Introduction

“Words to the Wise” was originated by members of the WSBA Board of Directors in 1959 as an idea to help trustees become more effective board members. In 1967, Dr. Jim Andersen, WSBA Executive Secretary wrote “that ‘Words to the Wise’ has been prepared to provide school board members with a substantial understanding of the task which they must perform. Here, in handy form, is a ready reference describing a member’s duties, responsibilities, relationships, and legal patterns within which he must operate. This manual is designed to rapidly familiarize new board members with their tasks and to offer experienced board members a quick source of reference for as Santayana stated “the wisest mind has something left to learn”.

School board service is more complex and challenging today than it has ever been. Public education is a “hot topic” from the “Statehouse to the Whitehouse.” Local control of public education is being slowly eroded by state and federal intervention. As the only locally elected public officials charged specifically with the education of the children of the state, trustees must know more about what is expected by new legislation and new standards of accountability.

The materials presented in this updated “Words to the Wise” include some of the old and some of the new. Much more emphasis has been given to legislative expectations than ever before in order to allow trustees to see what a noble and challenging task they face as they strive to bridge the gap between local expectations for the education of the children and state and national expectations for the education of all children.

“Words to the Wise” is intended to be informational and a guide for your use. It is not intended to be a substitute for legal advice. The information contained herein is based upon the laws in effect at the time of publication and because those laws and requirements may change from time to time, it is important that you continue to seek legal advice for those legal issues you are involved with.

It is hoped that this handbook will help provide the information and an understanding of the level of commitment and dedication necessary to be a positive, effective, and contributing member of a board of trustees dedicated to meeting the educational and social needs of each student in the care. The key to the future of our local communities, our state, and our nation rests on the quality of education we provide for every child. School board trustees hold the keys to the future of our children and to the future of public education. Thank you for your willingness to serve and your commitment to public education.

Dr. Myron Basom, Executive Director, 1965-67
Dr. Mark Higdon, Executive Director, 2004
First “Words to the Wise” Committee

Seated: G.D. Humphrey, Harry Roberts, Dorothy Bush, Velma Linford;
Standing: Robert Kumelos, Bill Vaught, James Harlan, Dr. Tom Snarr

The “Words to the Wise” project began in 1959 under the direction of the WSBA Board of Directors. Over the years many trustees and executive directors have had a hand in updating this booklet. It ceased publication in 1986. This new version is developed in appreciation of the efforts of all those who contributed to the project previously. We hope it adds to their efforts and provides a valuable resource to trustees working hard each day to meet the needs of the students in their districts.
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I. THE SCHOOL BOARD AND AMERICAN EDUCATION.

Democracy Points the Way for Our School Boards

Although public education has been impacted recently by the national government through the No Child Left Behind Act, it remains essentially a function of state government with local jurisdiction place in the hands of school district Trustees.

In keeping with this tradition, the framers of the Wyoming Constitution recognized the responsibility of the State and directed that the Legislature provide for a system of public schools accessible to all children between the ages of six and twenty-one.

The Wyoming Legislature has delegated to district boundary boards the authority to divide counties into districts, and has given each district the privilege of electing trustees to establish and maintain its schools.

“School districts are creations of the State Legislature and school trustees are state officials when they meet as boards of education.”

The public school is the only institution which reaches all the people. Assuring that education shall be denied to none is an important reason for retaining a system of local school districts in America. It has also meant that schools have remained close to the people and have become mirrors of community philosophy.

The strength of the American system of education is dependent upon the fact that people are concerned with their schools and make certain that competent and dedicated candidates are chosen to operate them.
School Board Members Are the Guardians of Education

Trustees must understand democracy’s meaning for “education” in order to comprehend the school board’s challenging role in a democratic society.

“Education safeguards democracy. To understand this is to know the importance of providing every individual with an opportunity to develop his abilities to the fullest extent possible.

Educating every child according to his needs is a highly complex operation. Realizing this, trustees must recognize the urgent necessity for highly trained, professional assistance.

The school board is a representative body through which the people remain close to their schools. As such, trustees cannot overestimate the value of good public relations – helping the school to serve the community’s needs and the community to understand and support the programs of the schools.”

As guardians of the education of all children, the challenge is great. School boards have a single obligation to provide a quality education at high levels of student achievement for all students, but they perform many functions, as a representative body its duties are:

To Provide a good school program...

- Engaging the community to formulate a “vision” for the school program
- Developing policies for guidance in achieving the vision
- Determining the structures necessary to achieve the vision
- Hiring a dedicated and caring administrative team, highly qualified teachers, and highly competent support staff to work toward achieving the vision
- Being accountable for results
  - Setting expectations for student achievement
  - Setting expectations for program performance
- Evaluating programs to insure progress
- Enlisting financial support
- Advocating for students and their schools

....accessible to every child

- Providing schools to meet the needs of students
Providing programs to meet the needs of individual students
Providing for those who live in isolated areas of the district

...through democratic procedures
Conducting effective and efficient district governance
Providing for community and parent involvement
Improving district operations on a yearly basis
Working collaboratively with other school districts, and county and state government agencies.

The Responsibilities of School Boards
School boards do their work at school board meetings. As an individual board member, they have no legal power. Board member can exercise their power only through the actions of the board as a whole.

The board’s responsibilities usually fall into one of the following categories:

Governance Structure
One of the board’s greatest tasks is determining what tasks and decisions should be delegated to the superintendent and/or the staff of the district.

Planning and Goal Setting
This is activity that engages the community, staff, parents, and students to establish the “vision for education” in the school district and community.

Evaluation
Boards are held accountable by the public that elects them for results. The board is responsible for obtaining reliable information about district programs and determining the quality of the results.

Policymaking
Boards govern through policy. The board must develop and adopt policies to govern all the main areas of school district operation, including employment of staff, administration of pupil services, instructional programs, finance, and support services.
Naming a Superintendent
The board hires and evaluates the superintendent of schools. The board delegates the operation of the school district on a daily basis to the superintendent and administrative staff according to the approved board policies.

Instruction
The board works closely to monitor and support student instructional programs. The board request frequent progress reports related to board established expectations for student achievement.

Students
The board sets policies that determine how the needs of the students are to be met and establishes the standards for conduct of the students of the district. Many items like school admissions, attendance, expulsion, suspension, general student conduct expectations, student activities codes of conduct, discipline procedures, safety, health services, food services, guidance services, transportations services, and graduation requirements fall into this category.

Financial Resources
The annual budget provides the financial resources to furnish the people, programs, and equipment necessary to achieve the district goals. The board approves the budget and monitors its progress.

Staffing and Evaluation of Staff
People make the difference in good school districts. The Board determines the policies for hiring of all district staff and their evaluation. The board works with the superintendent to determine workplace issues like, salaries, benefits, etc.

School Facilities
The board is responsible for the safe and orderly operation of district schools. The board could be involved in anything from planning new schools to closing old ones. The board should determine the future needs for schools, the methods of funding the new schools, and make sure the plans for the building will fit the needs of the school program to be offered at the school.

Hearings
A board may be required to hold hearings or appeals to district personnel or policy decisions. In these situations, the board will review the testimony presented and present a recommendation for resolution.
Advocacy
School board members are the advocates for school children in their communities, in the state, and in the nation. The board needs to keep the community and elected official informed about the needs of the children in the district. Telling the story of the district and its achievements and shortcomings is a key responsibility of the members of the school board.

Board Members’ Personal Standards Are High
Board members must dedicate much of their time and talents to be an effective board member. The Wyoming School Boards Association believes that effective board governance rests on the skills, knowledge and values of the individual board members who serve as trustees in their local districts. The WSBA Board of Directors encourages board members to make a commitment to adhere the following “WSBA Code of Conduct”.

**WSBA Code of Conduct**
As a member of my local board of education, I shall do my utmost to represent the public interest in education by adhering to the following commitments;

Representation:
1. I shall represent all school district constituents honestly and equally and refuse to surrender my responsibilities to special interest groups or partisan political groups.
2. I shall avoid any conflict of interest or the appearance of impropriety which could result from my position, and shall not use my board membership for personal gain or publicity.
3. I shall recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote of the board.
4. I shall not take private action that might compromise the board or administration and shall respect confidentiality of privileged information.
5. I shall support an “atmosphere of mutual respect” recognizing that all students, staff, parents, and community members take their lead from the beliefs, values, and behaviors of the board of trustees.
5. I shall abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

6. I shall encourage and respect the free expression of opinion by my fellow board members and others who seek a hearing before the board.

7. I shall be involved and knowledgeable about not only local educational concerns, but also about state and national ones.

Actions:

1. I will be fully prepared for board meetings.

2. I will work cooperatively with other board members, staff, parents, and community members.

3. I will make decisions to uphold the rights and welfare of all students.

4. I will make decisions to ensure equal access to public education and that respect and accommodate diversity.

5. I will promote a positive and caring school climate that meets the educational needs of students, staff, parents, and community members.

6. I will strive to understand the policies and procedures of the district and the state and federal laws and regulations that guide them.

7. I will support the role of the superintendent to be the executive officer of the school district and the differentiation of the roles of the board and the superintendent in the administration of the school district.

8. I will respect the professional expertise of district staff.

9. I will support processes to involve parents in the education of their child and to keep them informed about their child’s progress in their schooling.

10. I will support effective communication processes inside and outside of the district to keep staff, parents, and community members informed about the district’s goals, needs, and expectations.

11. I will support the involvement of all educational stakeholders (students, parents, staff, community members, and others) in the development of district goals and expectations for student achievement.
12. I will support continuous monitoring and evaluation of district programs and goals on a frequent basis and make decisions based upon this information.

13. I will consider educational research, best practices, and parent, staff and community input in making decisions.

14. I will keep up to date on educational issues, trends, and research.

Moral and Ethical Standards of Performance are High for School Boards

Accepting the challenge of trusteeship implies the acceptance of high standards of personal and professional conduct for service to the district.

A CODE OF ETHICS FOR WYOMING

SCHOOL BOARD MEMBERS

As a member of my local Board of Education, representing all the citizens of my school district, I recognize that:

My fellow citizens have entrusted me with the educational development of the children and youth of this community.

The public expects my first and greatest concern to be in the best interest of each and every one of these young people without distinction as to who they are or what their background may be.

The future welfare of this community, of this State, and of this Nation depends in the largest measure upon the quality of education we provide in the public schools to fit the needs of every learner.

My fellow board members and I must take the initiative in helping all the people of this community to have all the facts all the time about their schools, to the end that they readily provide the finest possible school programs, school staff, and school facilities.

Legally the authority of the Board is derived from the State which ultimately controls the organization and operation of the school district and which determines the degree of discretionary power left with the Board and the people of the community for the exercise of local authority.

I must never neglect my personal obligations to the community and my legal obligations to the State, nor surrender these responsibilities to any other person, group, or organization; but that, beyond these, I have a moral and civic obligation
to the Nation which can remain strong and free only so long as public schools in the United States of America are kept free and strong.

_In view of the foregoing consideration, it shall be my constant endeavor:_

To devote time, thought, and allegiance to the duties and responsibilities of a school board member so that I may render effective and creditable service.

To work with my fellow board members in a spirit of harmony and cooperation in spite of differences of opinion that arise during vigorous debate and points at issue.

To base my personal decision upon all available facts in each situation; to vote my honest conviction in every case, unswayed by partisan bias of any kind; thereafter, to abide by and uphold the final majority decision of the Board.

To remember at all times that as an individual, I have no legal authority outside the meetings of the Board, and to conduct my relationships communication on the basis of facts with the school staff, the local citizenry, and all media of

To resist every temptation and outside pressure to use my position as a school board member to benefit either myself or any other individual or agency apart from the total interest of the school district.

To recognize that it is as important for the Board to understand and evaluate the educational program of the schools as it is to plan for the business of school operation.

To bear in mind under all circumstances that the primary function of the Board is to establish the policies by which the schools are to be administered, but that the administration of the educational programs and the conduct of school business shall be left to the employed superintendent of schools and his professional and non-professional staff.

To welcome and encourage active cooperation by citizens, organizations, and the media of the communication in the district with respect to establishing policy on current school operation and proposed future developments.

To support my state and National School Boards Association.

Finally, to strive step by step toward ideal conditions for most effective school board service to my community, in a spirit of teamwork and devotion to public education as the greatest instrument for the preservation and perpetuation of our representative democracy.
Nine Characteristics of High Performing School Districts

1. Clear and Shared Focus
2. High Standards and Expectations for All Students
3. Effective School Leadership
4. High Levels of Collaboration and Communication
5. Curriculum, Instruction, and Assessment Aligned with Standards
6. Frequent Monitoring of Learning and Teaching
7. Focused Professional Development
8. Supportive Learning Environment
9. High Level of Family and Community Involvement
II. SCHOOL BOARD ORGANIZATION AND AUTHORITY TO ACT.

Wyoming school boards have been assigned many special legal powers and responsibilities relating to specific areas of school district operation. The laws concerning board authority within each area (i.e. school finance, district governance) will be summarized in later sections of this handbook. However, in order to discharge their responsibilities and perform effectively as units of state government, school boards must first understand their status as legal entities with a uniform pattern of organization and legally defined powers to transact business in all areas of school operations.

The Board as a Body Corporate

Trustees may transact business only at official meetings.

**Duties of the Board of Trustees:** (21-3-110)

- Develop policies, and enforce rules and regulations for its own government and for the government of the schools under its jurisdiction which shall be open to public inspection;
- Keep minutes of all meetings at which official action is taken and a record of all official acts including a record of all warrants issued against moneys belonging to the district;
- Fix time and place of regular meeting, provided, that there shall be at least one (1) meeting per month;
- Call special meetings when needed;
- Submit reports concerning finances or any other matter as the state board, state superintendent, or state law may require.
- Estimate the funds required to be raised for public school purposes through a tax levy and present to the county assessor a certified copy of the budget as adopted with a certified estimate.
of the tax required to raise the appropriate amount. The tax shall be levied, collected, and distributed as prescribed by law.

- Control and disburse all moneys received from any source to maintain the funds of the district.
- Obtain competitive bids when any school buildings are to be built, when any repairs, additions or improvements costing more than ten thousand dollars ($10,000) and less than twenty-five thousand dollars ($25,000) are to be made to any school facility, or when any purchase of insurance, supplies or materials other than textbooks costing the same is contemplated. If the amount exceeds twenty-five thousand dollars ($25,000), a call for bids shall be published at least one in a newspaper of general circulation in the district.
- Require the Treasurer, Superintendent, or other district staff to be bonded not to exceed one and one-fourth of the amount of all school monies handled by the official in one (1) school year.
- Fix the site of each school facility needing funds from the School Facilities Commission.
- Adopt and use an official seal when required to authenticate official acts.
- Cause the United States and Wyoming flags to be properly displayed in, upon, or around school buildings.
- Consider every petition presented to the board and subscribed by at least five (5) citizens and take some action within thirty (30) days after it is received, provided that the precise question has not been previously acted upon at a board meeting within the current fiscal year.
- Require an accounting of all receipts and expenditures to be made by each organization, function, or other group sponsored by, or functioning in any way with the school district;
- Provide an education program in compliance with the uniform standards prescribed under W.S. 21-9-101 and 21-9-102 and by rule and regulation of the state board;
- Require the performance of each initial contract teacher be evaluated in writing at least twice annually.
- Establish a teacher performance evaluation system that requires the performance of each continuing contract teacher be evaluated in writing at least once a year.
- Establish and maintain kindergartens
 Implement standards for the storage and disposal of toxic chemicals and other hazardous substances used by schools in accordance with guidelines established by the state superintendent.
 Implement and administer the reading screening program for students in grades one (1) and two (2). (21-3-401)
 Establish a student assessment system to measure student performance relative to the uniform student content and performance standards in all content areas for which the state board has promulgated standards. (21-3-304)
 At a minimum provide the three (3) endorsements to high school transcripts as specified. (21-2-304)
 Provide access to district records to the department of audit. (9-1-513)
 Develop and annual update long range comprehensive school building and facility plans for the district for the next five (5) years. (21-15-116)
 Annual report to the state superintendent on expenditures of amounts distributed to the district under W.S. 21-13-329 in the manner specified per rule and regulation;
 Procure liability insurance on all school vehicles used to transport students in the operation of the school district; (21-3-126)
 May arrange for accident insurance for medical, hospital, injury, or death benefits to any or all pupils. The cost may be paid by the district, by the parents, or proportionally. In lieu of such insurance, the district may or may not establish and maintain a fund for this purpose without it being construed as creating a liability of the school district. (21-3-127)
 Procure personal liability insurance for the board, teachers and other personnel in accordance with existing law; (21-3-128)
 Procure comprehensive liability insurance in accordance with existing law; (21-3-129)
 Direct that district personnel establish and maintain minimum standards for persons involved in the operation of school buses as required by law; (21-3-113)
 Offer homebound instruction to pupils who are hospitalized or homebound for more than one (1) week because of injury or illness; (21-3-402)
Pay tuition for the education of high school students if the district does not maintain one. (21-4-501)
Pay tuition for the education of high school students in another state if the attendance can be more advantageously or economically provided by the district in another state;
May provide for the enrollment of a student from another district in the state if the pupil desires to attend and if attendance would be more convenient. (21-4-502)
May provide for the enrollment of a student from another state if done according to existing rule and regulation; (21-4-502)
May allow participation in activities by a student not enrolled in the district and may charge a fee not to exceed the fee charged to full time students of the district. (21-4-506)

Powers of the Board of Trustees (21-3-111)
Sue and be sued, employ legal counsel, and bear the cost of litigation;
Administer oaths in all matters pertaining to the district;
Acquire, hold, convey, lease, rent, and manage property, real and personal;
Enter into agreements with any public or private agency, institution, person, or corporation for the performance of acts or furnishing of services or facilities;
Employ legal counsel and bear costs of litigation;
Employ a superintendent of schools, teachers, principals, other certified professional employees, and other personnel, and determine their salaries;
Insure against the loss of property
Accept or reject any federal or other gift, grant, bequest, or devise;
Discharge any employee subject to the provisions of any applicable laws;
Fill by appointment board vacancies occurring between elections;
Become members of county, state, and national school boards associations and pay dues to such associations;
Provide for the operation of school lunch programs;
Require an officer or employee whose duty it is to handle funds or property of the district to be bonded;
Convey title to real property subject to applicable laws;
Define “unexcused absence” and “habitual truancy” for all students attending schools in the school district and who have not met compulsory attendance requirements, and establish rules and regulations regarding their attendance;

Establish a school bus driver training program; (21-3-131)
Establish a program of adult education;
Develop policies and pest control methods including emergency policies, to minimize risk to students and employees, school property and the environment;
Enter into school building construction and renovation project agreements with the school facilities commission; (21-15-114)
Establish trustee residence areas according to applicable law.
Approve applications for charter schools in the district;
Acquire property by condemnation procedures;
May offer a driver’s education program in accordance with existing law. (21-3-501)

Restrictions and Penalties for Boards of Trustees

Laws also provide restrictions and penalties, denying trustees the right to:
Approve policies, rules or regulations that are not consistent with the laws of the state and rules and regulations of the state board and state superintendent.
Receive compensation for services as board members other than mileage, travel expenses, or per diem at a rate not to exceed that paid to state employees; (21-3-107)
Refuse to deliver records to successors in office; (21-3-121)
Fail to file reports as required by the state board or state law;
Be interested in any contract unless he discloses his interest and absents himself when the board considers the contract; (9-13-106)
Accept gifts, loans, gratuity, special discounts, hospitality with a value of over two hundred and fifty dollars ($250.00);
Willfully fail, refuse, or neglect to perform any duty imposed by the provisions of the code, subject to misdemeanor and $100 fine, thirty days in jail or both; (21-3-124)
Shall not obtain, sponsor, arrange, or handle insurance of any kind from companies that do not maintain and office in the state and are not authorized to do business in Wyoming; (21-3-130)
Participate in a matter related to the hiring or discipline of a family member; (9-13-104)
- Use his office for his private benefit; (9-13-103)
- Make a profit, directly or indirectly, for the use of public money or from letting public contracts unless there is full disclosure and abstention from the voting on the deal, subject to $1,000 fine; (9-13-105)
- Divert any school district money for purposes other than legally specified;
- Convert any school district money to private use;
- Accept or offer bribes;
- Allow discrimination because of sex, color, or religion; (Article VII, Sec. 10, Wyoming Constitution)
- Permit the teaching of any sectarian religion. (Article VII, Sec. 12, Wyoming Constitution)

**Fiscal Year**
The fiscal year for each school district shall begin July 1 and end the following year on June 30. (21-3-112)

**School Day**
All public schools (K-12) except those operating under an alternative schedule approved by the State Board of Education. The Board of Trustees of each local school district shall establish by policy the length of a school day for kindergarten, elementary, middle/junior high, and secondary school programs. Local board policy may exceed the minimum hours established by these rules. Local board policy may also provide for an adjusted school/hour/day schedule for staff development, teacher planning, community involvement, and similar professional and development activities. In no case, however, may applicable pupil/teacher contact time be less than the minimums for hours set out in statute.

**Student-Teacher Contact Time**
The minimum annual student-teacher contact time for Wyoming public schools (kindergarten through grade 12) shall be:
- Kindergarten. A minimum of 450 hours.
- Elementary. A minimum of 900 hours.
- Middle School/Junior High. A minimum of 1050 hours.
- Secondary. A minimum of 1100 hours.

Saturdays or Sundays may not be used as days taught unless written permission has been granted by the State Superintendent of Public Instruction. Such permission may be granted to make up days when school is dismissed because of emergency
situations beyond control of the school authorities, provided no religious minority is disadvantaged thereby. (W.S. 21-02-304).

School District Organization (21-6-101)
In 1969 the Legislature approved Wyoming School District Organization act of 1969 which required school district to become unified districts. After that task was accomplished according to law, legislation was approved to detail how districts could continue to be organized, reorganized, and adjust boundaries for the following reasons:
- Provide an improved and more equalized educational opportunity for all of the pupils in the state;
- Provide a wiser and more efficient use of public funds for education, and making allowance for local conditions, special needs and problems and educational cost differentials, to achieve financial parity among school districts;
- Allow the initial planning for the organization, reorganization, and adjustment of boundaries of school districts to be conducted on the local level;
- Simplify the organization, reorganization, and adjustment of boundaries of school districts.

The process uses a District Boundary Board to consider requests for organization, reorganization, an adjustment of boundaries. The Boundary Board consists of the County Assessor, the Board of County Commissioners and the County Treasurer. If two or more counties are involved, the County Assessor, the Board of County Commissioners and the County Treasurer from each county shall be involved.

If the board approves the request for the change or organization, reorganization, or an adjustment to the boundaries of school districts, they are to forward their recommendation to the state committee (State Board of Education).

Approval or Rejection of Proposal by State Committee
Within ninety (90) days after receipt of a proposal from any district boundary board, the state committee shall either approve or reject the proposal and notify the district boundary board of its action. In approving or rejecting a proposal, the state committee shall consider the effect of the proposal upon the purposes stated in this article. No proposal shall be approved if in the opinion of the state committee it fails to comply with the provisions or purposes of this article. If a proposal is rejected, the state committee shall enter its order with reasons for the rejection and recommendations for making the proposal acceptable. If a proposal is rejected, a district boundary board may resubmit a modified proposal as often as
necessary or may appeal the rejection pursuant to W.S. 21-6-224. When a proposal is approved, the state committee shall make an order establishing the school district according to the approved proposal. An order of the state committee pursuant to this section shall be the final administrative determination and shall be filed with the county clerk of each county involved within ten (10) days from the approval or rejection of the proposal, in accordance with W.S. 21-6-212.

