.
- The bill requires the Department to study options to further incentivize completion of the Success Curriculum and to report recommendations derived from that study to the Joint Education Interim Committee no later than August 1, 2017.

Comments:

- Requires a report from the Department of Education to the Joint Education Interim Committee no later than August 1, 2017.

<p>The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.</p>