**Funding for School District Reorganization (21-6-219)**

When two or more districts or parts of districts are organized into a new school district and the total fiscal resources of the new school district are less than the combined fiscal resources of the involved districts the last year before organization, funding will be provided to facilitate the process for the professional fees which are the reasonable and necessary charges for legal, accounting, and other professional services provided for each school districts involved up to $100,000.00 for professional fees actually paid and for such other expenses as are specifically and directly related to the reorganization process. Involved school districts remaining after the organization shall submit reimbursement claims to the Department within ninety (90) days of the date of signing the final consolidation agreement. Each reimbursement claim shall include copies of invoices from practitioners describing the work done and showing the professional fees charged, and proof of payment by the district. The Department shall reimburse involved school districts submitting qualified reimbursement claims in equal amounts over a period not to exceed three (3) fiscal years.

**Official Name of the School District**

**Elementary School District (K-8)**

Every school district in the state offering an educational program in grades kindergarten through eight (8) only is hereby declared to be an elementary school district. The name of an elementary school district shall be in the following form: Elementary School District No. ........, in the county of .................., and State of Wyoming. (21-3-102)
High School District (9-12)

Every school district in the state offering an educational program in grades nine (9) through (12) only is hereby declared to be an high school district. The name of an high school district shall be in the following form: High School District No. ………., in the county of ………………………, and State of Wyoming. (21-3-103)

Unified School District (K-12)

Every school district in the state offering an educational program in grades kindergarten through (12) is hereby declared to be an unified school district. The name of a unified school district shall be in the following form: ……………County School District No. ………., State of Wyoming. (21-3-104)

Board Organization

To provide for uniformity in school board organization and delegation of responsibilities, Wyoming statutes contain the following provisions.

An Oath of Office

The trustees of each school district shall, within ten days after receiving notification of their election or appointment and before assuming duties of their offices, appear before some person qualified to administer oaths and take an oath for the faithful performance of their duties as required by law.(21-3-106) The oath may be administered by another trustee.(21-3-122)

Term of Office

The term of office shall run for four (4) years beginning at 12:00 noon on the first day of December following the election.(22-22-102)

Election of Officers

The election of officers must be held at the first regular meeting in December. The board must elect a chairman, vice-chairman, clerk, and treasurer. If a vacancy in any office of the board occurs for any reason, the trustees shall elect one of their members to fill the vacancy. (21-3-110)
**Chairman**
The chairman should be a leader, familiar with parliamentary procedures and possessing the ability to conduct a meeting in a businesslike manner. The Chairman votes on all issues and makes appointments to special committees as the need arises. His duties as required by law, include the following:

- Preside at all board meetings at which he/she is present; (21-3-114)
- Cosign with the treasurer or clerk all warrants or checks (21-3-113)

**Vice-Chairman**
The Vice-Chairman shall preside at all meetings at which the Chairman is not present. The members who are present may elect a temporary chairman when the Chairman and Vice-Chairman are absent.

**Clerk**
The duties of the Clerk include the following: (21-3-117)

- Prepare and deliver all notices and reports as required by law;
- Submit all required fiscal reports to the state superintendent of public instruction for the past year within thirty (30) working days after the close of each fiscal year. A copy of the records should be filed with the county clerk;
- Cause to be filed copies of all reports made to the state superintendent and all papers submitted to him by school officers or other persons pertaining to the business of the district;
- Cause a certificate to be endorsed upon every bond or evidence of debt issued certifying that the debt is within the legal limit of the district according to law;
- Record all proceedings of the board in books to be kept for that purpose.

**Treasurer**
The Treasurer of each school district shall: (21-3-118)

- Take custody of all moneys belonging to the district and pay it out on order of the Clerk, countersigned by the Chairman;
- Cause an account to be kept of the receipts and expenditures of the district;
- Cause of statement of finances of the district at any time when required by the district board of trustees
- Cause a detailed report showing the sources of revenue and purposes for which moneys were expended to be published at the close of each fiscal year in some newspaper in general circulation within the school district.
Filling Vacancy on the Board
A vacancy occurring on the board for any reason must be filled within thirty (30) days by action of the remaining members of the board. A person chosen to fill a vacancy shall serve until the next election of school trustees. An election shall then be held to fill the unexpired term. (21-3-108)

Vacancy Deemed to Have Occurred
A vacancy shall have occurred in the membership of any board of trustees if any member dies, resigns, becomes a nonresident of the school district, or becomes a nonresident of the trustee residence area from which elected in those districts subdivided into trustee residence areas. (21-3-109)

Board Unity Requires Orderly Procedures
When school boards devote some of their attention to developing orderly procedures their efficiency is greatly enhanced.

ALL MEETINGS of the school board shall be open to the public. No action of a governing body shall be taken except during a public meeting following notice of the meeting in accordance with the act. Actions taken at a meeting not in conformity with the act is null and void and not merely voidable. (16-4-403)
The meeting is a formal school board meeting in a public setting with an approved agenda guides the actions of the board of trustees, and it is not a public meeting that can be interrupted by the public in attendance at any time they would like to have input. The board may place time for public comments on the agenda or may take public comments during the meeting, but the Chairman can limit the time and amount of public input to whatever he/she deems is appropriate for the issue. A member of the public is not required as a condition of attendance at any meeting to register his name, to supply information, to complete a questionnaire, or fulfill any other condition precedent to his attendance.

A person seeking recognition at the meeting may be required to give his name and affiliation.

Types of Meetings and Notice (16-4-404)
The time, place and date of REGULAR meeting is determined by the board at its first meeting in December. A notice of REGULAR meetings and the availability of meeting minutes must be published in a newspaper of general circulation in the school district, at least two times a year, once within a week after the start of the first semester and once as a part of the statement of revenue and expenditure of the district. If the board changes the time or place of its regular meetings during the
year, notice shall be published at least once in a newspaper of general circulation in the school district before the change becomes effective.

**Required Format for Notice**

Notice is hereby given that regular meetings of the board of trustees of ________ County School District No. ____, State of Wyoming, are held each month at _____ o’clock on __________ (here insert days or dates), in Room _____ of the _______________ school building in ____________(city or town), Wyoming, and such meetings are open to the public.

**SPECIAL** meetings may be called by the Clerk of the board upon the request of the Chairman or the request of any two (2) members of the board. Notice of the meeting and availability of the minutes of the meeting should be given to each member of the board and to each newspaper of general circulation, radio or television station requesting the notice. The notice shall specify the time and the place of the special meeting and the business to be transacted. No other business shall be considered at this meeting.

**EMERGENCY** meetings on matters of serious immediate concern to take a temporary action without notice may be held. Reasonable effort shall be made to offer public notice and availability of the minutes of the meeting. All actions taken at an emergency meeting is of a temporary nature and in order to become permanent shall be reconsidered and acted upon at an open public meeting within forty-eight (48) hours.

**Conducting Meetings**

Meeting which are productive and harmonious require careful planning. Meeting should follow a formal agenda. Meeting should never be extremely long. It is wise to open and close them on time and hold two meetings a month is one meeting a month is not enough time to conduct district governance.

An agenda not only saves time, but it also assures that the important matters will be less like to be omitted. Agendas should be prepared in advance and should include all items needed for discussion and decision-making. An “Order of Business” should be clearly established and followed to provide for effectiveness of the meeting. The business of most meetings is conducting in the order listed below.

1. Call to Order
2. Roll Call
3. Reading and Approval of the Minutes of the previous meeting
4. Delegations, visitors, etc
Quorum and Majority Vote
A majority of the number of members of the board of trustees shall constitute a quorum for transaction at any meeting. No action shall be valid unless such action shall receive the approval of a majority of the members elected to the board.

Disruption of Public Meetings
If a person or group of persons willfully disrupts a board meeting so as to render the orderly conduct of the meeting unfeasible, and order cannot be restored by the removal of the person or persons who are willfully interrupting the meeting, the board may order the removal of the person or group from the meeting room and continue in session, or may recess the meeting and reconvene at another location.

Only matters appearing on the agenda may be acted upon in a meeting recessed to another location. The board shall establish procedures for readmitting an individual or individuals not responsible for disturbing the conduct of a meeting. Duly accredited members of the press or other news media except those who participated in the disturbance shall be allowed to attend any meeting permitted by this section. (16-4-406)

Meeting Minutes
Keeping the meeting minutes is the legal responsibility of the Clerk. Minutes are the official history of the board’s work and must be accurate, well-organized, and carefully preserved so that they may be easily consulted when needed. Minutes of all meetings at which official action is taken are regulated by statute and must include a record of all warrants issued against the moneys belonging to the district. By law, the minutes must reflect all official acts which are the results of the official motions and votes by the board of trustees. Motions may be passed during regular or special meetings by voice vote. The record only needs to reflect if the motion passed or failed—not each member’s vote. To the extent it is determined that there should be a roll call vote, the results of the vote should be recorded by name.

The minutes and records are considered public records and must be available for public inspection. (16-4-403)
The minutes of a meeting have the force of law and quite often school board minutes do appear in court. The following are generally accepted procedures for keeping minutes:

- Each board action should be worded very carefully before being approved and seconded and should disclose exactly what was authorized or decided, whether the action was taken by means of a resolution or a motion, when the action was taken, and who voted.
- No action of the board of trustees is valid unless such action shall receive approval of a majority of the members elected to the board; (21-3-105)
- Lengthy discussions, or long documents or contracts, may be summarized in brief descriptions and made available by means of attached references, if necessary;
- Dissenting votes should be recorded;
- A simple, coded index for each fiscal year provides a hand reference to the permanent file of official minutes, which should be stored in a fireproof vault or safe;
- It is good practice to send copies of the minutes of each board meeting to each board member along with the agenda for the next meeting.
- The minutes are not final until they have been approved by an action of the board.
- The Clerk and one other member should sign the official copy after approval has been given or amendments made by board action.

It is the official duty of the clerk of the board of trustees to make certain that all proceedings of the board are recorded (minutes taken) and kept in the permanent records of the school district. The clerk is not required to physically keep the minutes, but only make certain that minutes are actually kept by someone assigned to that duty. This may be an administrative secretary, the superintendent or the clerk, for example, in an executive session.

Minutes of all regular and special meetings of the board are required to be available for inspection by any citizen during regular office hours at the office of the clerk of said district and at the location stated in the notice published twice each year.

**Executive Sessions**

Parts of board meetings can be held without the public. These portions of the meetings are called executive sessions. 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 board of trustees in attendance when the motion is made.
Although not required by law, it is generally a good idea to state the purpose of the executive session, which must be one of the purposes specified by law. The minutes of the regular session will reflect the motion made to go into executive session.

There are 11 statutory reasons for executive session. Two do not apply to school boards. Of the nine remaining, one of the following must apply to the circumstances for a school board to exclude the public from its meeting:

- To hold a meeting with the attorney general, county 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 to access.
- 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 session.
- On matters concerning litigation in which the governing body is a party or proposed litigation to which the governing body may be a party.
- On matters of national security.
- To consider the selection of a site or the purchase of real estate when the publicity regarding the consideration would cause the likelihood of an increase in price.
- To consider acceptance of gifts, donations and bequests which the donor has requested in writing be kept confidential.
- To consider or receive any information classified as confidential by law.
- To consider accepting or tendering offers concerning wages, salaries, benefits and terms of employment during all negotiations.
- To consider suspension, expulsions or other disciplinary action in connection with any student as provided by law.

The board may go into executive session to “consider” a decision? No, the executive session is limited to consideration of issues. The voting and collective decision-making should take place in an open meeting.
Executive sessions are expressly authorized to hear complaints or charges brought against an employee or officer. Generally, because of the sensitive nature of such complaints and the risk of violating an individual’s privacy, or otherwise allowing individuals to publicly demean, humiliate, embarrass or possibly slander public employees, it is the best practice to consider such complaints in executive session. However, as noted, the individual against whom a complaint is made has a right to demand that such discussions take place in public. Because it is generally the best practice to hear such complaints in executive session, and because the person against whom the complaints are being made has a right to request that they be held in open session, the best practice is generally to have both the complainant and the individual being complained about attend the executive session, unless the person being complained about insists the complaint be discussed in open session. This allows the person being complained about to hear the complaint as he or she is entitled to, but does not require the complaint to be aired publicly.

When the school board is seeking legal advice which could be detrimental to the position of the school district, school boards have a right to receive the advice from their legal counsel in executive session. Advice given from an attorney to his client is privileged by law so long as it is not disclosed to the public. As such, legal advice from the school board’s attorney to the school board is information classified as confidential by law, and may be received in executive session. This does not mean, however, that all requests for information or advice from the school board’s attorney must be received in executive session. Much of the advice or information requested from the school board’s attorney is general information for which the school board does not need to assert attorney-client privilege, and in those instances should be requested and provided in open public session.

A school board may also go into executive session to consider the appointment or employment of an employee whom the school district is contemplating employing. For example, when the superintendent makes a recommendation to employ an individual as principal, the board may discuss this, as well as other applicants in executive session. However, when the applicants are actually being interviewed, for example, for the superintendent position or to fill a vacancy on the board of trustees, the WOML and specifically executive session laws do not provide any guidance as to whether or not the interview itself can be conducted in executive session. This decision is up to the board of trustees. WSBA recommends open interviews to fill a vacancy on the school board, but does not recommend interviewing superintendent candidates in an open meeting.
Disclosure of information acquired in executive session which is not intended for public disclosure is a violation of the Ethics and Disclosure Act and the board member who inappropriately discloses executive session information is subject to a possible penalty of a $1,000 fine and removal from office.

**Executive Session Meeting Minutes**

Minutes are required to be maintained of all executive sessions. Except for those parts of minutes of an executive session reflecting a member’s objection to the executive session as being in violation of the Wyoming Open Meetings Law, minutes and proceedings of executive sessions shall be confidential and produced only in response to a valid court order. Minutes of executive sessions should be maintained in a secure location, such as a locked file cabinet, with only very limited and secure access. At a minimum, at least one member of the board of trustees, as well as the superintendent, should be able to access the executive session minutes.

By law, no action of the school board may be taken except during a public meeting, and as such, action should not be taken during an executive session. Thus, even though minutes of the executive session are required to be taken, and generally minutes will only reflect action items, the minutes of the executive session should have at least enough information to identify the reason for the executive session (being one of the statutory reasons for which executive sessions are allowed), and to the extent the executive session involves personnel or students, identify the persons being discussed. There is no requirement to provide any greater detail or more information pertaining to discussions among board members in executive session than would be provided during open session. Even though minutes of executive sessions are confidential, they are required to be disclosed in response to court order or subpoena. As such, it is generally the best practice to not keep detailed minutes of executive sessions.

**Hearings**

Hearings for matters such as budget hearings, student expulsion hearings or even employment hearings should generally be handled either as a part of a regular meeting or as a part of a special meeting. A budget hearing can simply be noticed as a special meeting in which the agenda reflects a budget hearing. A student expulsion hearing can be handled simply as part of an executive session agenda item at either a special meeting or a regular meeting. In any case, the notice provisions applicable to special meetings, and if appropriate, the procedure for executive sessions, continue to apply.
Standing Committees
Standing Committees have little reason for being and can obstruct the smooth functioning of a school board since trustees are likely to accept committee reports without giving individual study to the problem. This means the real decision has been made by a minority of the board. Such committees can impair a good relationship between the board and superintendent because committee members try to assume the superintendent’s duties. When this occurs the board relinquishes its right to hold the superintendent responsible.

There are occasions when special committees should be appointed to complete a study of a specific situation or program. After its specific job has been completed, the committee should be dissolved.

In many cases school boards can draw on the community for committees to perform special studies. If care is exercised in choosing such committees, the board cannot only be assured of unbiased reports upon which to base its decisions, but also can be confident that school-community relationships have been strengthened.

MEETINGS THAT ARE NOT MEETINGS

The Wyoming Open Meetings Law defines “meeting” as follows:

“An assembly of at least a quorum of the governing body of an agency which has been called by proper authority of the agency for the purpose of discussion, deliberation, presentation of information or taking action regarding public business.”

Board members may have the misunderstanding that any time a quorum of the board of trustees should happen to be in the same place and someone mentions a subject relating to the school, this constitutes an illegal meeting. This is not the case. When a quorum of board members happens to show up at the same reception, restaurant, activity, etc., and visit, this does not constitute a meeting. A meeting only occurs if called by proper authority. This would normally be the chairman or at the specific request of two or more members of the board for the purpose of discussion, deliberation, presentation of information or taking action regarding public business. However, a purposeful gathering of a quorum of board members at a restaurant, activity, etc. with the intent of discussion, deliberation, presentation of information or taking action does constitute an illegal meeting.

For example, even if the board chairman should ask members of the board of trustees which would constitute a quorum to attend their son or daughter’s
graduation reception, wedding or a Tupperware party, this is not illegal and does not constitute a meeting. The meeting would only occur if it was called by proper authority and called for the purpose of discussion, deliberation, presentation of information or taking action regarding public business. It is not illegal or necessary to give notice of a special meeting merely because a quorum of the board rides in the same vehicle to a convention or some other function. In that instance, there was not a meeting called by proper authority, nor was the purpose of riding together in a vehicle to discuss, deliberate or present information.

On the other hand, if the board chairman were to request a quorum of board members ride in a vehicle so that they could discuss some specific item of school business, that would constitute a meeting and would not be allowable absent compliance with the applicable provisions of the WOML. Because such meetings are required to be open to the public, meetings in areas that cannot accommodate other members of the public should not occur.

Similarly, pre-arranged telephone conferences or internet chat meetings between members of the board of trustees constituting a quorum for the purpose of discussion, deliberation, presentation of information or taking action regarding public business would constitute a meeting and must be noticed and all members of the public wishing to hear or see the conversation must be permitted access.

There has also been a misunderstanding among some board members who believe that so long as action is not actually taken, there is no lawful meeting. For example, many boards in the past had been in the habit of holding work sessions or retreats at which no formal action was intended to be taken. Under the WOML, such gatherings constitute meetings as defined by law and must be noticed and treated the same as any other special meeting. Even if the sole purpose is to allow someone such as an engineer or an architect to make a presentation at which the board of trustees and the entire community is allowed to attend, and even if there is no other discussion, such a gathering constitutes a meeting as it is called for the purpose of presentation of information.

It would not be a good idea to try to avoid the concept of a meeting by having the superintendent call the meeting rather than the board chairman and assert that it was not called by proper authority.

**Consequences for Violating the Wyoming Open Meeting Law**

No action of the school board may be taken except during a public meeting following notice of the meeting and in accordance with the Wyoming Open Meetings Law. Any action taken at a meeting not in conformity with that law is
null and void and not merely voidable. The consequences of taking an action that the board deems to be prudent and appropriate, but which is not in conformity with the open meetings law renders the action null and void. This can have serious consequences for a school district that thought they had appropriately and timely taken action only to find out perhaps months later that the action was null and void. Contracts, purchase offers, employment decisions and budget approvals can be set aside and determined never to have happened by reason of the failure the school board to comply with the WOML.

In addition thereto, any member of the board of trustees who knowingly and willfully takes an action in violation of, or who conspires to take an action in violation of the WOML, is guilty of a misdemeanor. Any member of the school board who attends or remains at a meeting where an action is taken knowing that the action is in violation of this act shall be guilty of a misdemeanor unless minutes were taken during the meeting and the parts thereof recording the members’ objections are made public or at the next regular public meeting a member objects to the meeting where the violations occurred and asks that the objection be recorded in the minutes. Either misdemeanor violation is punishable upon conviction by a fine of not more than $750.

Compliance with the open meetings law is a serious matter. The penalty provisions of the act which relate to a misdemeanor violation relate to participation in a board meeting in which an action is taken or which the board members conspire to take an action. Similarly, attendance at a board meeting where an action is taken, knowing that the action is in violation of the act, is a misdemeanor. As such, participation in a meeting in which discussion takes place but there is no action, would not appear to be a criminal act even though it would be a violation of the open meetings law. Because the language as to what actually constitutes “conspires to taken an action” is vague, the most prudent and safest course is to presume that participation in any meeting that violates the WOML is potential grounds for criminal prosecution and should be avoided.
III. THE BOARD’S OBLIGATION
….To Govern Effectively and to Clarify the District Purpose with the Community.

Board Governance
The school board sets the standard for the governance of the district. The board through its governance process should bring the community and the school district together around common goals for improving student achievement and meeting the needs of the students of the district. Effective governance requires trustees to properly function as policy-makers, prescribing and enforcing necessary rules, regulations, expectations, and policies for the governance of the school district and the maintaining of the schools in keeping with the philosophy of the school community.

The board should focus its energies on engaging the community in a dialogue about what parents what for their children’s education and what knowledge and skills student need to possess to be successful in their endeavors when they graduate from the district’s schools. The board needs to encourage openness and seek input from all sectors of the district in order to understand the issues that they face in the future.

The obligation to govern effectively imposes some fundamental duties on the Board to:

- Clarify the district purpose-“ a shared vision and mission”.
- Connect with the community.
- Employ a superintendent.
- Determine district student performance standards and the district expectations for student achievement.
- Align curriculum, instruction, and assessment with state and national standards.
Align the budget and other resources to achieve expectations.
Delegate authority to those who need it to achieve the expectations of the district.
Support a safe, positive, and inviting school climate
Support a culture of openness, respect for others, and synergy.
Develop collaborative relationships with all who can aid in achieving the “vision, mission, and expectations”.
Monitor student and staff performance and be accountable for results.
Take responsibility for itself by evaluating its effectiveness on a yearly basis and making yearly plans for improvement.

Common Pitfalls
There are many “common pitfalls” that prevent school boards and superintendents from functioning as a team.
- There is lack of unity about vision, mission, and/or goals.
- There is a lack of role clarification for the superintendent, the board as a whole, as well as for individual board members.
- There is a focus on individual competition between individuals, rather than cooperation.
- There is insufficient time for group development to occur.
- There is inaccurate, too little, or too much information.
- There is poor quality decision making, problem solving.

*Board members have to make the transition from “doing things themselves” to getting things done through “structures involving other people”*

The District Purpose - “The Vision” – Leads the Way to Meet Student Needs and Achieve the Goals of the District.

A “vision” is a combination of beliefs or principles that has been developed collaborative with all educational partners setting forth expectations toward which an educational program should be directed. To be effective, it must be conveyed in writing. A sound “vision” reflects the needs the students and the hopes of the community, and is based upon past experience, present circumstance, and one’s beliefs about what the future holds of all.

**Vision** is a statement of WHAT the district is aspiring to become.
**Mission** describes what the district EXISTS TO DO.
**Values** capture the vision of the district which shapes its approach to its task
**Beliefs** describe the culture of the district
**Expectations** are a statement of WHAT the district wants to accomplish and by WHEN.
The mission, values and expectations together define the organization and provide a shared purpose or “vision” for the school district.

The **Wyoming School Boards Association** has developed the following mission and core values to guide its endeavors:

**Mission- WSBA**

The mission of the Wyoming School Boards Association is **to ensure the highest levels of student achievement for all students** by providing visionary leadership and high-quality services to school districts.

**Core Values- WSBA**

**Student Achievement : Teaching: Board Governance:**

**High Achievement for all students** is the #1 priority of the Wyoming School Boards Association.

**Quality teaching** is the key to improving student achievement
Quality **board governance** is the key to quality teaching and to improving student achievement.

**Local control** of education through elected school boards is the best way to ensure that public policy reflects student and community needs.

**Public education** is the foundation of our democratic society and the key to successful schools and successful students.

Public education **spending** is an essential investment in Wyoming’s future.

All Wyoming children deserve **school buildings** that support the delivery of the “educational basket of goods”, (including appropriate space for student activities), provide a safe and secure environment for learning, and have a positive impact on their communities.

Most Wyoming school districts have developed mission, vision, and core belief statements using a collaborative process involving all of the educational stakeholders in their community. Three examples of school district mission, vision, and belief statements are provide below as an example of what is being done in our great state. The statements developed by districts differ in their form, but not their purpose- to educate students in a supportive environment and have them achieve the knowledge, skills, and attitudes that will prepare them for success in life.
Johnson County School District #1, Buffalo, Wyoming

Vision
Johnson County School District #1 is an academic environment where students come to be authentically engaged in positive, supportive, safe, and challenging learning experiences. Students will become critical thinkers and civic-minded citizens.

Mission
Enhancing Student Learning for Greater Student Success

Beliefs
We believe that in order to meet the needs of all students:

- The core business of Johnson County School District #1 is to make learning valuable, satisfying, and challenging for all students.
- Students are our customers, and they volunteer their attention and commitment.
- All students can learn when enthusiastically engaged in their work.
- The learning environment will be challenging, positive, supportive, and safe.
- All students need adult advocates.
- Collaboration among all stakeholders is vital to the success of all students.
- Staff members will continually improve their craft through ongoing professional development, with emphasis on research-based practices.

Board Achievement Expectations
- A minimum of 90% of students exiting grade 4 will demonstrate reading proficiency, at or above the 50th percentile, as measured by district assessment(s).
- All students will demonstrate reading proficiency in all assessed grades, as measured by district assessment(s). The proficiency rate will increase by 4% per year.
- All students will demonstrate writing proficiency in all assessed grades, as measured by district assessment(s). The proficiency rate will increase by 4% per year.
• All students will demonstrate mathematical proficiency in all assessed grades, as measured by district assessment(s). The proficiency rate will increase by 4% per year.
• The number of students earning a high school diploma will increase from the current 83% graduation rate (as defined by the State of Wyoming).

Laramie County School District #2, Pine Bluffs, Wyoming

District Vision
Our vision is to foster a learning environment that will inspire all students to utilize their given abilities to their highest potential.

District Mission
Our students will have the knowledge and skills to become ethical, responsible, productive citizens and life-long learners.

Board Expectations
All students will be proficient or above in the following areas, as measured by district or state assessments:

- reading,
- writing,
- mathematics,
- science,
- social studies
- technology
- vocational
- arts
- health and physical education

The percentage of students who are novice and/or partially proficient will decrease each year as measured by district or state assessments.

The percentage of students who are proficient and/or advanced will increase each year as measured by district or state assessments.

All secondary students will be involved in at least one extra-curricular activity within the school or community.
Big Horn County School District #2, Lovell, Wyoming

District Vision
Our vision is to foster a learning environment that will inspire all students to utilize their given abilities to their highest potential.

District Mission
Our students will have the knowledge and skills to become ethical, responsible, productive citizens and life-long learners.

Board Expectations
Each student will be provided the best possible educational opportunity in each of the areas listed below. In addition, each student will be proficient or above in reading, writing, science and math as measured by state and district assessments. To accomplish this expectation the percentage of students proficient or above in reading, writing, science and math will increase 4 percent each year as measured by state assessments on grade, building and district levels.

- reading,
- writing,
- mathematics,
- science,
- social studies
- technology
- vocational
- arts
- health and physical education

The Board will strive towards a 100% high school graduation and a 0% drop-out rate each year improving upon the four year average on an annual basis.

Written Policies Provide Stability

Sound policy assures that the specific problems which occur repeated are dealt with fairly and consistently through many changes in board membership. To develop effective policies, the school board should do the following:

- Enlist those who are ultimately to be responsible for implementation since they can furnish a broad view of the possible implications of the policies under consideration;
Start with a minute book and list accumulated policies;
Screen and eliminate obsolete policies;
Check all statements for clarity, consistency, and completeness;
Add any new statements necessary to insure that attitudes are defined for every phase of school district operation, including:

The recommended **WSBA Policy Book** lists the following areas for district policies:
- Foundations and Basic Commitments
- School Board Governance and Operations
- General School Administration
- Support Services
- Facilities Development
- Personnel
- Negotiations
- Instruction
- Students
- School-Community-Home Relations
- Educational Agency Relations

Districts using **Leadership Governance** to guide their achievement of district expectations have organized their overriding governance policies into the following categories:
- Roles and Responsibilities Policies
- Governance Policies
- District Vision, Mission, and Expectations

Once a policy statement is adopted, each board member should consider himself or herself responsible for knowing its content, the reason for it, and the effect of its operation in the school district.
IV. THE BOARD’S OBLIGATION

….Provide for The Welfare and Promote the Success of Its Students

Student Welfare and Rights

The state of Wyoming supports the right of all students to attend school and requires districts to provide appropriate services to support the educational success of all students. Requirements for admission, attendance, and behavior are outlined in the state statutes with much latitude to meet student needs being left up to the policies developed by the local board of trustees.

Compulsory Attendance

When Attendance Required (21-4-102)

Every parent, guardian or other person having control or charge of any child who is a resident of this state and whose seventh birthday falls on or before September 15 of any year and who has not yet attained his sixteenth birthday or completed the tenth grade shall be required to send such child to, and such child shall be required to attend, a public or private school each year, during the entire time that the public schools shall be in session in the district in which the pupil resides;

The board of trustees of each school district may exempt any child from attending school when:

- The board believes that compulsory attendance in school would be detrimental to the mental or physical health of such child or the other children in the school;
- The board feels that compulsory school attendance might work undue hardship;
- The child has been legally excluded from the regular schools pursuant to the provisions of W.S. 21-4-306.

A home-based educational program shall meet the requirements of a basic academic educational program pursuant to W.S. 21-4-101(a) (vi). It shall be the responsibility of every person administering a home-based educational program to submit a curriculum to the local board of trustees each year showing that the program complies with the requirements of this subsection. Failure to submit a curriculum showing compliance is prima facie evidence that the home-based educational program does not meet the requirements of this article.

**Enforcement of Compulsory Attendance**
The primary responsibility for the enforcement of this article shall be upon the board of trustees of the school district, which shall appoint an attendance officer or officers to carry out the provisions of this article.

**Duties of Attendance Officers.**
Subject to the policy of the board of trustees, it shall be the duty of each attendance officer to:
- Counsel with students, parents, guardians or custodians and teachers; and to investigate the causes of unexcused absences;
- Give written notice to the parent, guardian, or custodian of any child having an unexcused absence that the attendance of such child at school is required by law. If after such notice has been given, the child has a second unexcused absence, which the attendance officer reasonably believes was due to the willful neglect or failure of the parent, guardian, or custodian of the child, then he shall make and file a complaint against such parent, guardian, or custodian of such child before the district court for the violation of W.S. 21-4-102.

**Penalty for Failure of Parent, Guardian or Custodian to Comply (21-4-105)**
Any parent, guardian or custodian of any child to whom this article applies who willfully fails, neglects, or refuses to comply with the provisions of this article shall be guilty of a misdemeanor and shall be punished by a fine of not less than five dollars ($5.00) nor more than twenty-five dollars ($25.00) or by imprisonment in the county jail not more than ten (10) days or by both such fine and imprisonment.
Notice to District Attorney of Habitual Truancy (21-4-107)
When the board of trustees of any school district shall determine that a child is an habitual truant (any child with five (5) or more unexcused absences in any one (1) school year) the board or its attendance officer shall notify the district attorney who shall then initiate proceedings in the interest of the child under the Juvenile Court Act.

Right to Attend School

Schools to Be Free and Accessible to All Children (21-4-301)
The public schools of each school district in the state shall at all times be equally free and accessible to all children resident therein of five (5) years of age as of September 15 of the applicable school year and under the age of twenty-one (21), subject to regulations of the board of trustees.

Minimum School Year
Each school district shall operate its schools and its classes for a minimum of one hundred seventy-five (175) days each school year unless an alternative schedule has been approved by the state board. Prior to submission of a proposed alternative schedule to the state board, the board of trustees shall hold at least two (2) advertised public meetings within the district, at which the board shall present the proposed alternative schedule and respond to public questions and comments. Any school district operating under an alternative schedule shall annually evaluate the effectiveness of that schedule in meeting the educational goals and purposes for which the schedule was adopted.

Age for Registration in First Grade and Kindergarten
A pupil may register in the first grade in the public schools of this state in the year in which his sixth birthday falls on or before September 15.
A pupil may register in kindergarten in the public schools of this state in the year in which his fifth birthday falls on or before September 15.

The board of trustees of a school district may permit the enrollment of pupils in a part-time preschool program with a curriculum based on developmentally appropriate practices funded by the district. The school district may:

- Contract with a preschool program to operate the preschool. The program may use school district facilities or facilities which are provided by others and may utilize the services of personnel who are not school district personnel and which are provided by others;
Establish a minimum attendance age for the program, but a pupil must have attained at least his third birthday on or before September 15 of the year in which that pupil enrolls. A pupil who enrolls in such a preschool program shall not be included within the district's average daily membership (ADM) for purposes of receiving state funds or within any other school funding formula for purposes of receiving funds from the state, unless the pupil has attained the minimum age for registration in kindergarten as provided in subsection (b) of this section;

Provide, or contract with an outside organization to provide, technical assistance, including occasional classroom instruction regardless of the regularity of such occasional classroom instruction, to preschool programs. Technical assistance may be provided to preschool programs on the basis of location, date of application for such assistance by a program, random selection of a program, or family income, home location, eligibility for a federal program or other socioeconomic characteristics which correlate with risk for unsuccessful academic performance of pupils attending the program. No preschool program shall be required to receive such technical assistance.

A district shall not receive any additional financial assistance from the state if the district chooses to provide technical assistance to a preschool program under this paragraph.

A program shall not discriminate in enrollment on the basis of sex, race, religion or national origin.

A school district which provides a preschool program under subsection (c) of this section biennially shall assess, through the fourth grade when practical, the school readiness and academic performance of pupils who participate in the program as compared with those who do not participate in the program. The district shall report the results of the assessment to the department of education and the department shall report the results to the joint education interim committee of the legislature on or before October 1 of each even numbered year. The results of any assessment required by this subsection shall be open for public inspection.

**Right not Denied on Account of Sex, Race or Religion (21-4-303)**

No child shall be denied the right to attend the public schools of this state on account of sex, race, or religion.
Suspension or Expulsion (21-4-305)
The board of trustees of any school district may delegate authority to disciplinarians chosen from the administrative and supervisory staff to suspend any student from school for a period not to exceed ten (10) school days. In addition, the board of trustees shall, subject to the case-by-case modification permitted by this subsection, require the district superintendent to expel from school for a period of one (1) year any student determined to possess, use, transfer, carry or sell a deadly weapon as defined under W.S. 6-1-104(a)(iv) within any school bus as defined by W.S. 31-7-102(a)(xl) or within the boundaries of real property used by the district primarily for the education of students in grades kindergarten through twelve (12).

The superintendent with the approval of the board of trustees may modify the period of expulsion on a case-by-case basis based upon the circumstances of the violation. Upon a violation of this subsection and following notice and hearing requirements of this section, the superintendent shall notify the district attorney of the violation together with the specific act in violation of this subsection and the name of the student violating this subsection. Nothing in this subsection prohibits a district from providing educational services to the expelled student in an alternative setting.

The disciplinarian shall give the student to be suspended oral or written notice of the charges against him and an explanation of the evidence the authorities have. The disciplinarian shall give the student to be suspended an opportunity to be heard and to present his version of the charges against him. No student shall be removed from school without such notice and opportunity to be heard, except as provided by subsection (c) of this section.

The disciplinarian shall give the student to be suspended the opportunity to be heard as soon as practicable after the misconduct, unless the student's presence endangers persons or property, or threatens disruption of the academic process, in which case his immediate removal from school may be justified, but the opportunity to be heard shall follow as soon as practicable, and not later than seventy-two (72) hours after his removal, not counting Saturdays and Sundays. Written notice of suspension shall be sent to the student's parents, guardians or custodians within twenty-four (24) hours of the decision to conduct them.

The board of trustees of any school district or the superintendent if designated, may suspend a student for a period exceeding ten (10) school days or may expel a student for a period not to exceed one (1) year, provided the student is afforded an
opportunity for a hearing in accordance with the procedures of the Wyoming Administrative Procedure Act [16-3-101 through 16-3-115].

Suspension or expulsion shall not be imposed as an additional punishment for offenses punishable under the laws of the state, except for expulsion by a district superintendent under subsection (a) of this section, or where the offense was committed at a school function, against the property of the school, or is of such nature that continuation of the child in school would clearly be detrimental to the education, welfare, safety or morals of other pupils. No suspension or expulsion shall be for longer than one (1) year.

Any decision of the board, or of a designated superintendent, shall be considered a final decision which may be appealed to the district court of the county in which the school district is located, pursuant to provisions of the Wyoming Administrative Procedure Act. The court may, on application or on its own motion, stay the decision of the board or superintendent pending appeal, considering both the best interests of the child and the need to maintain an orderly environment conducive to learning for other children.

**Grounds for Suspension or Expulsion (21-4-306)**

The following shall be grounds for suspension or expulsion of a child from a public school during the school year:

- Continued willful disobedience or open defiance of the authority of school personnel;
- Willful destruction or defacing of school property during the school year or any recess or vacation;
- Any behavior which in the judgment of the local board of trustees is clearly detrimental to the education, welfare, safety or morals of other pupils, including the use of foul, profane or abusive language or habitually disruptive behavior as defined by subsection (b) of this section;
- Torturing, tormenting, or abusing a pupil or in any way maltreating a pupil or a teacher with physical violence;
- Possession, use, transfer, carrying or selling a deadly weapon as defined under W.S. 6-1-104(a)(iv) within any school bus as defined by W.S. 31-7-102(a)(xl) or within the boundaries of real property used by the district primarily for the education of students in grades kindergarten through twelve (12).
"Habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.

**Denial of Admission to School (21-4-307)**
The board of trustees of any school district within the state may deny admission to any child who:

- Has completed the twelfth grade; or
- Has such a mental or physical disability that based upon a physician's certificate the board believes such child could not reasonably benefit from the programs available or the attendance of such child would be inimical to the health, safety, or welfare of other pupils; provided, that the board shall make the best possible provision for suitable and adequate education of such child in accordance with the laws of this state.

**Punishment and Disciplinary Measures (21-4-308)**
Each board of trustees in each school district within the state may adopt rules for reasonable forms of punishment and disciplinary measures. Subject to such rules, teachers, principals, and superintendents in such district may impose reasonable forms of punishment and disciplinary measures for insubordination, disobedience, and other misconduct.

Teachers, principals and superintendents in each district shall be immune from civil and criminal liability in the exercise of reasonable corporal discipline of a student as authorized by board policy.

**Denial of Diploma or Credit**
No diploma or credit for a course which has been completed successfully shall be denied a pupil who has earned it; provided, *such diploma or credit shall not be deemed earned until payment has been made for all indebtedness due to the school district.*

**Mandatory Immunizations for Children Attending Schools (21-4-309)**
Any person attending, full or part time, any public or private school, kindergarten through twelfth grade, shall within thirty (30) days after the date of school entry, provide to the appropriate school official written documentary proof of immunization. For purposes of this section, documentary proof of immunization is
written certification by a private licensed physician or his representative or by any public health authority, that the person is fully immunized. Documentation shall include month, day and year of each required immunization received against vaccine preventable disease as designated by the state health authority.

No school administrator shall permit a student to attend school for more than thirty (30) calendar days without documentary proof of immunization. If immunization requires a series of immunizations over a period of more than thirty (30) calendar days, the child shall be permitted to attend school while receiving continuing immunization if the school administrator receives written notification by a private licensed physician or his representative or by a public health official, specifying a written schedule for necessary immunization completion within the medically accepted time period.

Waivers shall be authorized by the state or county health officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine.

In the presence of an outbreak of vaccine preventable disease as determined by the state or county health authority, school children for whom a waiver has been issued and who are not immunized against the occurring vaccine preventable disease shall be excluded from school attendance for a period of time determined by the state or county health authority, but not suspended from school as provided in W.S. 21-4-305. Children excluded from school attendance under this section shall not be counted in the aggregate number of pupils absent as defined in W.S. 21-13-101(a)(i).

The school administrator shall be responsible for an audit of the immunization status of any child enrolled in the school in accordance with rules and regulations prescribed by the department of health.

The written documented proof of immunization on a form provided by the state health officer shall be an integral part of the child's school record.

**Self-administration of Asthma Medication (21-4-310)**

The district board shall permit a student to possess and self-administer asthma medication within any school of the district if a written statement is submitted to the district containing:
➢ Parental verification that the student is responsible for and capable of self-administration and parental authorization for self-administration of asthma medication;
➢ Health care provider identification of the prescribed or authorized asthma medication and verification of the appropriateness of the student's possession and self-administration of the asthma medication.

The written statement shall be prescribed by the department of education, with the assistance of the department of health, and shall require the signatures of the parent or guardian of the student and the student's physician or physician's representative. “Asthma medication” means prescription or nonprescription inhaled asthma medication.

Education of Children with Disabilities

Children with Disabilities Entitled to Free and Appropriate Education (21-2-501)
Every child of school age in the state of Wyoming having a mental, physical or psychological disability which impairs learning, shall be entitled to and shall receive a free and appropriate education in accordance with his capabilities.

Duties of School Districts
Each school district of this state having any school age children residing in the district who possess any of the disabilities covered under this article shall, subject to the rules and regulations of the state superintendent, provide for the appropriate diagnosis, evaluation, education or training and necessary related services and may include, but is not limited to room and board, for those children. If the school district is unable to provide the necessary and appropriate programs and services, it shall contract with another school district or agency to obtain them. If the programs and services cannot reasonably be provided by the district or by interdistrict contracts, the state superintendent shall assist local boards of trustees in arranging for the appropriate educational programs and services either within or without the state pursuant to its rules and regulations and financed as provided by law.

Any child with a mental, physical or psychological disability receiving programs and services within district facilities who attains the age of twenty-one (21) during any school year shall be provided the opportunity to complete that school year.
Services to Preschool Children with Disabilities
Regional “Preschool Development Centers” have been established to provide services to preschool children with disabilities which is defined as any children three (3) through five (5) years of age in the state of Wyoming having a mental, physical or psychological disability which impairs learning, subject to rules and regulations of the state superintendent.

School District Responsibility (21-2-704)
Any preschool children with disabilities who are five (5) years of age on or before September 15 and who are receiving services from a school district shall be the responsibility of that school district.

Services for At-Risk Students

At-Risk Services
The district shall have policies and procedures for every school in the district to identify and intervene with at-risk students. In addition, all schools shall provide instruction as appropriate through the school curriculum directed at the prevention of at-risk behavior. These policies and procedures, at a minimum, shall include:

- Mechanisms for coordinating efforts across programs to maximize their effectiveness in preventing academic failure and for accessing the most appropriate program services for each student who exhibits behavior that places the child at risk for school failure. These mechanisms shall include:
  - An at-risk committee which:
    - Consists of at least two certified regular education teachers, at least one of which is the student’s classroom teacher, and the school principal with other staff knowledgeable of at-risk programs and strategies acting as consultants to the committee according to the needs of the individual student.
    - Communicates with and includes, to the extent practical, parent(s) of the student discussed.
    - Documents proceedings and communications with parents, and the student's teacher(s), to the extent required by the programs under consideration.
    - Directs, evaluates, and documents the success or failure of the interventions to the extent required by the program for which a student is being considered, prior to making referrals for services outside the regular classroom. Title I student identification may occur with its own set of criteria.
Ensures all relevant routine screening procedures, especially hearing and vision, have been completed on a regular basis and results are current for the school year.

- Rules for programs that address the needs of students with disabilities.
- Provision of strategies for students who consistently fail to meet or who exceed standards including:
  - Expeditious referral of students to at risk programs.
  - Oversight of efforts to increase access of students to corrective and enrichment instruction in addition to that routinely provided in the regular classroom.
  - Methods by which the district and schools monitor student learning results, based on student performance standards, for those groups who receive program services.
  - Procedures for the district in consultation with the schools to decide whether a program shall continue based upon those results.

**Student Support Services**

All districts shall provide support services. District may provide these support services through partnerships with community agencies.

**Guidance Services**

The district shall ensure that students have access to guidance services which provide all students with assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning system. Districts shall ensure that guidance services:

- Provide access to responsive services to address issues and concerns that may affect their educational, vocational and career development;
- Provide assistance to students, beginning no later than eighth grade to develop educational and career plans, and includes assessment and advisement to set short-and long-term goals; and
- Provide information about and assistance in determining post secondary training opportunities.

**Health/Safety Services**

The district shall ensure that students are educated in a safe environment that meets all applicable building, health, safety and environmental codes and standards required by law for all public buildings.
The district shall provide an organized program provided by qualified personnel to:

- Identify potential and existing health problems through routine health screening including:
  - Hearing screening for acuity and otological problems.
  - Vision screening for acuity and color blindness.
  - Immediate and temporary care in case of injury.
- Provide procedures for referral to other health care providers and community agencies.
- Provide procedures for confidentiality of all health information.
- Promote the health and well-being of all students.
- Provide for the safe handling, storage and administration of both prescription and over-the-counter medications.

The district ensures that procedures are in place to ensure the following:

- Sanitation inspections for kitchens and serving areas completed by the designated lawful authority and corrective actions required have been completed and documented;
- Fire inspections for all buildings and corrective actions required have been completed and documented;
- Ensure that eye protection is provided and used according to (W.S. 21-9-203A); and
- Policies, procedures and practices required by law for the safe operation of student transportation services are adopted and implemented.

The district shall adopt and implement policies and procedures for managing exposure to common communicable diseases, exposure to blood borne pathogens, implementing Universal Precautions, and maintaining confidentiality of student and employee health information and records. The district shall provide annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood borne pathogens. (29 CFR 1910, 1030).

Policies and procedures are in place to ensure that potential crisis situations are addressed at both the district and building levels. Crisis management plans are developed and are practiced on a regular basis.

**Library/Media Services**

Districts shall ensure that media resources:

- Are available and accessible to all students and staff;
- Are available in sufficient quantity and quality to support the achievement of student content and performance standards;
➢ Are sufficient to support the development of research and information accessing skills; and
➢ Provide enhanced access to information technology as described in the district's technology plan and on the timeline specified by the plan.

**Technology Services**

The district shall develop and implement a technology plan that make technology available to all students, integrates the technology into the student’s educational program, and follows the guidelines set forth in the statewide technology plan. The plan will include:

➢ District policies and procedures for accessing, using and sharing technology and information available through technology;
➢ A statement of the district’s vision and mission for the integration in the application of technology into teaching and learning.
➢ Strategies for the establishment of formal partnerships among public and private entities to ensure community participation in the creation and implementation of the plan.
➢ Clear objectives for the integration in and application of technology to the acquisition and performance of student standards.
➢ An implementation plan that sets actions and timelines for deployment of necessary fiscal and human resources.
➢ Professional development to ensure that staff is trained to use the technology to enhance instruction and improve student learning.
➢ Evaluation strategies for determining needs and assessing impact of technology on instruction and improvement efforts.
➢ Specific strategies for building and maintaining infrastructure and connectivity over time and provisions for sufficient budget to sustain each element of the plan.
V. THE BOARD’S OBLIGATION

.... To Provide a Challenging and “High Quality” School Program.

(This section is out of date until the Select Committee for State Wide Accountability approves final legislation in 2014.)

School Program of Studies and State Standards

A quality school program is one that challenges the students of the district to maximize their potential and prepares them to be a successful worker and citizen of the state, nation, and world. A “school program” includes every educational experience provided by a school, both in and out of the classroom. State standards for all major curricular areas have been developed by teams of Wyoming educators and approved by the State Board of Education as the approved curricular framework for the education of all Wyoming school students. Districts may provide experiences that differ from these standards or exceed them, but students will be held accountable for providing evidence of mastery of them to graduate from Wyoming school districts. This fact tends to focus most educational experiences on meeting the state standards before providing enriching curricular experiences.

In establishing and maintaining a good school program, trustees need to make themselves aware of the state and national expectations placed upon the education of school children in these times of increased accountability and public scrutiny. Trustees, as policy-makers, are the key to focusing the efforts of the district and the community on prescribing and enforcing rules, regulations, expectations, necessary for to raise student achievement to the level required to meet and exceed the state and national mandates.
Graduation Requirements (21-2-304)

The board has the authority to establish graduation requirements for its students provided they meet the minimum standards approved by the State Board of Education. The State Board was charged by the legislative to 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 to establish requirements for earning a high school diploma with which public schools (K-12) must comply.

Common Core of Knowledge and Common Core of Skills.
All public school students shall be proficient in the uniform student content and performance standards at the level set by the state board of education in the following areas of knowledge and skills, emphasizing reading, writing and mathematics in grades one (1) through eight (8): (W.S. 21-9-101)

Common core of knowledge:
- Reading/Language Arts;
- Social Studies;
- Mathematics;
- Science;
- Fine Arts and Performing Arts;
- Physical Education;
- Health and safety;
- Humanities;
- Career/vocational education;
- Foreign cultures and languages;
- Applied technology;
- Government and civics including state and federal constitutions

Common core of skills:
- Problem solving;
- Interpersonal communications;
- Keyboarding and computer applications;
- Critical thinking;
- Creativity;
- Life skills, including personal financial management skills.
Uniform Student Content and Performance Standards
The Wyoming State Board of Education has approved the following standards to be the core of the school program of studies for all Wyoming public school students.

Language Arts Content and Performance Standards

Rationale for Language Arts Standards
The mission of language arts instruction is to provide the skills in reading, writing, speaking, and listening that make learning and performance in all other content areas possible. Language arts have a content of its own, embodied in the study of language and literature. The analytic and research skills that allow students to understand and use information effectively, from written and spoken text, are central to the role of language arts. Standards, as determined by the committee, integrate the vital content, processes, and skills that students will need to master language arts in order to succeed in school and at work.

Developmental differences result in some variance among young children, as they acquire these skills, making ongoing classroom assessment essential in monitoring student progress. Attention is given to the importance of fluently reading a variety of different texts, understanding what has been read, and applying that information to research a topic of interest. The importance of literate writing and speaking are emphasized because students must master language conventions — including sentence structure, spelling, punctuation, capitalization, and usage skills — to become effective communicators. The intent is that students apply skills with consistency and precision in their writing and speaking.

Students are expected to read and use information, using a variety of grade-appropriate materials. Throughout the language arts curriculum, higher levels of critical thinking, problem solving, analysis, and synthesis are applied to the interpretation and use of ideas found in literature and informational texts. These skills are also applied to the examination and selection of appropriate research materials and to the creation and self-evaluation of writing in a variety of modes for different purposes. Students are expected to practice communication as skillful listeners and proficient speakers. Students are expected to integrate and apply these skills to a variety of personal, practical, and professional tasks.
Language Arts Standards

1. Students Use the Reading Process to Demonstrate Understanding of Literary and Informational Texts.

**Reading:** Reading is the most basic skill of all academic pursuits because all other content achievement depends on the ability to read and comprehend the materials presented. In the early grades, students learn to read. Beyond fourth grade, students enhance their reading ability in order to read to learn. Early mastery of the skills necessary to unlock written language and of the strategies to translate that language into meaningful concepts is essential to success. As students become fluent in skills and strategies are expanded, students apply them to increasingly difficult materials – both print and non-print texts. Literacy skills are applied across a wide range of literary and technical materials, using strategies appropriate to different text types and for different purposes, so students are well prepared to use them in personal interests and professional pursuits.

2. Students regularly use the Writing Process and use Appropriate Strategies to Write a Variety of Expressive and Expository Pieces.

**Writing:** Writing is an essential tool for learning, personal expression, and professional success. It is the tool by which students demonstrate their acquisition of knowledge in all content areas, as well as a vital workplace skill. Both the basic skills of proper usage and the more complex skill of communication through extended writing in diverse forms are important. As students develop their writing skills, the tasks required of them are increasingly complex.


**Listening:** Students acquire information and ideas by listening and interacting with what they are hearing. Learning to listen actively and effectively, and to translate accurately the messages heard are key skills for the student while learning and working with others.

**Speaking:** Speaking well is the most universal marker of literacy and communication. The basic skills of proper usage and the advanced skills of organized expression of thought affect a student’s ability to interact successfully with others. Students need to speak for different audiences and
purposes and to use speaking skills to convey messages important to their learning and, later, to their work.

Wyoming Mathematics Content and Performance Standards

Rationale for Mathematics
Mathematics is a universal language. While mathematics has content of its own, it is used for analyzing data and looking for relationships and patterns in almost any real-world endeavor. Integrated within the standards designated by the committee are essential content, processes, and skills students need to master to succeed in school and at work.

The basic skills essential to successful mathematics instruction are embedded at all benchmark levels. Realistic uses of these skills require their application with the higher-level thinking skills of reasoning and problem solving. Further proficiency in mathematics requires fluency in mental mathematics and employment of technology. Students must master the discipline of mathematics and apply that discipline to a variety of complex tasks.

Problem-solving has been integrated throughout the content strands. The development of problem-solving skills should be a major goal of the mathematics program in every strand at every grade level. Instruction in the process of problem solving will need to be integrated early and continuously into each student’s mathematics education. Students must be helped to develop a wide range of skills and strategies for solving problems.

In addition, mathematics has a specific vocabulary and syntax that is crucial to a student’s understanding of the content and his ability to communicate with others about mathematical pursuits. The National Council of Teachers of Mathematics (NCTM) Standards document stresses the need for students to communicate in mathematical terminology. Students should be encouraged to use mathematical language with care and precision in communicating concepts, skills, symbols, and vocabulary used in the standards. This goal could be accomplished by having students write about problems and solutions in mathematics, explaining how they interpret a problem, and arrive at a solution. This experience also helps students to understand and internalize their own problem-solving strategies by encouraging the development of meta-cognitive thinking skills. In addition, an examination of the student's writing may help the teacher determine what fallacy occurred in the student's strategies resulting in problems.
Finally, teachers are encouraged to instruct students in calculator use and computer applications. The incorporation of technology in instruction enables teachers to use problems containing actual numbers from existing situations rather than numbers to facilitate hand calculations. However, students must also understand quantitative concepts and relationships and demonstrate a proficiency in basic computation using calculators as an aid rather than a crutch. This proficiency contributes to the fluency necessary to the development of a wide range of mathematical skills and strategies for solving a variety of problem types.

**Mathematics Standards**
The standards have been organized into five major strands: number operations and concepts, geometry, measurement, algebraic concepts and relationships, data analysis and probability. A brief rationale is provided for each of these strands.

**Number Operations and Concepts:** All information - and the amount of it impacting us increases by the moment - can be categorized as qualitative or quantitative. Quantitative information cannot be communicated without numbers, their related concepts and operations. Traditionally, we associate numbers with the field of arithmetic. Indeed, many mistakenly think of mathematics and arithmetic as synonymous. Because we have new technology to ease our way through calculations does not mean that we have less need to understand numerical relationships and the properties of operations. Given the speed with which computers and calculators can take us, it is more critical than ever that students are smart managers of numbers, operations and related concepts.

**Geometry:** We are born into the world of geometry. We move within and among an infinity of shapes and sizes. As we go about our work and play, we are constantly identifying, comparing, contrasting, and categorizing two- and three-dimensional figures. We analyze the properties of geometric figures as we build our first backyard fort, buy our family home, choose our kitchen wallpaper, or don the cap of the engineer. Geometry's presence in our lives provides a natural environment in which we develop our ability to think logically. Geometry provides useful models for the study of arithmetic through calculus and beyond. To understand the workings of the world of geometry is to be in control of possibly our greatest natural resource - the space in which we live.

**Measurement:** Time passes. Roads roll on ahead. Grain extends in amber waves. Mountains rise and basins fill. While these descriptions may be
sufficient for the poet, our lives require that we apply numbers to such concepts as time, distance, area, volume - we must adopt and understand measurement systems. How long before…? How long since…? How much will it cost to drive to…? What is the cost of planting and harvesting…? Will the reservoir serve the growing community…? Such questions dominate our lives. Clocks, rulers, scales – measuring devices of all sorts - are common tools we all must use confidently and routinely, and we must be able to reason with the measurements we make. Few decisions, major or minor, personal or professional, can be justified without reference to relative measurements.

**Algebraic Concepts and Relationships:** Algebra is a language. It has a vocabulary and a syntax, it is concise and precise, and it can describe innumerable relationships. Simple and complex patterns can be described using algebra. Relations and functions are virtually invisible without the structure of algebra. Without algebra, vast collections of problems are left unsolved. Algebra applies readily to all the other strands listed here. It is critical for students to be able to generalize in mathematics, and couching relationships in the terms of algebra allows that to happen. Students cannot travel the land of mathematics effectively and enjoyably without a command of its primary language.

**Data Analysis and Probability:** In contrast to the other strands which deal with "what is," probability investigates "what might be, could be, should be." It takes the lead in promoting the kind of thinking that analyzes our chances of success or failure given a wide range of variables. More than the study of coin flips or dice rolls, probability helps us make sense of research studies, examine the truth of politicians' claims, make wise personal insurance decisions, and much more. Data analysis, the close cousin of probability, addresses the interpretation of data we need to help us think probabilistically. Today, via the Internet and other media, we are inundated with information that our students need to turn into knowledge. Students lacking the fundamentals of probability and the ability to think with data analysis are sorely handicapped in today's world.

**Wyoming Science Content and Performance Standards**

**Rationale for Science Standards**

The mission of science education is to help young people develop the ability to reason, think creatively, make responsible decisions, and solve problems. Students
do more than acquire knowledge; they work toward understanding and making sense of the world around them. They must process, apply, and effectively communicate scientific knowledge to become scientifically literate citizens. Scientific literacy is of critical importance for the United States to participate productively in an increasingly competitive technological society.

Science Standards
The Wyoming Science Standards describe what all students should know, understand, and apply in science. There are three overarching standards: Concepts and Processes, Science as Inquiry, and History and Nature of Science in Personal and Social Decisions. These standards should be learned in an integrated approach to science. A brief description is provided for each of these standards.

**Concepts and Processes**: This standard focuses on developing student understanding by blending content and process, and highlighting the connections among scientific ideas. The Concepts and Processes Standard addresses the scientific body of knowledge. Science is a dynamic process; concepts and content are best learned through inquiry and investigation. Concepts in Life Systems and Earth, Space, and Physical Systems are taught within the context of the following Unifying Concepts and Processes of Science:

- Systems, classification, order, and organization
- Evidence, models, and explanations
- Change, constancy, and measurement
- Evolution and equilibrium
- Form and function

**Science as Inquiry**: Inquiry is the foundation for the development of content and processes of science that enable students to construct their own knowledge. This standard addresses students’ ability to safely conduct investigations and develop an understanding of inquiry, enriching their knowledge of science. The Science as Inquiry Standard emphasizes the process of confronting accepted ideas and gaining new information through research and investigation.

**Applying Habits of Mind in Inquiry**: Habits of Mind; which are specific intelligent behaviors that support problem solving and critical and creative thought, are embedded within the content and performance standards to enhance students’ understanding of science. When pursuing an investigation, students develop questions and pose problems, which can be based on
others’ points of view, applying past knowledge and experiences, and gathering information though the senses. In designing an investigation, students are encouraged to develop appropriate and deliberate procedures, to take responsible risks, venturing a step beyond the expected, and to consider a variety of innovative options in pursuing a solution to the problem or answering the question. To validate the reliability of the investigation, data is collected, organized, and analyzed with accuracy and exactness to avoid hasty, impulsive decisions. Through practiced perseverance, students remain focused throughout the investigation, taking the investigative task to completion. Reporting the results of the investigation requires students to communicate with accuracy and precision, to make connections to scientific concepts, and to apply acquired knowledge to new situations. Often inquiry procedures require a cooperative setting, affording the opportunity for students to work with and learn from others. One of the fundamental outcomes of the inquiry process is to encourage students to pursue areas of interest, remaining open to continuous learning as lifelong learners.

**History and Nature of Science in Personal and Social Decisions:** An important purpose of science education is to give students a basis to understand and act on personal and social issues. Incorporating historical view into science programs acknowledges that scientific events have been of significant value and influence within our cultural heritage. It also provides concrete examples to clarify different aspects of scientific inquiry, the human aspects of science, and the role that science has played in the development of human understanding of natural phenomena.

**Wyoming Social Studies Content and Performance Standards**

**Rationale for Social Studies**

Social studies is the integrated study of the social sciences and humanities to promote civic competence. The mission of social studies is to help young people develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world. Students develop a core of knowledge and skills drawn from many academic disciplines, learn how to analyze their own and others’ opinions on important issues, and become motivated to participate in civic and community life as active, informed citizens. Effective self-government requires informed people and civic participation.
Social Studies Standards

Citizenship, Government, and Democracy: Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. High school students develop their abilities in the use of abstract principles. They study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. At every level, learners should have opportunities to apply their knowledge and skills and participate in the workings of the various levels of power, authority, and governance. Students at every level should have the opportunity to study important historical figures and events.

Culture and Cultural Diversity: Social studies programs should include experiences that provide for the study of culture and cultural diversity. During the early years of school, the exploration of the concepts of likenesses and differences in school subjects such as language arts, mathematics, science, music, and art makes the study of culture appropriate. Socially, the young learner is beginning to interact with other students, some of whom are like the student and some different; naturally, he or she wants to know more about others. In the middle grades, students begin to explore and ask questions about the nature of culture and specific aspects of culture, such as language and beliefs, and the influence of those aspects on human behavior. As students progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function. Students at every level should have the opportunity to study important historical figures and events.

Production, Distribution, and Consumption: Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. Young learners begin by differentiating between wants and needs. They explore economic decisions as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. (In the
middle grades, learners expand their knowledge of economic concepts and principles. They use economic reasoning processes in addressing issues related to the four fundamental economic perspectives. They develop a deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as health care, resource use, unemployment, and trade.) High school students should be able to discuss capitalism, communism, national and global economics and understand the impact of society upon the economy. Students at every level should have the opportunity to study important historical figures and events.

**Time, Continuity, and Change:** Social studies programs should include experiences that provide for the study of ways human beings view themselves in and over time. Learners in early grades gain experience with sequencing to establish a sense of order and time. They enjoy hearing stories of the recent past as well as of long ago. In addition, they begin to recognize that individuals may hold different views about the past and to understand the linkages between human decisions and consequences. Thus, the foundation is laid for the development of historical knowledge, skills, and values. In the middle grades, students, through a more formal study of history, continue to expand their understanding of the past and of historical perspectives, recognizing that interpretations are influenced by individual experiences, societal values, and cultural traditions. High school students engage in more sophisticated analysis and reconstruction of the past, examining its relationship to the present and extrapolating into the future. They integrate individual stories about people, events, and situations to form a more holistic conception, in which continuity and change are linked in time and across cultures. Students also learn to draw on their knowledge of history to make informed choices and decisions in the present. Students at every level should have the opportunity to study important historical figures and events.

**People, Places, and Environments:** Social studies programs should include experiences that provide for the study of people, places, and environments. In the early grades, young learners draw upon immediate personal experiences as a basis for exploring geographic concepts and skills. They also express interest in things distant and unfamiliar and have concern for the use and abuse of the physical environment. During the middle school years, students relate their personal experiences to happenings in other
environmental contexts. Appropriate experiences will encourage increasingly abstract thought as students use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. Students in high school are able to apply geographic understanding across a broad range of fields, including the fine arts, sciences, and humanities. Geographic concepts become central to learners’ comprehension of global connections as they expand their knowledge of diverse cultures, both historical and contemporary. The importance of core geographic themes to public policy is recognized and should be explored as students address issues of domestic and international significance. Students at every level should have the opportunity to study important historical figures and events.

Wyoming Health Content and Performance Standards

Rationale for Health Standards
The Wyoming Health Education Standards Committee recognizes that good health is sought for all and necessary for students to live a healthy life and to learn effectively. Health education has specific content and concepts that are crucial for students to understand and communicate about in order to maximize good health and minimize negative health behaviors. Health education skills are used in real-world interactions both inside and outside the school setting and throughout life. Included in the standards are essential processes, content, and skills that students should master to succeed in school and in life.

Health education is unique in that it typically occurs in multiple arenas throughout the school setting. Students learn about health concepts in other classes like science, social studies, and physical education, as well as from other school service areas, such as the school food service, school counselor, and school nurse. These learning experiences often occur in structured class settings or through simple observation and learning from adult examples.

Because health education focuses so heavily on personal behavior, knowledge acquisition, problem solving, decision-making, goal setting, advocacy, resistance skills, and understanding consequences have all been integrated throughout the content standards. Student development in these areas should be a major goal of any health education program and classroom teachers at all levels.

Instruction in health education, knowledge and skill building, and demonstration of understanding have been integrated throughout the standards at all grade levels.
starting very early. Students need assistance in developing a wide range of skills and strategies for solving problems and making healthy decisions. For this reason, current and accurate knowledge and critical skills are a focus of the Health Education standards.

**Health Standards**
Good health has long been seen as a pivotal factor in student learning. No doubt this knowledge prompted the following critical reflections from some of our nation’s leading education groups:

“Students who are hungry, sick, troubled or depressed cannot function well in the classroom, no matter how good the school.”
Carnegie Council on Adolescent Development, 1989

“In the larger context, schools are society’s vehicle for providing young people with the tools for successful adulthood. Perhaps no tool is more essential than good health.”
Council of Chief State School Officers

“No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.”
The Carnegie Foundation Report on Secondary Education in America

For this reason and many more, the Wyoming Health Education Standards were created.

Based on proven principles of education, self-directed learning, student constructed learning and discovery, application of learned knowledge and skills, goal setting, and decision making, these new standards are intended to positively impact not only the health and well being of Wyoming youth, but also its overall learning. Ultimately, for health and well being to be impacted in the greatest manner, health education and health promotion efforts need to be integrated and coordinated throughout the school, community, and home environments.

There are seven health education standards. Standard 1 contains the health content that students should know, while Standards 2 through 7 are the health skills that students should apply to the content knowledge from Standard 1.

**Health Promotion and Disease Prevention:** Basic to health education is a foundation of knowledge about the interrelationship of behavior and health, interactions within the human body, and the prevention of disease and other health problems. Experiencing physical, mental, emotional, and social changes as one grows and develops, provides a self-contained learning laboratory. Comprehension of health-promotion strategies and disease
prevention concepts enables students to become health-literate, self-directed learners which establishes a foundation for leading a healthy and productive life.

**Accessing Health Information, Products, and Services:** Accessing valid health information and health-promoting products and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify valid health information and to analyze, select, and access health-promoting services and products. Applying the skills of information analysis, organization, comparison, synthesis, and evaluation to health issues provides a foundation for individuals to move toward becoming health literate and responsible, productive citizens.

**Self Management:** Research confirms that many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. More importantly, recognizing and practicing health-enhancing behaviors can contribute to a positive quality of life. Strategies used to maintain and improve positive health behaviors will utilize knowledge and skills that help students become critical thinkers and problem solvers. By accepting responsibility for personal health, students will have a foundation for living a healthy, productive life.

**Influence of Culture, Media, and Technology:** Health is influenced by a variety of factors that co-exist within society. These include cultural context as well as media and technology. A critical thinker and problem solver is able to analyze, evaluate, and interpret the influence of these factors on health. The health-literate, responsible and productive citizen draws upon the contributions of culture, media, technology, and other factors to strengthen individual, family, and community health.

**Interpersonal Communication:** Personal, family, and community health are enhanced through effective communication. A responsible individual will use verbal and non-verbal skills in developing and maintaining healthy personal relationships. Ability to organize and convey information, beliefs, opinions, and feelings are skills that strengthen interactions and can reduce or avoid conflict. When communicating, individuals who are health literate demonstrate care, consideration, and respect for self and others.
Goal-Setting and Decision-Making Skills: Decision-making and goal-setting are essential lifelong skills needed in order to implement and sustain health-enhancing behaviors. These skills make it possible for individuals to transfer health knowledge into healthy lifestyles. When applied to health issues, decision-making and goal-setting skills will enable individuals to collaborate with others to improve the quality of life in their families, schools, and communities.

Advocating for Health: Quality of life is dependent on an environment that protects and promotes the health of individuals, families, and communities. Responsible citizens, who are health literate, are characterized by advocating and communicating for positive health in their communities. A variety of health advocacy skills are critical to these activities.

What is Health Literacy?
Health literacy is the capacity of individuals to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that enhance health. This defines the desired outcome of the Wyoming Health Education standards and of quality health education programs. The standards were developed by applying the characteristics of a well-educated, literate person within the context of health. Four characteristics were identified as being essential to health literacy. The health literate person is a critical thinker and problem solver; a responsible, productive citizen; a self-directed learner; and an effective communicator.

Wyoming Physical Education Content and Performance Standards

Rationale for Physical Education
The Wyoming Physical Education Standards Committee recognizes that a physically educated person: (a) has learned skills necessary to perform a variety of physical activities; (b) is physically fit; (c) does participate regularly in physical activity; (d) knows the implications of and benefits from involvement in physical activities; and (e) values physical activity and its contribution to a healthful lifestyle. These five major areas of focus that define what students should know and be able to do in physical education are key ingredients of quality physical education programs. Standards, as determined by the Committee, integrate the essential content, processes, and skills that students will need to master to become lifelong movers.
The basic skills essential to successful movement performance and the understanding of the benefits of physical activity and fitness are emphasized at the fourth grade level because students who do not master these skills by the fourth grade level are unlikely to become lifelong movers. While developmental differences will result in some variance among young children, a failure to achieve these skills by the end of fourth grade is an occurrence of serious educational and health concern.

At the eighth and eleventh grade levels students are extending their understanding of movement, fitness literacy, and personal and social responsibilities related to physical activity. They are taking the basic skills learned by fourth grade and applying them in more complex movement settings. By the eleventh grade, it is expected that students master the skills and acquire the knowledge to participate in a variety of physical activities that will enhance health-related physical fitness, which in turn will positively affect their motivation to be lifelong movers.

Physical Education Standards
The standards have been organized into three major strands: movement, fitness, and personal and social behavior.

Movement: Students demonstrate competency in movement forms and apply movement concepts and principles to the learning and development of motor skills. This standard concerns the development of (a) movement competence and proficiency, and (b) the ability of the learner to use cognitive information to understand and enhance motor skill acquisition and performance. Movement competence implies the development of sufficient ability to enjoy participation in physical activities and establishes a foundation to facilitate continued motor skill acquisition and increased ability to engage in appropriate motor patterns in daily physical activities. The development of proficiency in a few movement forms gives the student the capacity for successful and advanced levels of performance to further increase the likelihood of participation. In the primary years, students develop maturity and versatility in the use of fundamental skills (e.g., running, skipping, throwing, striking) that are further refined, combined, and varied during the middle school years. These motor patterns, now having evolved into specialized skills (e.g., a specific dance step, chest pass, catching with a glove) are used in increasingly more complex movement environments (e.g., more players or participants, rules, and strategies) through the middle school years. On the basis of interest and ability, high
school students select a few activities for regular participation within which proficiency will be developed. In preparation for adulthood, students should have acquired the basic skills to participate in a wide variety of leisure and work-related physical activities and advanced skills in at least two or three areas.

The second part of the standard is about the learner using cognitive information to understand and enhance motor skill acquisition and performance including the application of concepts from disciplines such as motor learning and development, sport psychology and sociology, biomechanics, and exercise physiology. Specifically, this would include concepts like increasing force production through the summation of forces, effects of anxiety on performance, and the principle of specificity of training. Knowledge of such concepts and practice applying these concepts enhances the likelihood of independent learning; and therefore more regular and effective participation in physical activity. During the lower elementary years, emphasis is placed on establishing a movement vocabulary and initial application of introductory concepts (e.g., force absorption, principles governing equilibrium, application of force). Through the upper elementary and middle school years an emphasis is placed on applying and generalizing these concepts to real life physical activity situations (e.g., managing stress, effect of growth spurt on movement performance). During the high school years, the student should possess sufficient knowledge of concepts to independently and routinely use a wide variety of increasingly complex concepts (e.g., performance trends associated with learning new motor skills, specificity of training). By graduation the students should have developed sufficient knowledge and ability to independently use their knowledge to acquire new skills while continuing to refine existing ones.

**Fitness:** Students demonstrate fitness literacy and behaviors associated with physical fitness. The intent of this standard is for the student to achieve (a) a health-enhancing level of physical fitness, and (b) to establish patterns of regular participation in meaningful physical activity. Students should be encouraged to develop higher levels of basic fitness and physical competence as needed for many work situations and active leisure participation. Health-related fitness components include cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition. Expectations for students' fitness levels should be established on a personal basis, taking into account variation in entry levels, rather than
setting a single standard for all children at a given grade level. For elementary children, the emphasis is on an awareness of fitness components and having fun while participating in health-enhancing activities that promote physical fitness. Middle school students gradually acquire a greater understanding of the fitness components, how each is developed and maintained, and the importance of each in overall fitness. Secondary students are able to design and develop an appropriate personal fitness program that enables them to achieve desired levels of fitness. The student thus should have both the ability and willingness to accept responsibility for personal fitness leading to an active, healthy lifestyle.

The second part of this standard is about establishing patterns of regular participation in meaningful physical activity. This should connect what is done in the physical education class with the lives of students outside of physical education. While participation within the physical education class is important, what the student does outside the physical education class is critical to developing an active, healthy lifestyle. Students are more likely to participate if they have had opportunities to develop interests that are personally meaningful to them. Young children should learn to enjoy physical activity. They should participate in developmentally appropriate activities that help them develop movement competence, and they should be encouraged to participate in vigorous and unstructured play. As students get older, the structure of activity tends to increase and the opportunities for participation in different types of activity increase outside of the physical education class. Attainment of this standard should develop an awareness of those opportunities and encourage a broad level of participation. Cognitive understandings develop from an initial awareness of cause and effect relationships between activity and its immediate and identifiable effects on the body to an increased understanding of the role of physical activity on the physiological body, social opportunities and relationships, and emotional well being; and a comprehensive perspective on the meaning of the idea of a healthy lifestyle.

**Personal and Social Behavior**: Students demonstrate personal and social responsibility, understand the benefits of physical activity, and respect diversity among people in physical activity settings. The intent of this standard is achievement of self-initiated behaviors that promote personal and group success amongst people of diverse characteristics and backgrounds in physical activity settings, and the development of an awareness of the intrinsic values and benefits of participation in physical activity that
provides personal meaning. Promoting personal and group success in activity settings includes safe practices, adherence to rules and procedures, etiquette, cooperation and teamwork, ethical behavior in sport, and positive social interaction. Achievement of a learner’s personal and social development in the lower elementary grades begins with recognition of classroom rules and procedures and a focus on safety. In the upper elementary levels, students learn to work independently, with a partner, and in small groups.

In the middle school, students identify the purposes for rules and procedures and become involved in decision-making processes to establish rules and procedures for specific activity situations. High school students initiate responsible behavior, function independently and responsibly, and positively influence the behavior of others in physical activity settings.

This standard also addresses the need for learners to develop respect for individual similarities and differences through positive interaction among participants in physical activity. Similarities and differences include characteristics of culture, ethnicity, motor performance, disabilities, physical characteristics (e.g., strength, size, shape), gender, race, and socio-economic status. Elementary school students begin to recognize individual similarities and differences and participate cooperatively in physical activity. By middle school, students participate cooperatively in physical activity with persons of diverse characteristics and background. High school students are expected to be able to participate with all people, recognize the value of diversity in physical activity, and develop strategies for inclusion of others.

Developing an awareness of the intrinsic values and benefits of participation in physical activity that provides personal meaning is the third thread of this standard. Physical activity can provide opportunity for self-expression and social interaction and can be enjoyable, challenging, and fun. These benefits entice people to continue participation in activity throughout the life span. Elementary school children derive pleasure from movement sensations and experience challenge and joy as they sense a growing competence in movement ability. At the middle school level, participation in physical activity provides important opportunities for continued personal growth in physical skills and their applied settings. Participation at the high school level continues to provide enjoyment and challenge as well as opportunities for self-expression and social interaction. As a result of these intrinsic benefits of participation, students will begin to actively pursue lifelong physical activities that meet their own needs.
Wyoming Foreign Language Content and Performance Standards

Rationale for Foreign Language
The study of foreign language is a fundamental tool which enables all students to increase opportunities for success in a rapidly expanding global community. The ability to communicate meaningfully in a second language results in improved academic performance, higher order thinking skills, and a greater understanding of other cultures. In order for these skills to be attained, a second language needs to be introduced at the primary level and sustained through a lifetime of learning. The need for early foreign language study has been supported by extensive research and further recognized by the Wyoming Legislature through W.S. 21-9-101(g), which states that “Not later than the 2002-2003 school year, all school districts shall provide instruction in foreign languages to students in kindergarten through grade 2 in accordance with standards promulgated by the state board.” The implementation of the Wyoming Foreign Language Content and Performance Standards will prepare students to meet the needs of the 21st century.

Foreign Language Standards
The Wyoming Foreign Language Content and Performance Standards describe realistic second language performance at the various benchmarks along the instructional sequence. The standards are organized into two strands: communication and culture.

Communication: Communication, which encompasses speaking, listening, reading, writing, and non-verbal messages, is the heart of every language. The key to successful communication is knowing how, when, and why to say what to whom. Wyoming students must prepare themselves for the 21st century by acquiring the skills to communicate in a second language. These skills will become more sophisticated as students progress through elementary and secondary programs. As graduates, they will perform basic tasks, provide and obtain information for personal use, acquire goods and services, and express their opinions in order to understand and be understood in the worldwide neighborhood.

Culture: Culture, which encompasses the philosophical perspectives, behavioral practices, and tangible and intangible products of a society, is a broad component of language learning and is inseparable from communication. The study of culture helps the student make connections to other subject areas, compare first and second language cultures, and apply communication skills in multilingual communities at home and around the world. This understanding helps students better interact with other cultures.
Wyoming Career/Vocational Education Content and Performance

Rationale for Career/Vocational Education
Schools today must assist students in developing the necessary skills, intellectual abilities, and personal traits that help them to secure and maintain meaningful employment in the world of work. According to current labor projections, two-thirds of all jobs in the 21st century will be high skill, high technology in nature.

Today's employers seek students who are able to access and use information from a variety of sources to assist them in making informed workplace decisions. A student must be able to acquire, evaluate, interpret, organize and maintain data, process and communicate workplace information, and utilize current technologies.

In order to be a productive member of society, students must be able to manage workplace resources. Students must demonstrate the interpersonal skills that play a major role in workplace success. An individual should have the ability to participate as a member of a team, teach others new skills, exercise leadership, negotiate, compromise, work with individual differences, and serve clients and customers. Students must be able to select technology, safely apply technology, maintain and troubleshoot equipment. The foundation for rewarding careers and productive employment is built through exploration and understanding of career choices.

Career/Vocational Education Standards
The standards have been organized into six major strands.

**Resources:** Effective workers know how to allocate time, money, materials, work space, and human resources in both personal and workplace settings.

**Interpersonal Skills:** Effective workers can work on teams, teach others, communicate, lead, and work with people from culturally diverse backgrounds.

**Information:** Effective workers are expected to identify, assimilate, and integrate information from diverse sources; they prepare, maintain, and interpret quantitative and qualitative records; they convert information from one form to another and are comfortable conveying information, orally and in writing, as the need arises.
**Systems**: Effective workers understand social, organizational, and technological systems. They understand how parts of systems are connected, anticipate consequences, monitor and correct performance, and design or improve systems.

**Technology**: Effective workers select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot workplace technologies.

**4Careers**: Career development is the process through which an individual comes to understand his or her interests, knowledge, skills, and aspirations and begins to make informed career decisions. The process consists, at a minimum, of (1) career awareness, (2) career exploration, (3) career planning/decision-making, and (4) career preparation. Students develop through a continuum of career awareness, career exploration, and work exposure activities that help them discern their own career path.

**Wyoming Fine and Performing Arts Content and Performance**

**Rationale for Fine and Performing Arts Standards**

The Arts are culture. They have intrinsic value. The Arts provide powerful tools for understanding human experiences; past, present, and future. The Arts cultivate the whole child, building many kinds of literacy while developing intuition, reasoning, creativity, imagination, and dexterity into diverse forms of expression and communication. The Arts enable students to make decisions and seek multiple solutions. They improve perception, reflection, and creative thought. They advance higher order thinking skills of analysis, synthesis, and evaluation while bringing balance and joy to life.

The Arts (dance, music, theatre, and visual arts) define beauty and aesthetics. Through the creative process, students develop the self-motivation, discipline, cooperation, creativity, and self-esteem necessary for success in life. The arts are indispensable to freedom of inquiry and expression. Cultures that have failed to promote the study of art and expression have not survived. No one can claim to be truly educated who lacks basic knowledge and skills in the arts.

**Fine and Performing Arts Standards**

The Wyoming Fine and Performing Arts Standards describe what all students should know, understand, and be able to do in various art forms. The standards are organized into four strands: creative expression through production, aesthetic
perception, historical and cultural context, and applications to life. These standards should be learned in an integrated fashion and are intended to be experienced through the creative process and the production of artistic works.

**Creative Expression Through Production:** Students understand and express themselves through an art form by generating artistic works, participating in and exhibiting the arts. As a result, they arrive at their own knowledge and beliefs for making personal and artistic decisions.

**Aesthetic Perception:** Reflecting on the arts heightens critical thinking, promotes qualitative judgment, and enhances a student's sense of beauty and balance. Such valuing allows students to make informed personal choices. Aesthetic perception is the exercise of critical thinking and judgment. It requires specific skills, knowledge, techniques, and processes. Aesthetic perception develops a student's ability to weigh the benefits among alternative courses of action. This process can yield multiple rather than singular conclusions.

**Historical and Cultural Context:** The ability to use and share knowledge is fundamental to human experience. It is important for students to be knowledgeable about the nature, value, and meaning of the arts in the context of their own humanity and with respect to history, cultures and contemporary society.

**Applications to Life:** The arts are a part of everyone's daily experience and reflect the culture in which they are produced. As students study the arts, it is important for them to understand how the arts relate to other disciplines and to society. The arts have value and significance for daily life. They provide personal fulfillment, whether in vocational, cultural, or recreational pursuits.
High School Diploma.

Requirements for earning a high school diploma from any high school within any school district of this state shall include:

- The successful completion of the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:
  - Four (4) school years of English;
  - Three (3) school years of mathematics;
  - Three (3) school years of science;
  - Three (3) school years of social studies, including history,
  - American government and economic systems and institutions,
  - Satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. (W.S. 21-9-102)
  - Evidence of proficient performance, at a minimum, on the uniform student content and performance standards for the common core of knowledge and skills.

- A high school diploma shall provide for one (1) of the following endorsements which shall be stated on the transcript of each student:
  - **Advanced** endorsement which requires a student to demonstrate advanced performance in a majority of the areas of the common core of knowledge and skills and proficient performance in the remaining areas of the specified common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education.
  - **Comprehensive** endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education.
  - **General** endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills, which include language arts, mathematics, science, social studies, health, physical education, foreign language, fine and performing arts, and career/vocational education.
Determination of proficient performance shall be demonstrated through a body of evidence identified by the district and approved by the district board of trustees. The body of evidence shall meet the following requirements:

- The body of evidence assessment system shall be designed to best meet the needs of individual Wyoming school districts for certifying whether or not students have mastered the common core of knowledge and skills as embedded in the uniform student content and performance standards.

- The body of evidence assessment system shall be designed and evaluated according to the following criteria: alignment, consistency, fairness, standard-setting, and comparability.

- The body of evidence assessment system shall be designed, implemented, and evaluated so that it is not biased against any groups of students.

- Appropriate accommodations shall be employed so students with disabilities and Limited English Proficient students have as fair a chance as possible to demonstrate what they know. Multiple assessment opportunities and formats shall be used to maximize fairness.

- The results of the assessments comprising the system and the results of the system itself shall be disaggregated to examine both the fairness of the assessment system and opportunities for all students to learn the standards.

- The method for establishing cut scores between various performance levels on the district’s body of evidence assessment system should be based on a research-based methodology and the district shall indicate a clear rationale for choosing their particular method. The method selected shall incorporate clear descriptions of the performance levels and should not be based on arbitrary performance distinctions (e.g., traditional percentages).

- The assessments comprising the system shall be comparable across schools and classrooms within the same school district both within a given year and across years. At a minimum, districts shall use a compensatory approach for combining assessment information at the benchmark and standard level when determining whether students have met the performance requirements for each common core content area.
- Districts shall use a conjunctive approach for combining assessment information across common core of knowledge and skills content areas to determine whether students have met the graduation requirements.
- A committee of peers shall review each district's body of evidence assessment system. The committee of peers shall recommend to the Superintendent of Public Instruction the district's status regarding its body of evidence assessment system. The district shall submit evidence to the committee of peers in accordance with the peer review guidance provided by the Wyoming Department of Education based upon the evaluation criteria identified in Section 10 (a). This evidence shall include the following components: district assessment plans; evidence of alignment among standards, curriculum, and assessments; sample assessments; evidence of consistency, documentation of the standard setting methods, evidence supporting the fairness of the assessment system, documentation supporting the comparability of the assessment system across schools and years, and other documentation that the district chooses to submit to support the technical quality of the body of evidence assessment system.

➢ Students **graduating** in 2006 and thereafter shall demonstrate proficient performance on the uniform student content and performance standards for language arts, mathematics, science, social studies, health, physical education, foreign language, career/vocational education and fine and performing arts.
VI. THE BOARD’S OBLIGATION
.... Provide a Dedicated
Superintendent and
Administrative Staff.

Every Good School District Needs a Dedicated Superintendent and Administrative Staff

The selection of trained executive officer and the wise use of his/her skill and ability is a most important function of the school board. To ensure that trustees employ qualified administrators, the statutes direct the Wyoming Professional Teaching Standards Board (21-2-801-802) to prescribe minimum requirements for educational personnel and certify that they have been met before salaries can be paid by the districts. In 2001, the legislature removed the requirement that superintendents be certified a requirement of employment in Wyoming.(21-7-304 (d)) The Wyoming Professional Teaching Standards Board still has criteria for certification of superintendents and most districts require the superintendent be certified as a part of their local board policy. The board itself should add to these minimum certification requirements such personal qualifications as tact, wisdom, and patience.

Areas of School Board and Superintendent Responsibility Need Defining
The strength of the district and its programs lies in the superintendent’s skill and the trust and understanding that exists between the superintendent and board of trustees. Harmonious relations are the result of a clear understanding of the superintendent’s functions. The school board makes policy, the superintendent executes these policies in carrying out his/her responsibilities to:

➢ Advise and consult in the evaluation and revision of the school program
➢ Recruit and recommend an effective teaching and administrative staff
Supervise the instructional program of the district
Prepare and interpret the budget of the district
Supervise maintenance and operation of the district schools, vehicles, and equipment
Supervise the district purchasing program for necessary supplies and equipment

When the Board and its superintendent have discussed in detail the implications of each of these functions so that each clearly understands and respects the province of the other, harmonious relationships resulting in an efficient operation depends only on the personal integrity and good sportsmanship of each member of the team.

To assist the board members in understanding the distinction between forming policy and execution of policy, the following outline has been prepared by the American Association of School Administrators.

General Functions

Board: Legislates and establishes general policies, such as the scope of educational offerings to be maintained, from kindergarten to junior college; sets length of school year and vacations; decides extent of expenditure to be made for education; decides upon buildings to be provided; uses effort to secure state legislation to meet local needs; employs a professional school executive to administer the schools and evaluates and appraises his/her services.

Superintendent: Assumers immediate charge of the entire school system as the board’s chief executive officer in large school systems and, often, as its only executive officer in smaller systems; coordinates the work of all department; executes the policies of the board and recommends policies for the board to consider in improving the system and its educational service to the pupils and the community.

Functions in Connection with the Major Operations of a School District

Professional and nonprofessional employees

Board: Adopt pay schedules; approves the hire or rejects hire or rehire of all employees on the nomination of the superintendent; ratifies contracts; determines employee working conditions and benefits, like sick leave, leaves of absence, pre-service and in-service training, retirement, etc.
Superintendent: Nominates all certificated and non-certificated employees for hire or rehire; recommends for discharge and employees rending unsatisfactory service, within the limits of the law and board regulations; with his staff, assigns, directs, and supervises the work of all employees with due respect for any individual rights involved; proposes adequate salary schedules for all classes of employees.

Curriculum Offerings
Board: Decides the general scope of the local educational offerings, in addition to those required by law, and passes upon instructional procedures related to controversial matters, such as those sometimes connected with religion, science, social and governmental organization, etc., within the limits of the law and requirements of adequate academic freedom of instructors.

Superintendent: With his staff purchases approved textbooks and other instructional guides and equipment; schedules classes for the various types of training and assigns space for them; assigns appropriate instructors for the various curriculum offerings; decides the general methods of instruction to be used; provides for the continuous revision of courses of study to meet changing conditions by appointing teacher and possibly citizen course-of-study committees and directing the work of any curriculum experts the system may employ.

Finances
Board: Approves and adopts an annual budget; decides upon the size and the tome of bond levy proposals to the electors; adopts regulations for the accounting of all school funds.

Superintendent: Presents a proposed annual budget and interprets it for the board; administers the budget after it is adopted and keeps expenditures within its limits; provides for all possible economies that do not endanger educational results; directs the accounting of all school funds; make proper financial reports to the board.

School Plant
Board: Decides what buildings shall be built, when and where, and what equipment shall be purchased for them; decides upon extensions of buildings and any major alterations; selects and purchases school sites for future plant expansions; selects and employs school architects as needed; decides the number of custodians for the buildings and the general quality of care to be given – all with the counsel of the superintendent.
**Superintendent**: Coordinates the planning of all educational features of new buildings or alterations of old buildings and counsels the architects in the general plans for such building erection; assigns custodians to all buildings and maintains general supervision over their work; provides for needed experimentation in determining economical and otherwise efficient methods for building care and upkeep.

**Pupils Board**: Authorizes the establishment of special schools and classes or other facilities for pupils who are physically or mentally disabled; determines the general requirements for graduation from the various units of the system; provides for the protection of health by use of school lunches, medical and dental clinics, and school nurses; makes regulations regarding corporal punishment, truancy, and delinquency.

**Superintendent**: Administers all schools and classes established by board action; directs the instruction, guidance, and discipline of all pupils; promotes student organizations, such as student councils, for training pupils in democratic and socially adjusted living.

**Public Relations Board**: Represents the community’s attitude toward the kind of facilities to be provided for education and interprets these to the superintendent; upholds the administration of the schools before individual citizens and citizen groups; intercedes for proper and adequate state legislation and financial support for schools.

**Superintendent**: Coordinates a program for reaching the citizens of the community with adequate information about the activities of the schools, the reasons for the activities, and the results obtained; interprets the schools and the policies back to them in addresses before civic groups when called upon and as available time permits; work with parent organizations and other groups interested especially in school welfare and progress; fits himself, with his family into the civic, social, and religious life of the community in a constructive way.
VII. THE BOARD’S OBLIGATION

………Provide Highly Qualified Teachers and Caring Support Staff

Highly Qualified Teachers and Support Staff

Whether their employees are many or few, school boards find their employment problems and personnel policies constitute one of the most important, and at the same time, one of the most delicate areas of their work. It is of vital importance to select and place qualified professional and nonprofessional workers, and of equal importance is the responsibility to maintain high morale among employees and retain the services of the most valuable among them.

Board policies in the area of personnel administration, as in all other areas, should be formed as a result of open discussion, exchange of experience, and careful evaluation of the needs of the district. Modern school boards should be aware of the rapid changes that are taking place in personnel administration and must understand the differences between the adoption of personnel policies and actual personnel administration which is the work of the superintendent.

Selection and Placement of Personnel Is Demanding

Every board should go as far as possible in setting objective standards and in removing the question of employment from the realm of personal judgment for teachers, professional workers, clerk, custodians, and other nonteaching personnel. The offer of employment in every case should depend on evidence of the ability to render capable service, never on personal favoritism or acquiescence to the pressure of any individual or group.
Certification Standards Are Imperative
To insure that qualified teachers are employed in our public schools, the State Legislature has created the Professional Teaching Standards Board and charged them with establishing the minimum standards for teachers to become a highly qualified teacher.

The mission of the Professional Teaching Standards Board (PTSB) is to ensure that every student is served by competent, ethical educators who meet rigorous performance standards. All Wyoming teachers and administrators must be certified by the PTSB. The PTSB also sets standards for Wyoming teacher education preparation programs.

Certification Types
The Professional Teaching Standards Board offer a standard teaching certificate that is good for five (5) years. There are different requirements for the areas of endorsement that teachers might require. Certificates are renewable at the end of their term upon the completion of continuing educational training as required by the specific type(s) of endorsement. The requirement for recertification are listed on the back of the certificate. All PTSB certificate indicate that the teacher meets the “highly qualified” criteria required under the federal No Child Left Behind Act. One (1) year Letters of Authorization are available for teachers who have substantially completed certification requirements with the expectation that the requirement will be met in a timely manner.

Certification Required for Payment of Salary (21-7-303)
State regulations preclude paying teachers on the teacher salary schedule who are not certified. “No person shall teach or supervise in a public school in this state and receive compensation therefore out of any public fund who at the time of rendering such services is not a holder of or a candidate and qualified for a certificate issued or to be issued under the laws of this state and the rules and regulations of the Wyoming Professional Teaching Standards Board pursuant to W.S. 21-2-802”. Teachers who do not have their certificates by the first payday can be paid as substitute teachers until they receive their teaching certificate from the PTSB.

Employment Conditions
Through specific written policies (including state laws) setting forth the employment conditions, the board can provide a sense of security which will encourage talented teachers to attain the highest standards of professional competence. Such policies should be provided to all teaching personnel and should include:

- Definite, orderly procedures providing for the dismissal of incompetent and unsatisfactory teachers in accordance with state statutes;
- The reasons and procedure for revocation of certificates by the Professional Teaching Standards Board;
A summary of the State Retirement Law as it pertains to teachers with a clear statement of the district’s retirement plan;

Regulations concerning sick leave, maternity leave, sabbatical leave, bereavement leave, health insurance benefits, life insurance benefits, convenience leave, and accumulated leave based on the theory that generosity usually pays good dividends in employee satisfaction and health protection for children;

An explanation of the types of liability insurance that is provided for district employees to protect them from civil action as they perform their prescribed work related duties;

Required and suggested in-service training, such as teacher institutes, workshops, additional college work, etc, together with a statement of any financial assistance that will be provided by the district for such training.

An Adequate Salary Schedule
There are several key elements to an adequate salary schedule that allows districts to recruit and retain quality teachers:

- Allows employees to live on a respectable economic level and makes adequate provisions for old ages and emergencies;
- Provides for the cost of continuing education;
- Take into account cost-of-living increases when necessary;
- Provides a beginning salary and annual increments at least equal to the general scale prevailing in other districts and the region;
- Assures an equal rate of pay for persons of equal training and experience in the same type of positions, irrespective of grade or subject placement;
- Bases annual increments on experience and further academic preparation.

Teacher Employment Rules and Regulation (21-7-102)

The Wyoming Teacher Employment Law details the rules and regulations related to the employment, re-employment and dismissal of teachers.

Continuing Contract Teacher
A continuing contract teacher is defined as any initial contract teacher who has been employed by the same school district in the state of Wyoming for a period of three (3) consecutive school years, and has had his contract renewed for a fourth consecutive school year; or a teacher who has achieved continuing contract status in one (1) district, and who without lapse of time has taught two (2) consecutive school years and has had his contract renewed for a third consecutive school year by the employing school district.
Employment of Continuing Contract Teachers on Continuing Basis; Salary Increases (21-7-104)

A continuing contract teacher shall be employed by each school district on a continuing basis from year to year without annual contract renewal at a salary determined by the board of trustees of each district, said salary subject to increases from time to time as provided for in the salary provisions adopted by the board.

Any teacher hired by a Wyoming school district shall receive credit in accordance with that district's salary schedule for all prior years of service obtained as a teacher in any Wyoming school district or as a teacher in the regional developmental preschool system defined by W.S. 21-2-701(a)(iii).

Notice of Recommendation of Termination to Teacher; When Termination Effective (21-7-106)

A continuing contract teacher shall be notified of a recommendation of termination by the superintendent or any member of the board designated by the superintendent or designated by the board pursuant to a majority vote of the board by giving the teacher written notice together with written reasons for termination on or before April 15 of any year. Upon receipt of notice, the teacher may request a hearing on the recommendation before an independent hearing officer as provided under W.S. 21-7-110.

If ordered by the board under W.S. 21-7-110(g), termination under recommendation shall be effective at the end of the school year in the year in which notice of termination is given.

Designation by Schools of Continuing Contract Teacher Status (21-7-114)

Any board may designate a teacher as a continuing contract teacher at any time without regard to the other provisions of this article.

Initial Contract Teacher

Any teacher who has not achieved continuing contract status;

Employment of Initial Contract Teachers on Annual Basis; Notice of Termination to Such Teachers (21-7-105)

An initial contract teacher who has taught in the system continuously for a period of at least ninety (90) days shall be hired on an annual basis and shall be notified in writing of the reasons for termination, if such is the case, no later than April 15 of each year. An initial contract teacher's employment may be terminated for any reason not specifically prohibited by law, and a board is not limited to the reasons
set forth in W.S. 21-7-110(a). The notice of termination shall not be disseminated to the public or to prospective employers absent the teacher's consent. Nothing contained in this section shall limit the use of the notice in any hearing.

The board must offer a contract for the ensuing year to each initial contract teacher if such is to be offered by April 15, and it must be accepted by May 15 of each year or the position will be declared open.

**Absences and Leaves Not Considered Interruptions in Service.**
Absences and leaves of absence approved by the employing board shall not be considered as interruptions in service for purposes of determining continuing contract status.

**Resignation of Teachers (21-7-106)**
Any teacher may resign his position, effective at the end of the school year, by giving written notice on or before May 15 of any year, to the superintendent of schools or any other designated official, of his desire not to be employed by the school district for the following year.

**Suspension May Be Used Pending an Investigation to Determine if Misconduct Has Occurred Which Warrants Suspension Without Pay or Dismissal**
The Wyoming Legislature in 2011 amended the statutes to provide that a teacher may be suspended with pay pending the investigation of an allegation of misconduct, provided that the investigation shall not exceed thirty (30) days. If, based upon the investigation, the superintendent determines misconduct has occurred and intends to make a recommendation to the board for suspension without pay or dismissal, then the suspension with pay must continue until such time as there is final action of the board or if a hearing is requested by the teacher, pending the outcome of the hearing. This process enables a superintendent to take immediate action in those situations where there is a serious allegation of misconduct such as child abuse, in order to give the administration adequate time to determine the validity of the allegation and determine whether or not there is sufficient evidence to move forward with other disciplinary action.

**Suspension or Dismissal of Teachers (21-7-110)**
The board may suspend or dismiss any teacher or terminate any continuing contract teacher for:
- incompetency,
- neglect of duty,
- immorality, including, without limitation, engaging in conduct with a student which would be a violation of W.S. 6-2-314—6-2-318, 12-6-101(a) or 35-7-1036.
- insubordination,
physical incapacity to perform job duties even with reasonable accommodations,
failure to perform duties in a satisfactory manner,
inadequate performance as determined through annual performance evaluations tied to student academic growth completed in accordance with W.S. 21-3-110(a)(xvii)-(xix),
conviction of a felony, and
any other good or just cause relating to the educational process

Proceedings shall be initiated by the superintendent or any member of the board designated by the superintendent or designated by the board pursuant to a majority vote of the board delivering to the teacher a written notice of suspension or dismissal, together with written reasons.

Any continuing contract teacher receiving notice of a recommendation of termination under W.S. 21-7-106(a) or against whom dismissal or suspension proceedings are instituted is entitled to a hearing before an independent hearing officer on the recommendation or the reasons for dismissal or suspension, upon submission of a written request to the superintendent. The request for hearing shall be given within seven (7) days after receipt of notice under W.S. 21-7-106(a) or subsection (b) of this section. The independent hearing officer shall insofar as possible, be impartial, experienced in education, labor and employment matters and in the conduct of hearings. Within five (5) days following receipt of the hearing request, the superintendent and the teacher shall jointly select a hearing officer. If they fail to agree upon selection, the district judge of the judicial district in which the school district is located shall upon request select a hearing officer. Expenses of the hearing officer shall be paid equally by the school district and the teacher.

Within five (5) days after selection, the hearing officer shall set the date for hearing and notify the teacher and superintendent of the hearing date, time and location. In no event shall the hearing commence on a date later than forty-five (45) days after notice under W.S. 21-7-106(a) or subsection (b) of this section, as applicable. The hearing shall be conducted in accordance with the Wyoming Administrative Procedure Act and the hearing officer may accordingly receive or reject evidence and testimony, administer oaths and if necessary, subpoena witnesses. All school district records pertaining to the teacher shall be made available to the hearing officer.
At the hearing, the teacher has the right to appear in person with or without counsel, to be heard, to present testimony or witnesses and all evidence bearing upon proposed termination, dismissal or suspension and to cross-examine witnesses. The superintendent shall have the burden of proving that the recommendation for termination is based upon reasons provided in the notice of termination submitted pursuant to W.S. 21-7-106(a) or that suspension or dismissal is based upon reasons specified in the notice given under subsection (b) of this section, as applicable.

The hearing officer shall review the evidence and testimony, render written findings of fact and recommend the teacher be terminated, suspended or dismissed, or that the teacher be retained. The findings and recommendations shall be forwarded to the teacher, the superintendent and members of the board within twenty (20) days following conclusion of the hearing.

The board shall review the findings of fact and recommendation submitted by the hearing officer and within twenty (20) days after receipt, issue a written order to either terminate, suspend or dismiss the teacher, or to retain the teacher. If the board terminates, suspends or dismisses the teacher's employment over a recommendation by the hearing officer for retention, the written order of the board shall include a conclusion together with reasons supported by the record. A copy of the order shall be provided to the teacher and a copy shall be entered into the school district records pertaining to the teacher. Any action by the board pursuant to this subsection shall be approved by a majority of the duly elected members of the board.

Appeals may be taken from the order of the board to the district court as provided by the Wyoming Administrative Procedure Act. An electronic recording of hearing proceedings may serve as the official transcript but upon appeal, the district court may request a written transcript of the proceedings or any portion of the proceedings. The cost of transcribing the record shall be borne equally by the teacher and the school district.

**Teacher Employment Actions not Prohibited by Law (21-7-111)**

Nothing in The Wyoming Teacher Employment Law shall prohibit:

- The transfer of a teacher within a school system to a position of equal or greater salary;
- The retirement of a teacher in accordance with an established policy of retirement;
The reduction of a salary of a teacher as part of a general salary reduction applicable to at least fifty percent (50%) of the teachers employed by a school district;

The termination of the contract of a teacher at the end of current school year because of a decrease in the size of faculty due to decreased enrollment, combining of school districts or an event beyond the control of the board if notice of termination is given pursuant to W.S. 21-7-105 and 21-7-106(a) except the request for a hearing does not apply;

The termination of extra services or duties together with a corresponding termination of any pay for such extra services.

Nothing in this article including the duty to provide a reason for termination of an initial contract teacher's employment, shall be interpreted as requiring any hearing or as requiring any proof of cause if school districts are not prohibited from providing by policy or contract, additional procedures or rights to initial contract teachers.

Certificate or permit required (21-7-303)

No person shall teach or supervise in a public school in this state and receive compensation therefore out of any public fund who at the time of rendering such services is not a holder of or a candidate and qualified for a certificate or permit issued or to be issued under the laws of this state and the rules and regulations of the Wyoming professional teaching standards board pursuant to W.S. 21-2-802.

Faculty members employed, even if for less than a calendar year, by any postsecondary education institution accredited by a regional accrediting agency may teach courses offered at a public high school in this state without holding or being qualified for a certificate or permit issued by the Wyoming professional teaching standards board and without meeting the requirements of W.S. 21-7-304 as provided in this subsection. A person teaching at a public school pursuant to this subsection shall teach only if the course is within the same subject area in which he instructs at the accredited postsecondary institution and:

The course provides academic credit for both high school graduation requirements and postsecondary education requirements; or

The course provides only academic credit for high school graduation requirements and there is no other certified and qualified teacher teaching at that school available to teach the course.

Drivers Education Special Exemption
A person may teach driver education in a public school in this state without holding or being qualified for a certificate or permit issued by the Wyoming professional teaching standards board and without meeting the requirements of W.S. 21-7-304. The Wyoming professional teaching standards board shall by rule establish and maintain minimum standards for a permit for that employment which shall be applicable only as provided in this subsection. A person employed by a school district to teach driver education in a public school in this state, shall not be employed for more than three (3) consecutive school years in any period beginning after July 1, 1997, unless the person has met the requirements of the professional teaching standards board for a permit to teach driver education.

**Superintendent of Schools Exemption**
A person may be employed as superintendent of schools by any district board of trustees without holding or being qualified for certification by the Wyoming professional teaching standards board pursuant to W.S. 21-2-802. A person who has not qualified for certification pursuant to W.S. 21-2-802 shall be required to comply with W.S. 21-2-802(e) prior to being employed by any district board as a superintendent of schools.

**Candidates for Certification Must Pass Examination on State and Federal Constitution (21-7-304)**
All persons hereafter applying for certificates authorizing them to become administrators or teachers in the public schools of this state shall before receiving such certificate be required to pass a satisfactory examination upon the provisions and principles of the constitutions of the United States and the state of Wyoming or present evidence of having successfully completed a course equivalent to that required in W.S. 21-9-102.

**Board of Trustees to Require Criminal Background Checks (21-7-401)**
The board of trustees of each school district within the state shall require any employee initially hired by the school board on or after July 1, 1996, who may have access to minors to submit to fingerprinting for the purpose of obtaining state or national criminal history record information before employment. The provisions of this section shall not apply to persons certificated under W.S. 21-2-802 who have met the requirements of this section pursuant to the certification process.

**National Certification (21-7-501)**

**National Certification Incentive**
The professional teaching standards board shall by rule establish a program under which school districts shall reimburse no more than fifty (50) teachers and certified
or licensed service providers employed by Wyoming school districts the actual cost of receiving national certification, not to exceed the national certification fee established by the national board for professional teaching standards for the applicable year certification was received, provided:

- The teacher has completed at least three (3) years of teaching in the state of Wyoming;
- The teacher or service provider, as applicable, was successful in receiving his national certification; and
- The teacher agrees to mentor at least one (1) other teacher employed in the state of Wyoming through the national certification process.

Upon verification by the professional teaching standards board that national certification is complete, the district which employs the teacher or service provider shall subject to the limit imposed under subsection (a) of this section, reimburse the teacher or service provider for the actual cost of the national certification fee.

A school district may apply for an innovative program grant under W.S. 21-22-106(a)(iii) to recover amounts reimbursed to teachers and service providers under subsection (b) of this section.

Teachers who accept reimbursement for their national certification costs under this section shall serve as a mentor, under the supervision of the professional teaching standards board, for at least one (1) other teacher employed in the state of Wyoming through the national certification process. Teachers who accept reimbursement may also consent to be a consultant with local education agencies on staff development programs. Districts requesting consultation for staff development shall pay the consultant fees involved. No fee shall be charged for teachers seeking their own national certification.

**Teacher Evaluation Performance Systems Require State Board of Education Approval**

**Development of the Plan.**

Each school district within the state shall submit a teacher performance evaluation system to the Wyoming Department of Education. Once established and filed with the Department, the plan will stand unless amended by the district at which time the amended plan must be resubmitted. The department shall review each districts. Teacher Performance Evaluation System in regard to the development, assessment and approval of such a system. Such a system shall include but not be limited to:
The district’s philosophy of instruction.
The district’s philosophy of evaluation.
Description of assessment procedures.
Description of the district’s complete performance evaluation cycle.
Performance areas, criteria, and descriptors.
Summative evaluation format(s).
Format for individual teacher plans for subsequent professional growth and development and curriculum implementation.
Definitions of system terms.

Assessment Procedures
Each teacher appraisal system shall be assessed based upon the eight component parts of the development process. The following must be evident in each component parts:

- Philosophy of Instruction
  - a discussion of the rationale of prominent instructional strategies employed across the district
  - a discussion of how the teacher performance plan enhances the improvement of instruction

- Philosophy of Evaluation
  - a description of how the evaluation system utilizes appropriate measurement of:
    - individual teacher performance
    - a description of how the evaluation system supports individual growth and district goals

- Personnel Being Evaluated
  - a description of the performance evaluation cycle and procedures used in teacher’s growth plan
  - a description of the sequencing of data collection, interpretation and summative reporting

- Performance Areas and Performance Criteria
  - descriptors are defined and described
  - individual roles and responsibilities are taken into account
  - descriptors of performance criteria are delineated

- Summative Evaluation Report Format/s
a format(s) which provide for the summary of progress, results of the performance evaluation and/or status summary of individual teacher growth plan.

Approval Criteria
The department shall determine the approval of the plan based upon the previous stated criteria. Approval shall be at the following levels:
- Full approval
- Conditional approval with conditions noted for remediation
- Disapproval with deficiencies noted
- Non Compliance
The public schools, warts and all, was the single best thing about America. It was the only institution that said to one and all: "Come on! We don’t care what color your are or what side of town you live on. Come on!" It was the closest we ever came to the American dream.” F. Troy

VIII. THE BOARD’S OBLIGATION

… Accessible to every child

School Must Be Free and Accessible to Every Child

Since the law requires that public schools (grades K-12) be free and accessible to all children over five (5) and under twenty-one (21) years of age, providing such accessibility without cost to the pupils becomes one of the school board’s most difficult tasks.

Many children in Wyoming live long distances from a school in operation and are considered “isolated”. In such cases a school board may either take a school to the children, or take the children to a school. In making this choice trustees should realize the significant role in preserving our democratic philosophy of education. The wisdom of assuring an adequate education for every individual has been proved, and such a goal is attainable when a school board will accept nothing less for any child, and people will tax themselves to share the burden.

The responsible school board will at all times place a child’s right to the best possible education above all other considerations, and in the case of an isolated child, will weigh carefully the advantages and disadvantages of providing a one-room school. In many instances, such schools are unable to attract the most qualified teachers and are unable to provide one of the most important requirements of an adequate education - group association and competition. However, taking a child to an established school which can provide these needs more successfully quite often works a very great hardship by separating families for long periods of time during the year. No decision should be made by a school board until all the facts have been considered carefully. If it is in the best interest
of the child concerned to take him or her to an established school, state laws provide the means by which a district may do so and receive financial assistance from the state. If it is to the best interest of the child to provide a school in his or her vicinity, state laws regulate the location, purchase, lease, or construction of a school building.

**Isolation Adjustments Are Provided in Three Ways**

The board of trustees have the authority to:

- Provide mileage for transportation to and from an operating school;
- Pay board and room for isolated students, allowing them to live near an operating school during the school year;
- Pay for a family move when it is necessary for the family to accompany the child to town in order to make school accessible.

The state superintendent may make reasonable rules and regulations and payments are made through a transportation reimbursement claim signed by the parent. Guideline for qualification for reimbursement and payment restrictions are located in W.S. 21-4-401, (d).

The Foundation Program reimburses districts for one hundred (100) percent of the allowable transportation reimbursement.

**Tuition Payments (21-4-501)**

State law provides for three types of tuition payments by school districts:

- Those made by elementary districts to educate their high school pupils outside the district;
- Those made by any district at the discretion of the board;
- Those made to out of state schools, if approved by the State Board of Education.

Whenever tuition is paid to one district by another, or a pupil is admitted from out-of-state, the amount can be no less than the actual cost per pupil for the admitting district. The actual cost per pupil is determined by dividing the sum of the district’s previous school year’s total operating cost and the annual bonded debt payments by the district’s total average daily membership for the previous year.

Out-of-state student placements costs must be approved by the State Board of Education.
School Transportation and Bus Purchases
The School Foundation Program wisely funds allowable student transportation expenses at 100% reimbursement for allowable costs. These include the following:

- Maintenance and operation of school buses for the transporting of students to and from school on approved routes;
- Field trips for activities outside the classroom that are an extension of regular classroom instruction and considered part of the regular school session while traveling in a school bus.
- Transportation of students to and from school activities authorized by the department of education rules and regulations which defines allowable activities as those athletic and nonathletic activities sanctioned by the Wyoming High School Activities Association in high school and grades preceding high school which directly correspond to those high school activities.
- No reimbursement shall be made for transportation expenses for student activity trips in excess of one hundred fifty (150) miles from the Wyoming border into another state.
- Allowable expenses fall into the following categories:
  - Activity trip expenses;
  - Administrative costs and benefits;
  - Supervisor salary and benefits;
  - Mechanic salary and benefits;
  - Clerical support salary and benefits;
  - Bus and loading zone aides salary and benefits;
  - Salary and benefits for other personnel assigned to the transportation department;
  - Bus garage equipment;
  - Bus garage utilities;
  - Communication services;
  - Contract services;
    - Field trip expenses;
    - Insurance - school buses and school bus garage;
    - Isolation and Maintenance;
    - Physical examinations for school bus drivers;
    - Purchased services;
- School bus repairs and maintenance;
- School bus driver salaries and benefits;
- Supplies;
- Travel costs.

- Aides and Bus Paraprofessionals employed to ride on the school bus to assist with students being transported or supervise loading zones.
- Maintenance, up-keep, and repair of the bus garage, school buses, and equipment.
- School bus repairs and maintenance services provided by outside repair services rather than directly by school district personnel (glass replacement, tire service, major drive train repair, bodywork, etc.).
- Communications services provided by non-district employees to assist in transmitting and receiving pupil transportation messages or information.
- Contract services provided by persons, companies or agencies for transporting children in school buses.
- Full reimbursement for the lease or purchase of buses used to haul students to and from school and to and from student activities, subject to state standards, according to payment guideline in W.S. 21-13-320 (c) (iv).
- Buses replacement is on a state approved schedule.
- An advisory committee of comprised of school district personnel will provide assistance in developing and maintaining state standards for vehicles specifications and equipment, fleet regulations, and vehicle replacement schedules.

**Minimum Walking Distances**

Minimum walking distances have been established to determine which students are eligible for school sponsored transportation within the city limits:

- A radius from the main school building on a site and be a minimum of:
  - Elementary school students 1 mile.
  - Junior high students 1.5 miles.
  - High school students 2 miles.

No transportation shall be provided to children within the walking distance unless the local district determines, by official board action, that there is a physical barrier that would prevent a student from walking to school or a safety hazard that could cause the student harm.
**Authorized Roads of Travel for Bus Routes**
School buses shall travel only on city, county, state, and federally maintained streets and roads. County roads shall be high priority maintained roads as designated by the county. The local board of trustees may take official action to not operate on these roads based on safety concerns and cost effectiveness. The local board of trustees may take official action to travel on other roads and driveways for safety concerns. Official board action must be on a route-by-route basis and renewed yearly.

**Roof-Mounted Strobe Lights Usage**
School buses equipped with a roof-mounted strobe light shall use them as follows:
- When loading and unloading students, and
- When students are on board, and
- During adverse weather conditions, and
- When bus speeds are less than twenty-five (25) mph.

All four (4) conditions must be present in order to use the strobe light.

**Transporting Students from Another School District**
No district shall send a school bus into another school district for the purposes of loading or discharging students of the other district without consent of both school boards.
IX. THE BOARD’S OBLIGATION

To Develop an Appropriate Budget to Accomplish District Goals, Monitor Expenditures, and Provide Appropriate Insurance for District Assets.

School District Budget
The following materials have been extracted from the State Department of Education prepared “Wyoming School Budgeting, Accounting and Reporting Manual”, June 2007.

Good Budgeting Practices
1. An operating budget is prepared and presented to the governing board annually.
2. The annual operating budget presents expenditure requests and estimates of revenues for all school district funds including: general tax revenues, state and federal grants, fees and charges for services, and other miscellaneous revenues.
3. The annual operating budget balances approved expenditures with anticipated revenue and estimated surplus.
4. Separate budget requests are presented for each different school or function.
5. Budgets for each school are broken down into specific cost components such as instruction, instructional support, community support, and general support. Each component is further broken down into specific functions such
as elementary instruction, middle school instruction, senior high instruction, special education, guidance services, health services, psychological services, speech pathology services, gifted and talented, general administration, school administration, business administration, general maintenance, and transportation. Each function is broken down further by object such as personnel costs, supplies, operating expenses, equipment, etc.

6. Revenue projections are prepared for each revenue source based on an analysis of past revenue trends and current fiscal conditions.
7. An assessment of revenue sources and potential is presented periodically with the school budget.
8. Expenditure analysis includes adjustments for inflation, workload increases and/or decreases, and other changes that might cause expenditures to rise rapidly.
9. The budget process includes a multi-year projection of equipment replacement requirements.
10. Reserves are created and supplemented each year to pay for especially large expenditures which are made on a multi-year cyclical basis.
11. Analyses are made to determine if current budget proposals are likely to create the need for more or expanded local funding in future years.
12. A reserve for contingencies is established each year to provide for emergencies or unforeseen needs.
13. Performance measures have been developed and performance standards based on those measures are established for each school or function.
14. Service objectives related to workload and performance measures are established to guide the budgeting process.
15. Regular reports are prepared identifying actual performance compared to service objectives established in the budget.
16. A budget message which summarizes school financial conditions and the principal budget issues the district must face is presented to the Board of Trustees along with the annual budget.
17. Public hearings are held on the operating budget.
18. Budget implementation is controlled centrally.
19. Quarterly (or monthly) expenditure plans for each school are used as a means for monitoring expenditures made by schools throughout the fiscal year.
20. Regular monthly reports of actual revenues and expenditures as compared to budgeted amounts are prepared and presented to the Board of Trustees by the 10th of each following month.
21. Centralized position control is maintained to assure that salary commitments do not exceed amounts budgeted for salaries.
Legal Foundation for the Budget Process
The basic legal requirements pertaining to the budget process for school districts is contained in the Wyoming Statutes. These laws establish the basic framework within which budgeting must be carried out. They generally address matters such as the following:

- What are the responsibilities of the District with regard to the budget?
- What legal actions are required to establish the official budget?
- How detailed must the budget enactment be?
- What general schedule must be followed in the budget enactment?
- How may the enacted budget be changed?
- Can an unbalanced budget be enacted?
- What should be done about actual budget deficits?

A district manual of school budget practices and procedures should be developed. Such a manual should identify:

- The legal foundation of the budget process;
- Overall organizational responsibilities;
- Procedures for preparing and implementing the budget;
- Specific policies regarding the treatment of various expense categories; and
- Standard forms for all budget actions (e.g., submitting budget requests, making requests to transfer funds, requesting new positions or changes in existing positions, gaining approval to apply for or accept federal grants).

The budget handbook should be maintained in loose-leaf form and updated when any procedural changes occur. The handbook should be provided to all officials with budget responsibility.

Responsibilities of School District Officials in the Budgetary Process

Board of Trustee's Role
The Board of Trustees (Board) should concern itself with overall budgetary and programmatic policy. Members can be most effective when they use the budgetary process to establish the scope and direction of the districts' educational services. In adopting a budget, the Board sets out the policy and direction the district takes in its efforts to deliver quality education to the students of the district. The Board has the responsibility to ensure that the needs of the students are met as far as possible with available resources. It is the Board’s prerogative to set out a growth or no-growth budget, to increase taxes (when permitted by Statute) to afford higher
expenditure levels, or to incur bond indebtedness to finance the capital construction needs of the district. Of course, the Board will frequently take its actions based on proposals and recommendations presented by administrative personnel. In Wyoming where the Board is comprised of part-time officials, a close working relationship with administrative officials is highly desirable. At the same time, however, the Board must be careful not to give up its policymaking role entirely to the administration. Some general rules which the Board should follow in fulfilling its budgetary role are described below.

1. The Board should become involved in the development of budget policies and guidelines long before administrative officials begin to prepare specific budget requests. These policies and guidelines then serve to focus the efforts of administrative officials as they prepare budget requests and recommendations. Such guidelines might include:
   a. Budget growth and tax policies;
   b. Areas of education to receive emphasis or high priority considerations; and
   c. Types of expenses and activities to be emphasized and de-emphasized.

2. The Board should be sure that it receives all the materials it needs to give full effective consideration to the budget proposals of the administration. For trustees to achieve the most effective policymaking role, the budgetary materials they are presented with should permit them to gain a comprehensive understanding of district financial conditions, revenue prospects, and alternative uses of district funds in the provision of educational services.

3. The Board should not concern itself extensively with administrative and financial details underlying the budget. While poring over the details of the budget, trustees can lose sight of important programmatic and financial issues embodied in the budget proposals. In particular, the trustees should avoid becoming overly involved in discussing or considering minor expense items. For example, trustees may spend extensive time and effort discussing a request for travel monies and totally ignore the issues underlying major expenditure requests. Such an approach is undesirable because:
   a. It may foster false economy. Small amounts of money may be saved but the fulfillment of service objectives may be impaired.
   b. It wastes the valuable time of trustees on insignificant aspects of the budget.
It is important, of course, for the Board to be confident that the details underlying the budget are based on sound analysis and consistent policy. However, this confidence is best achieved not by scrutinizing every detail, but by establishing a sound budgetary process under which the administration is encouraged to base its budgetary requests and actions on firm detailed support and analysis.

**The Administration's Role**
Administrations role in the budgetary process involves three major responsibilities:

1. Preparing budget proposals for consideration by the Board;

2. Explaining and clarifying current fiscal conditions, fiscal prospects, and budgetary proposals to the Board; and

3. Implementing the budget enacted by the Board and monitoring performance to ensure that programmatic and fiscal objectives are met.

Administrators must be involved in the details of budget development and implementation. They must also seek to summarize these details and present information in a way that complements the Board’s policymaking function. While the administration’s role in budgeting should always encompass all the above responsibilities, the manner in which the function is organized may vary considerably. In some districts, principals and teachers may deal directly with the Board. This would be particularly true where each member of the Board is assigned responsibility for direct oversight of a particular school. It may also be found where there is no chief administrator to manage all the functions of the district.

In general, there is split responsibility and a lack of consistency in budget preparation and format if each school independently prepares and presents budget requests to the Board. This approach makes it very difficult for the members of the Board to fulfill their roles of comparing proposals, establishing priorities among proposals, and enforcing common standards.

To overcome this problem, it is recommended that all the administrative functions be overseen by a single official. This official is usually known as the budget officer. The budgetary process that follows will work best when a budget officer has full responsibility for managing the budget process.
The Budget Officer's Role
The budget officer plays a key role in budget preparation by serving as a focal point for issuing guidelines, reviewing materials, and responding to questions. The budget officer's role may be one of three general types.

First, the budget officer may serve simply as a coordinator of budget materials. In this role, the budget officer would be responsible for:

- Developing the budget calendar or schedule;
- Designing budget worksheets and forms;
- Reviewing finished worksheets for accuracy and completeness;
- Preparing or assembling revenue estimates;
- Presenting budgetary materials to the Board for review; and
- Coordinating activities and scheduling meetings.

In this role, the budget officer does not evaluate school requests and make budgetary recommendations or seek to balance proposed expenditures with estimated revenues. The budget officer's role is to ensure that the budget time schedule is accomplished and that budget materials are accurate, complete, and presented in a common and understandable format.

In small districts, the budget officer may actually prepare detailed budget requests for the various schools. In these cases, the budget officer must consult with school personnel before preparing final requests for them.

The budget officer may perform a significant policy guidance function in addition to the coordinative function. In this role, the budget officer not only performs all the coordinative tasks just identified, but also assumes analytical and guidance functions such as:

- Issuing guidelines to school officials regarding acceptable levels of increases or decreases in educational services and expected cost limitations;
- Evaluating school requests and adjusting them to policy guidelines;
- Balancing expenditure requests with available revenues; and
- Making recommendations for budget action to the Board.

In other words, the budget officer becomes involved in all the programmatic and financial issues relating to the budget.

Third, the budget officer assumes responsibility for direct supervision over budget implementation. Specific tasks include:

- Ensuring that schools do not exceed budget limits by conducting periodic projections of expenditures and comparing them to available resources;
- Maintaining centralized position control to ensure that a person is hired only into an authorized position and at a salary no greater than the amount in the budget;
Reviewing and approving all requests to transfer from one budget item to another;
Maintaining and updating the manual of budget procedures;
Preparing reports on budgetary performance for the use of the Board, administration, and the schools; and
Closely monitoring school performance to determine potential trouble spots.

A budget officer who performs these additional analytical and guidance tasks can be extremely valuable to the Board. This individual can provide the kind of analytical support and insight into day-to-day school operations which the Board may be unable to develop for itself because of limited time.

Specific advantages of this approach to budget administration include the following:

- Priorities for educational services can best be determined from a central vantage point;
- Budget preparation is facilitated through standardization of procedures and forms;
- Effective control of district resources can be achieved more easily since the in-and-out flow of these resources is handled through one official;
- Fiscal problems can be detected sooner because an official is designated to monitor budgetary performance; and,
- Budget implementation is facilitated by the use of standard forms for all budget actions (e.g., submitting requests for transfer of funds, new positions or changes in existing positions, gaining approval to apply for or accept federal grants)

**Who Should Be The Budget Officer?**

To achieve this level of centralized responsibility, it is necessary to name a central budget officer. This person should normally be the business manager or the superintendent.

**The Budget Calendar**

The annual operating budget should be enacted prior to the beginning of each fiscal year. Since the budget is an operating financial plan for the school district, it is important that school officials know the terms of the budget early in the fiscal year; preferably before the fiscal year begins. This knowledge will permit them to adjust for any changes the budget may require in services and procedures well in advance of the time they must be implemented. It also permits the business office to make the necessary entries in the financial records to begin controlling expenditures when the fiscal year begins.
To ensure that the goal of enacting the budget prior to the beginning of the fiscal year is met, a budget calendar that establishes all key dates in the preparation of the budget should be developed. The budget officer will normally prepare the calendar after appropriate consultation with the Board of Trustees and the superintendent. Applicable Wyoming statutes should also be given due consideration. At a minimum, the calendar should indicate the periods during which:

- Budget worksheets, instructions, and guidelines will be distributed to each school and department;
- Revenue estimates will be prepared;
- Budget requests will be compiled into a single budget document and necessary summary schedules completed;
- The budget will be presented to the Board of Trustees;
- Budget hearings will be held (in accordance with applicable Wyoming statutes);
- The budget will be adopted (i.e., appropriations made in accordance with Wyoming statutes);
- The adopted budget is submitted to WDE in accordance with W.S. 16-4-111(d); and,
- The new fiscal year will begin (July 1st).

Other steps may be added, depending on how complex and formalized the process needs to be in each school district. In addition, those responsible for each step in the process should be identified by position title rather than by individuals’ names. For example, the first step above could be stated as: “Budget Officer distributes budget worksheets, instructions and guidelines to each school principal and department head.”

Two sample budget calendars which incorporate the applicable requirements of the Wyoming statutes are presented below and on the following page. Each presents a slightly different approach to the budget schedule. These sample calendars can be used as models to help districts develop their own calendar.

**Simple Budget Preparation Calendar**

<table>
<thead>
<tr>
<th>Dates Activities</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 1 - 31</td>
<td>Budget officer projects revenue collections. School principals develop expenditure estimates after conferring with the budget officer on past expenditure levels.</td>
</tr>
</tbody>
</table>
April 1 - 15  
Budget officer compiles non-departmental expenses.  
Budget officer consolidates expenditure estimates of all schools and the non-departmental costs.

April 15 - May 15  
The superintendent reviews the consolidated preliminary budget and makes necessary changes.  
The final product becomes the administration’s proposal for operating the school district during the next fiscal year.

May 15 - June 1  
Board of Trustees consideration and review of the tentative budget.

July  
Third Wednesday in July Public budget hearings.  
On or the day after the Budget adoption, followed by preparation, review and public budget hearing establishment of budget allotments.

Summary of Wyoming Statutory Budget Requirements

Budget Requirements

§ W.S. 16-4-103(a) and (b) state:
“(a) Municipal budgets are required each fiscal year … for all expenditures and funds of the municipalities.
(b) Intra-governmental and enterprise fund municipal budgets are required for adequate management control and for public information including financial statements of condition, work programs and any other costs as the municipal governing body may request. These fund accounts shall not be deemed to have spent amounts in excess of those budgeted when the funds available from all sources are sufficient to cover the additional operating expenditures which have been approved by the governing bodies.”

§ W.S. 16-4-102(xiv) defines “municipality” to mean: “(A) All incorporated first class cities, towns having a population in excess of four thousand (4000) inhabitants and all towns operating under the city manager form of government; (B) Counties; (C) School districts; (D) Community colleges.”

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Preparation of Budgets
§ W.S. 16-4-104(a) states that “All departments shall submit budget requests to the appropriate budget officer on or before May 1 …” On or before May 15, the budget officer shall prepare a tentative budget for each fund and file the budget with the governing body.

Contents
§ W.S. 16-4-104 (b), (c) and (d) state:
“(b) …The format of the proposed budget shall be prepared to best serve the municipality ... The proposed budget shall set forth:
(i) Actual revenues and expenditures in the last completed budget year;
(ii) Estimated total revenues and expenditures for the current budget year;
(iii) The estimated available revenues and expenditures for the ensuing budget year.
(c) Each proposed and adopted budget shall contain the estimates of expenditures and revenues developed by the budget officer together with specific work programs and other supportive data as the governing body requests. …
(d) Each proposed and adopted budget shall be accompanied by a budget message in explanation of the budget. The budget message shall contain an outline of the proposed financial policies for the budget year and describe in connection therewith the important features of the budgetary plan. It shall also state the reasons for changes from the previous year in appropriation and revenue items and explain any major changes in financial policy.”

Budget Review
§ W.S. 16-4-104 (e) and (f) state:
“(e) The proposed budget shall be reviewed and considered by the governing body in a regular or special meeting called for this purpose. Following a public hearing … the governing body shall adopt a budget.
(f) This act does not prevent the municipality from undertaking any project authorized by vote of the people after adoption of the budget.”

Property Tax Levy
§ W.S. 16-4-106 states that “The amount of estimated revenue from property tax required by the budget shall constitute the basis for determination of the property tax to be levied for the corresponding tax years subject to legal limitations. The amount of tax shrinkage allowed shall not exceed the actual percentage of uncollected taxes to the total taxes levied for the preceding fiscal year …”
Budget Hearings
§ 16-4-109 (a) and (b) state:
“(a) A summary of the proposed budget shall be entered into the minutes and the governing body shall publish the summary at least one (1) week before the hearing date in a newspaper having general circulation in which the municipality is located, if there is one, otherwise by posting the notice in three (3) conspicuous places within the municipality.
(b) Hearings ... shall be held ... for school districts ... the third Wednesday in July ... The governing board of each municipality shall arrange for and hold the hearings and provide accommodations for interested persons. Copies of publications of hearings shall be furnished to the director of the state department of audit and school districts shall also furnish copies to the state department of education.”

Limitation on Appropriations
§ W.S. 16-4-110 states that “The governing body of a municipality shall not make any appropriation in the final budget of any fund in excess of the estimated expendable revenue of the fund for the budget year.”

Adoption of Budget
§ W.S. 16-4-111 (a) and (d) state:
“(a) Within twenty-four (24) hours of the conclusion of the public hearing under W.S. 16-4-109(b), the governing body of each municipality shall, by resolution or ordinance, make the necessary appropriations and adopt the budget, which, subject to future amendment, shall be in effect for the next fiscal year ... 
(d) As provided by W.S. 39-13-104(k), a copy of the adopted budget, certified by the budget officer, shall be furnished the county commissioners for the necessary property tax levies. Certified copies of the adopted budget shall be on file in the office of the budget officer for public inspection. Copies of school district budgets shall be furnished to the state department of education ...”

Transfer of Unencumbered or Unexpended Appropriation Balances
§ W.S. 16-4-112 states that “At the request of the budget officer or upon its own motion after publication of notice, the governing body may by resolution transfer any unencumbered or unexpended appropriation balance or part thereof from one (1) fund, department or account to another.”
According to W.S. 16-4-102(a)(vii) “department” means “a functional unit within a fund which carries on a specific activity, such as ... a major program category such as “instruction” in a school district fund.”
General Fund Budget Increase
§ W.S. 16-4-113 states that “The budget of the general fund may be increased by resolution of the governing body. The source of the revenue shall be shown whether unanticipated, unappropriated surplus, donations, etc.”

Emergency Expenditures
§ W.S. 16-4-114 states that “If the governing body determines an emergency exists and the expenditure of money in excess of the general fund budget is necessary, it may make the expenditures from revenues available under W.S. 16-4-105(a)(ii) as reasonably necessary to meet the emergency. Notice of the declaration of emergency shall be published in a newspaper of general circulation in the municipality.”

Appropriations Lapse; Prior Claims
§ W.S. 16-4-115 states that “All appropriations excluding appropriations for capital projects shall lapse following the close of the budget year to the extent they are not expended or encumbered. All claims incurred prior to the close of any fiscal year shall be treated as if properly encumbered.”

Transfer of Special Fund Balances
§ W.S. 16-4-116 states that “If the necessity to maintain any special revenue or assessment fund ceases and there is a balance in the fund, the governing body shall authorize the transfer of the balance to the fund balance account in the general fund. Any balance which remains in a capital improvements or capital projects fund shall be transferred to the appropriate debt service fund or other fund as the bond ordinance requires or to the general fund balance account.”

Proper Accounting is a Public Trust
Every school board is responsible for seeing that school monies are safely handled and wisely spent. This the reason that clerks or treasurers and board chairman must sign warrants. The following procedures are not only good business and essential in fulfilling the public trust, but some are mandated by state statutes:

➢ Conduct a periodic review of expenditures and review the adherence to the district regulations that govern all purchases and contracts for service;
➢ Require a yearly audit by a private auditor for all school funds with reports submitted to the State Examiner and the State Department of Education; (16-4-122)
Each board must require an accounting at least once a year of all receipts and expenditures of each organization, function, or group functioning in any way within the schools of the district. A copy is to be posted in each school building connected with such organization, function, or group; (21-3-110)

At the end of the fiscal year (July 1-June 30) the clerk and treasurer should have all records balanced. Warrant register and cash book must be reconciled as to total warrants issued, warrants paid, and warrants outstanding. All outstanding warrants should be listed showing the number and amount;

A detailed report of all receipts and expenditures shall be published at the close of the fiscal year; (21-3-118)

Warrants outstanding for 12 months shall be cancelled on the first Monday of April each year, a certified list presented by the treasurer to the board and published in a newspaper at least once; (21-13-103)

Vouchers which are itemized and include notarized statements in writing, attesting to correctness of the claim, must be presented before payment of any account can be made; (Art. XVI, Sec. 7, Wyoming Constitution)

Payroll vouchers, which may be used for payment of salaries only, should be signed by an official having knowledge of the services rendered, his signature should be witnessed, and the vouchers presented for examination;

Warrants shall be signed by the chairman and clerk or treasurer of the board after vouchers have been approved. A warrant is an authorization for a depository bank to pay the amount indicated to the person designated thereon;

Minutes reciting all official actions of the board in designating depositories, approving securities pledged, and listed in detail all vouchers, bills, claims, or demands approved or disapproved for payment should be maintained and presented for examination. A list of each warrant over five hundred dollars ($500) shall be published one time in a legal newspaper within 30 days of the date of the meeting. Individual gross salaries must be published in March of each year; (21-3-110)

Treasurers must issue pre-numbered receipts in duplicate for all district funds received, regardless of the source. The exact source must be noted. Receipts must be posted in numerical order to the correct column in the cash book. The original is given to the donor and the duplicate is retained in the book as part of the permanent records of the district. If a receipt is voided, attach the original to the duplicate in the receipt book. Receipt book must be presented for examination;
Disbursements must also be entered in the cash book in order to provide a complete report of the financial activities of each school year. All warrants should be entered to the proper categories when written. The cash book and the bank statements should be presented for examination;

- The cash book should be balanced monthly and annually. It should balance with the cash on hand, cash in the bank (reconciled), and/or invested securities (cost value), if any.

**Insurance Protects the Students, Facilities, Programs, and Personnel**

It is the responsibility of the school board to insure schools and protect students and school personnel under its jurisdiction against losses resulting from accidents, fires, theft, or other hazards, as provided by law and as the board deems necessary. To establish an adequate insurance program for its own district, a school board will need expert assistance. Periodic evaluation of the district insurance program should be made to keep it up to date with current best practices.

**Fire Insurance**

School boards have the authority to purchase fire insurance covering buildings and equipment that belong to the district. In order to place sound financial values on school property, appraisals are necessary at regular intervals.

- Records of inventories and appraisals should be accurate and current so the insurance losses can be settled promptly;
- Fire insurance policies are available in one-year, three-year, and five year periods;
- Installation of effective fire protection equipment brings about a reduction in insurance premiums.

**Accident Insurance**

School boards may provide accident insurance for medical, hospital, injury, or death benefits for any or all pupils in school; (21-3-127)

- Cost may be paid by the school district or shared on a proportionate basis with the parents and guardians;
- A board may maintain a fund sufficient to defray the medical, hospital, and other expenses of pupils resulting from injury. The fund may be maintained separately or in conjunction with other districts.
**Liability Insurance**
School boards are authorized to save harmless and protect teachers and administrators from financial loss arising from negligence suits or claims. Boards may also insure themselves against such claims.

**Insurance Limits**
When such insurance is maintained, the policy or policies may specify a maximum amount of fifty thousand dollars or more payable for injury to any one person and a maximum amount of $500,000 or more payable for any one accident. (21-3-129a) The defense of the doctrine of sovereign immunity is waived to the extent of an insurance coverage obtained by the district involving an alleged tort. (21-3-129a) This statute shall not apply to any insurance on school vehicles or transportation of children.

**Liability Insurance for School Buses**
Liability insurance covering buses used for transportation of school children is required. It may be procured by the board, or by the bus driver or owner if approved by the board. (21-3-126)

**Unlimited Liability Prohibited**
School boards cannot carry insurance with a mutual company if the contact for the insurance requires the unlimited liability of the district. It has been held that the contingent liability of a district is limited to an amount equivalent to the fixed cash premium of the policy and the ultimate liability is not greatly disproportionate to the amount the district would be compelled to pay as a flat premium to the ordinary fire insurance company; (Art. XVI, Sec. 6, Wyoming Constitution)

**Insurance Company Must Have an Office in the State and Be Approved to Do Business in Wyoming**
School boards shall not obtain, sponsor, arrange, or handle insurance of any kind except from companies which maintain an office in the state and are authorized to do business in Wyoming subject to the supervision of the state insurance commissioner. (21-3-130)
X. THE BOARD’S OBLIGATION

…Understanding School Finance

School Foundation Program
The WDE’s Chapter 8 Rules and Regulations govern the school foundation program and the corresponding statutes that govern the funding model.

Days of Operation.
Each school shall be in operation for at least 185 days unless an alternative schedule has been approved by the State Board, and shall conduct classes with a majority of teachers and students present for at least 175 days. Days used exclusively for registration, report card distribution, teacher/parent conferences, in-service programs, and similar activities shall only be counted as days of operation beyond the 175-day pupil-teacher contact minimum.

Foundation Program Report.
The accumulation and aggregation of student attendance and membership statistics, school district financial data, reimbursement claims, estimates, and other representations including, but not limited to, the following reports: the Annual District Report (WDE-601), the Annual District Attendance & Membership Report (WDE-600), the Foundation Program Funding Worksheet (WDE-100), the Annual Special Education Expenditure Report (WDE-401), the Annual Student Transportation Expenditure Report (WDE-103), the WDE-100 VocEd Student FTE Worksheet, WDE-100 VocEd Teacher FTE Worksheet, and the Annual District Budget.
Foundation Program Review
The examination, analysis, testing, and verification of a school district’s Foundation Program Report and system of student accounting by the WDE or its representative (whether on-site at the school district or in the form of a desk review at the offices of the WDE) to confirm, verify, validate, and, if necessary, correct the student attendance and membership statistics, school district financial data, reimbursement claims, estimates, and other representations appearing in the district’s Foundation Program Report.

Funding Model
The spreadsheet adopted by the Wyoming State Legislature in Attachment “B” of 2006 Wyoming Session Laws, Chapter 37 and as modified by the Wyoming Legislature and the Department with technical corrections and data corrections.

Summary of Wyoming Funding Model Recalibration:
For purposes of this attachment: "ADM" means as defined under W.S. 21-13-101(a)(i) and reflects a per student computation; “Dollar amounts” shown in the model are adjusted yearly for inflation by the ECA. The Wyoming education resource block grant model as contained in the 2005 cost of education study is comprised of the components resourced in accordance with this subsection:

- Full-Day Kindergarten Funded for all elementary schools.
- Class Size:
  - 16 for grades Kindergarten through 5;
  - 21 for grades 6 through 12.
- Core teachers: (for schools with ADM greater than 49)
  - Elementary school ADM divided by 16;
  - Middle school ADM divided by 21;
  - High school ADM divided by 21.
- Specialist teachers:
  - 20 percent of core teachers.
  - 33 percent for middle and high school.
- Minimum teachers:
  - 6.0 for elementary schools with greater than 49 ADM;
• 8.0 for middle schools with greater than 49 ADM; 
10.0 for high schools with greater than 49 ADM.

➢ Tutors:
• 1 FTE teacher position for every 100 at-risk students with a minimum of 
1FTE teacher position for prototypical elementary, middle and high schools.

➢ ELL:
• 1 FTE teacher position for every 100 ELL students.

➢ Extended Day- funded outside the model.

➢ Summer school-funded outside the model.

➢ Alternative schools:
• 1 assistant principal position plus 1 FTE teacher position for every 7 
students.

➢ Substitutes:
• Additional 5 percent of ADM generated teacher positions at $99.25/day 
plus 7.65% for benefits.

➢ Supervisory aides:
• 2 for 288 ADM prototypical elementary school;
• 2 for 315 ADM prototypical middle school;
• 5 for 630 ADM prototypical high school.

➢ Pupil support:
• 1 FTE teacher position for every 100 at-risk students with a minimum of 
1 FTE teacher position for prototypical elementary, middle and secondary schools;
• 1.0 FTE guidance counselor position for every 250 students in secondary schools.
- Librarian:
  - 1 FTE for each prototypical elementary.
  - 1.0 for 105 to 630 ADM prototypical middle and high school, prorated down below 105 ADM and prorated up for 631 DAM and above, resourced at the highest-grade prototype using total school ADM.

- Library media tech:
  - 1.0 for each 315 ADM prototypical middle and high school, prorated up and down.

- Principal:
  - 1 FTE for all schools down to 96 ADM elementary and 105 ADM middle and high, prorated by ADM below these ADM levels.

- Assistant principal:
  - Begin prorating 1 assistant principal for every 288 elementary school ADM; Begin phasing in 1.0 assistant principal position for every 315 middle and high school ADM beginning at 316 ADM. Resource at the highest-grade prototype using total school ADM.

- Secretary:
  - 1.0 for all schools down to 96 ADM elementary and 105 ADM middle and high, prorated by ADM below these ADM levels;
  - 1.0 for 105 to 315 ADM prototypical middle school, prorated down below 105 ADM and prorated up for 316 ADM and above;
  - 1.0 for 105 to 630 prototypical high school ADM, prorated down below 105 ADM and prorated up from 631 ADM and above; ADM prototypical high school;
  - Resource at the highest-grade prototype using total school ADM.

- Clerical:
  - 1.0 for 288 ADM prototypical elementary school;
  - 1.0 for 315 ADM prototypical middle school;
  - 2.0 for 315 ADM prototypical high school.
  - All FTE positions prorated up or down from the prototypical level, resourced at the highest-grade prototype using total school ADM.

- Books/Ins. Materials:
  - $333.43/elementary and middle school ADM;
  - $408.26/high school ADM.
✓ Computers, equipment:
  • $333.43/ADM.

✓ Special education:
  • 100 percent state reimbursement of prior year actual expenditures.

✓ Gifted and Talented:
  • $29.19/ADM.

✓ Vocational education:
  • 0.29 times FTE vocational education ADM;
  • $9,027.27/FTE vocational education teacher for equipment and supplies.

✓ Student activities:
  • K-6 elementary school $24.05
  • 6-8 middle school $791.02/ADM at 1 ADM to $204.38 at 1,260/ADM
  • 9-12 high school $2039.09/ADM at 1 ADM to $601.08/ADM at 1260 ADM.

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

✓ Assessment:
  • $37.70/ADM, not subject to inflation adjustment

✓ Central office staff:
  • District ADM 500 and below:
    ▪ 3 administrative and 3 secretarial;
  • District ADM from 500 to 1000:
    ▪ Proration of an additional administrative and secretarial position;
  • District ADM at 1000:
    ▪ 4 administrative and 4 secretarial; adjusted upwards to 3500 ADM.
  • District ADM at 3500:
- 8 administrative and 10 secretarial, prorated up for districts with an ADM greater than 3500.

- Central office non-personnel expenses:
  - $350.28/ADM

- Transportation:
  - 100 percent state reimbursement of prior year actual expenditures.

- Food services:
  - Assumed to be self-supporting program.

- Maintenance and operations:
  - Based on ADM, gross square footage and number of buildings and rooms for custodians, facilities maintenance and groundskeepers.

- M & O supplies:
  - $0.64 per 110 percent of gross square feet of authorized education space.

- Utilities:
  - Actual 2009-2010 by district. For additional school buildings added to district building inventories after 2009-2010, 10% of 2009-2010 district average utility expenditures per gross square footage for district school buildings multiplied by the additional authorized educational square footage.

- School adjustments:
  - For all schools with 49 or fewer ADM, resource with 1 assistant principal position plus 1 FTE teacher position for every 7 students for all staff;
  - For all schools within a district comprised of less than 243 total K-12 ADM and notwithstanding all other teacher resources, resource each school with a minimum of 1.0 core teacher at every grade with reported ADM, plus 20% of core teachers for elementary specialist teachers and 33% of the core teachers for middle and high school specialist teachers;
  - For a K-6 school, resource as elementary school;
  - For a 5-8, or 6/7-9 school resource as a middle school;
• For K-7, K-8 or K-9 school, resource K-5 teachers as elementary, 6-8 teachers as middle and 9-12 as high school, and resource other staff resources at the highest-grade prototype;
• For K-12 school, resource K-5 as elementary, 6-8 middle, and 9-12;
• For 6/7-12 school, resource as 6-8 middle and 9-12 high school.

Average Salaries and Benefits Used in Initial Calculations
• Teachers $ 50,662.03
• Principals $ 83,072.43
• Assistant principals $ 69,702.30
• Superintendents $ 106,892.58
• Assistant superintendents $ 85,514.06
• Business managers $ 72,079.04
• Aides $ 18,445.82
• Media technicians $ 43,500.93
• Central office secretaries $ 34,885.39
• School secretaries $ 32,409.86
• School clerical staff $ 24,930.49
• Maintenance and operations:
  • Maintenance/groundskeepers $ 35,775.69
  • Custodians $ 29,843.38
• Benefits: 21.10 percent plus health as computed under W.S. 21-13-309 (m) (v) (F).

Regional cost adjustment:
• As provided by W.S. 21-13-309(m)(v)(C).

External cost adjustment:
• As provided by W.S. 21-13-309(o).

Instructional Facilitators, Summer School, Extended Day Programs
• Instructional facilitators, summer school, and extended day programs are currently funded outside the model.
New School Openings, Old School Closings, Emergency School Closings, and School Grade Arrangement Changes

School districts shall give written notification to the Department within two (2) weeks of the event whenever:

- A new school opens and students are attending classes.
- An old school closes and students are no longer attending classes.
- Emergency conditions such as weather, utility failure, or safety conditions require the temporary closure of one or more schools for a half school day or more.
- Consolidation of schools.
- A grade level change is made to a school.

Approval by the State Superintendent of Public Instruction shall be based upon the appropriate delivery of the required educational program, the cost effectiveness of the modified grade configuration for the delivery of adequate educational services to students and any extraordinary circumstances related to the safe and efficient delivery of the education program to students.

Average Daily Membership

For purposes of counting and reporting Average Daily Membership (ADM), the appropriate inclusion of a student in a school’s student accounting records for all or part of a day when the school is regularly in session, whether the student is physically in attendance or absent on that day.

Minimum Attendance Taking Requirements

All Wyoming public schools shall take and record attendance at least two (2) times during the school day to verify either half-day or full-day attendance for full-day kindergarten and grades one (1) through twelve (12). Half-day kindergarten attendance shall be taken at least once per class session. Accordingly, full-day kindergarten and grades one (1) through twelve (12) attendance shall be taken:

- At the start of the school day; and
- Within the remaining school day after midday break.

Mathematical Calculation of ADM

Each school shall meet both the 175-day pupil-teacher contact requirement (or, if less, the number of days required by an alternative schedule approved by the State Board) and the minimum applicable number of hours. The following applies to the calculation of ADM:

- All school districts, in making mathematical calculations on the Annual District Attendance & Membership Report (WDE-600) and the Foundation Program Funding Worksheet (WDE-100) shall, for purposes of computing
the ADM for each school, divide the school’s aggregate membership, including hospitalized or homebound students, for the period of time under aggregation by the actual number of days over which the aggregation occurred. All Wyoming school districts shall compile ADM from attendance and membership statistics provided by each school within the district. ADM calculations shall be carried out and rounded off to three (3) decimal places for the WDE-600 and the WDE-100.

➢ All Wyoming schools shall not include in their membership those students for whom the school district is no longer actively or prospectively providing appropriate instructional services. Examples include, but are not limited to, situations relative to students who:

- Withdraw from school;
- Are absent more than ten (10) consecutive school calendar days;
- Transfer from one school to another within a district (the sending school shall cease to include the transferred student in its membership); or
- Move out of the area, or are otherwise no longer receiving appropriate district instructional services.

➢ A school district that receives a student from another school district shall immediately include that student in its membership. The school district that sends a student to another school district shall immediately cease including that student in its membership. No student shall be included in two schools’ memberships at the same time, whether those schools are in the same district or in different districts.

➢ For students attending one or more, but not all, of the normally scheduled daily periods available in a school, aggregate membership and ADM shall be calculated using one of the following three (3) methods selected by the district:

- Include in membership a student in attendance for a major fraction of a half school day as if he or she had completed a half school day.
- Include in membership a student in attendance for a major fraction of a school day as if he or she had completed a school day.
- Include in membership a kindergarten student in attendance a major fraction of his or her regular session or the equivalent amount of time as if he or she had completed his or her regular session or the equivalent amount of time; or
- Calculate the ratio of periods in membership to the total periods normally offered at that school (e.g., a student in membership two (2) periods a day in a school that offers seven (7) periods per day would
generate a 2/7 aggregate membership, or 0.286 ADM for the number of days over which the aggregation occurred); or

- Calculate the ratio of hours in membership for the period of time under aggregation (regular or alternative schedule) to the total possible hours normally scheduled for the period of time under aggregation for the closest district-operated non-alternative school offering instructional services at the grade level of the student under consideration (e.g., a student in membership for 200 days in classes that provide 120 minutes (2 hours) per day of pupil-teacher contact time (i.e., 400 hours), and measured against a school that normally provides 1100 contact hours during the 200-day period would generate a 400/1100 aggregate membership, or 0.364 ADM for the 200-day period).

- When school is dismissed for emergencies prior to the end of the school day, membership inclusion shall be allowed according to the following guidelines:
  - Students in membership for a major fraction of a half school day shall be counted as one-half day in membership.
  - Students in membership for a major fraction of a school day shall be counted as one whole day in membership.
  - Kindergarten students in half-day sessions in membership a major fraction of their session or the equivalent amount of time shall be counted as if the entire session had been completed.

- ADM in the funding model will be school based. ADM will not be transferred from one school to another due to a school configuration change or an opening or closing of a school.

**Corrections to the Funding Model**

The Department shall make any necessary changes to the funding model according to the following processes:

- Technical correction as defined in Section 4(q):
  - Evaluate suggested correction in consultation with school finance advisers and state agencies as necessary. If suggested correction is deemed necessary, then proceed with the following steps;
  - Notify Department staff, Legislative Service Office, and outside school finance consultants;
  - Document the correction on a Department technical correction form;
• Send corrected education resource block grant model to outside school finance consultants for review;
• Request letter from outside school finance consultants certifying that the technical corrections made by the Department are in compliance with Wyoming law;
• Inform the School Finance Data Advisory Committee of the correction;
• Notify all school districts in a memo format; and
• Forward revised education resource block grant model to Secretary of State’s office along with certification letter.

➢ Data Correction as defined in Section 4(c):
• Evaluate suggested correction in consultation with Department staff. If suggested correction is deemed necessary, then proceed with the following steps;
• Notify Department staff, Legislative Service Office, and school finance advisers;
• Document the correction on a Department data correction form; and
• If data correction is made after the WDE-100 is released or while the statewide payment model is being created, notify district(s) affected.

➢ Format change as defined in Section 4(f):
• Notify Department staff;
• Document the change on a Department format change form; and
• Print off a before and after worksheet to illustrate change(s) and attach to format change form.

School District Building Data
School Facilities Commission (SFC) data from July 1 of the prior fiscal year will annually be populated by the Department in the education resource block grant model to fund the current school year. The Department will update data during school year, if necessary, to ensure model operation and current school year district payments are in accordance with law and the model is properly computing school foundation program payments to school districts as required by law.

Reimbursable Expenditures
In general, School Foundation Program reimbursement for school district expenditures incurred in a prior year shall be limited to those incremental costs relative to particular areas specified by law and for which funding is not already
directly provided in the education resource block grant model. No reimbursement shall be provided for costs previously or simultaneously recovered elsewhere in the Wyoming school finance system.

**Special Education Reimbursement**
Reimbursement for expenditures incurred to provide special education services to children with disabilities shall not duplicate any other reimbursement or revenue source used to offset district special education costs. Special education reimbursement shall be limited to those actual costs required to provide services to children with disabilities. Imputed and/or indirect costs, such as those for utilities and other overhead, shall not be claimed.

Salaries and employee benefits for personal services paid to certified and/or licensed teachers, substitute teachers, and other certified and/or licensed personnel, or to paraprofessionals and classified employees, are subject to the following requirements:

- Personnel providing services to children with disabilities full-time shall be subject to one hundred percent (100%) reimbursement provided that an appropriate position description exists and an affidavit specific to the year for which reimbursement is expected, signed by the employee and the district superintendent (or another involved supervisor) attesting to such full-time involvement, is on file at the district offices.
- Pro rata reimbursement for personnel not devoting one hundred percent (100%) of their time providing services to children with disabilities shall be supported by clear and continuous documentation.
- Reimbursement for personnel costs of teachers providing services to children with disabilities shall be limited to those individuals having appropriate special education certification. Substitute teachers need not be certified as special education instructors.
- Reimbursement for personnel costs of aides and other paraprofessionals shall be based on the amount of time devoted to special education and/or related services, working under the supervision of certified special education personnel.

Instructional materials, supplies and equipment, and other items will be reimbursed to the amount necessary to provide services for children with disabilities to benefit from special education, as determined by their IEP team. Reimbursement would also include those items necessary to evaluate a child as to needed special education services as well as those day-to-day supplies, materials, and equipment utilized by special education staff and programs.
 Contracts for special education services shall be executed on Department approved forms as follows: Charges for contracted services related to individual children shall be supported by an itemized billing statement showing each child served during each billing period. Reimbursement shall not exceed actual costs for services.
 With the exception of those payments to BOCES or other Wyoming school districts that have been pre-approved by local boards of trustees, payment for services shall be made only after the services have been provided.
 School districts offering special education services through a case-management arrangement utilizing other than district staff shall develop a personal-services contract setting out and describing those case-management services provided by the case manager:
  • Each contract for out-of-district or out-of-state placement shall be written for only one child.
  • Contracted services shall only be provided by appropriately certified, licensed, or registered providers.
  • All providers shall adhere to all Department and State Board rules and regulations.
  • All contracts for services shall be subject to review by the Department.
 Each local district shall develop, implement, and enforce a reasonable policy setting forth the conditions, limitations, and allowable frequency of travel by parents to visit their child with disabilities when the child has been placed in a specialized setting away from their home in accordance with the child’s IEP.

Cash Reserves
A school district’s “operating balance and cash reserves,” as that term is used in W.S. 21-13-313(e), includes all district general fund financial resources computed in accordance with Generally Accepted Accounting Principles as of the end of the fiscal year which are not legally obligated or otherwise restricted by law or regulation for expenditure on specific educational programs or facilities. Thus, a school district’s unrestricted end-of-year general-fund fund balance as reported in the district’s audited financial statements will normally be considered to be its operating balance and cash reserves for that year.
A school district shall not transfer funds or accumulated reserves from its general fund to another fund for purposes of avoiding inclusion of such amounts as state revenues under W.S. 21-13-310(a). Any amount so transferred shall be considered by the Department to be State revenue under W.S. 21-13-310(a).

District’s revenues received from settlements of prior protested twenty-five (25) and six (6) mill tax payments may be excluded from the cash reserve calculation for the fiscal year in which the payments were received per W.S. 21-13-313(e).

➢ A district wishing to exclude a tax settlement from the cash reserves calculations shall submit a letter to the Director of Finance requesting exclusion, thirty (30) days after the end of the previous fiscal year in which the protest payment was received.
➢ The letter shall include a certification from the county treasurer on the amount of the tax settlement receipt.

**Retention of Foundation Program Reports**
The foundation program reports for each district, along with all supporting data, shall be maintained in easily accessible computer-based or written format and shall be retained by for a minimum of seven (7) years.
XI. THE BOARD’S OBLIGATION

... Understanding School Board Election Procedures

School Board Members Are Elected Locally
A School District is a designated geographical area within a state, its residents charged by state law with the responsibility to operate and support a public school program. School board elections are held during the general election. As in all areas of democratic government, it is people who vote, the qualified electorate, who determine who will represent them in the governance of their school district and the operation of the schools.

Being a School Board Member Is Rewarding
On the surface, being a school board member may seem to be the most thankless job in the world – struggling for long hours with the most complex problems facing our students, our staff, our state, and our nation and taking all the criticism when things just don’t go right. But scratch the surface, and you will find that school board members feel rewarded in the inner satisfaction that comes from ensuring a quality educational experience for every student in the school district.

Characteristic of the Most Effective Board Members
School board members come from all walks of life. The ability to function as one member of a governing board is not determined by sex, occupation, race, income, or social standing. Effective school board members are characterized by the following:

➢ The ability to work as a member of a team, including an open mind and an ability to engage in give-and-take and to arrive at a group consensus.
➢ The willingness to spend the time required to become informed and to do the homework needed to take part in effective school board meetings.
➢ A desire to serve children and the community, and a strong belief in the value of the public schools.
➢ Respect for the needs and feelings of other people, a well-developed sense of fair play, and the ability to listen and communicate well.
➢ Recognition that the school district is probably the largest business in town and that the board is responsible for seeing that that business is well managed.

Requirements to Become a School Board Member
The only requirement to be a potential candidate for the school board is that the person must be an elector in the district he or she wants to serve. Requirements to vote in school elections are the same as for general elections. The person must be a duly registered voter according to Wyoming statutes as follows:
   - He is a citizen of the United States of America;
   - He will be eighteen (18) years of age by the date of the next election;
   - He is a bona fide resident of the State of Wyoming;
   - He is not currently adjudicated mentally incompetent;
   - He has not been convicted of a felony, nor had his rights restored.

Trustee Residency Areas
As of January 1, 1998, the boards of trustees of each school district were required by new legislation to pass a resolution to determine trustee residency areas in the following manner:
➢ all trustees shall be elected at-large from the entire district;
➢ establish a structure for electing members to the board through trustee residency areas with not less than two (2) members elected at-large from the entire district.
   - The boundaries of the trustee residency areas must be established so that the total deviation in the population between the areas with the greatest and least population does not exceed ten (10) percent according to the most recent census.

Changing From Residency Areas to At-Large Elections
Not later than January 1 of any year in which a general election will be held, the board of trustees may adopt a resolution to have all trustees elected at-large.
Changing From At-Large Elections to Residency Areas
A board of trustees whose members are elected at-large may adopt a resolution to establish residency areas only as of January 1 of the first year which follows a federal census and in which a general election is held.

Application for Office of School Trustee
Every attempt has been made to make getting a prospective school board member’s name on the ballot as simply as possible. All that a qualified person must do is to complete the following form for election and file it with the county clerk not more than ninety (90) days nor less than sixty (60) days prior to the election. (22-22-202)

Application for Election for School Trustee
I, the undersigned, certify that I was born on _____________________, 19______, and that I have been a resident of the state of Wyoming since__________________ and that I am a registered voter of the ________________________________ school district and a resident of the trustee residency area ______________________, and I do hereby request that my name ____________________________, be printed on the ballot for election to be held on the ________________________________ day of ________________, 20___, as a candidate for the office of ________________________________ for a term of ________ years. I hereby declare that if I am elected, I will qualify for the office.

Dated________________________________

_______________________________________Signature of Candidate

_______________________________________Residence Address

Eligibility Restriction
No person may hold an elective public office in any governmental entity which either provides any funding for or receives an funding from another governmental entity in which that person holds an elected public office. If a person also is elected to a public office while holding another public office, the person shall resign from the public office first held prior to assuming the new office.

Election Cycle
Trustee elections are held every two years during the general election. Members terms are for four (4) year terms, staggered, and proportionate numbers are elected each year. Board members have traditionally been elected by trustee residence
areas or at-large. In 1998, the legislature directed that boards that were elected from trustee residence area before that date had to:

- Establish by resolution that all trustees shall be elected at-large from the entire district; or
- Establish by resolution a structure for electing members through trustee residence areas with not less than two (2) members of the board elected at large from the entire district. Boundaries of residence area must be adjusted so that there would not be a total deviation of population in each residence area greater than ten (10) percent.

Not later than January 1 of any year in which a general election will be held, the board of any school district may elect to adopt a resolution to have all trustees elected at-large. A board who wants to adopt a resolution to adopt new residence areas may do so only as of January 1 of the first year following a general census and in which a general election will be held. (21-3-111)

**Other Elections**
The board of trustees may call special school district elections for any question authorized by law.

- Bond issues for school facilities
- Special school taxes for Boards of Cooperative Educational Services

The ballot shall state the proposition to vote upon and the amount of the proposed special levy is one is included.
XII. THE BOARD’S OBLIGATION
….Working with the
State Superintendent and
State Board of Education

Superintendent of Public Instruction (21-2-201)

The general supervision of the public schools shall be
entrusted to the state superintendent who shall be the administrative head and chief
executive officer of the department of education.

Duties of the State Superintendent.
The state superintendent shall:

- Make rules and regulations, consistent with this code, as may be necessary
  or desirable for the proper and effective administration of the state
  educational system. Nothing in this section shall be construed to give the
  state superintendent rulemaking power in any area specifically entrusted to
  the state board;
- Consult with and advise the state board, local school boards, local school
  administrators, teachers and interested citizens, and seek in every way to
  develop public support for a complete and uniform system of education for
  the citizens of this state;
- Maintain adequate files and records of matters pertaining to the business of
  his office;
- Enforce the provisions of this code and the administrative rules and
  regulations provided for in this code, in accordance with procedures
  provided by law;
- Assist the state board in the performance of its duties and responsibilities,
  including providing information to the board upon request;
 Prepare and maintain a list of accredited schools in Wyoming;
 Print and distribute to local boards of trustees, local school administrators
and other persons and agencies within or without the state the school laws,
regulations, forms, necessary reports of the state board, state committee,
state superintendent and state department;
 Promulgate rules for the acceptance and disbursement of federal funds
apportioned to the state for school lunch, milk and other commodities
distribution programs.
 Promulgate rules and provide a biennial plan and budget for the
maintenance and operation of the Wyoming school for the deaf in Casper;
 For purposes of the statewide assessment of students and reporting student
performance under W.S. 21-2-304(a)(v), have authority to assess and collect
student educational assessment data from school districts, community
colleges and the University of Wyoming.
 Assist the Wyoming professional teaching standards board in the
performance of its duties and responsibilities under W.S. 21-2-801 and 21-
2-802.
 Include in the agency's budget request:
  • Recommendations to the governor for appropriations from the school
    foundation program account and for appropriations to the account
    necessary to fund payments to school districts as required by law;
  • Recommendations to the governor for appropriations from the
    foundation program for special programs.
 Promulgate rules to assure that each child with disabilities receives a free
and appropriate education in accordance with his capabilities, including
persons who are deaf, blind or have other physical disabilities which prevent
them from reading in a normal manner;
 Serve as the state agency to accept all federal funds for aid to education,
except as provided in W.S. 21-2-307 and 21-2-601, and as the agency to
administer or supervise the administration of any state plan established or
federal funds subject to federal requirements. Each acceptance is restricted
in its effect to the specific situation involved. The state superintendent may:
  • Enter into an agreement with the proper federal agency to procure for
    the state the benefits of the federal statute;
  • Establish a state plan, if required by the federal statute, to qualify the
    state for the benefits of the federal statute;
  • Provide for reports to be made to the federal agency as may be
    required;
• Provide for reports to be made to the state department of education from local educational agencies receiving federal funds;
• Make surveys and studies in cooperation with other agencies to determine the needs of the state with respect to the application of federal funds;
• Establish standards to which agencies shall conform in receiving federal funds;
• Give technical advice and assistance to any local educational agency in connection with that agency obtaining federal funds;
• Take any other action as may be necessary to secure the benefits of the federal statute to the schools of this state.

➢ Employ legal counsel to review contracts entered into by the state superintendent in his official capacity and perform other duties as assigned by the state superintendent. Nothing in this subparagraph prohibits the state superintendent from using the services of the attorney general's office;

➢ In cooperation with the state board, the Wyoming community college commission, University of Wyoming, state telecommunications council, public service commission, department of transportation, department of administration and information, public libraries, school district boards of trustees, classroom teachers and other appropriate groups identified by the superintendent, develop and implement a statewide education technology plan which shall address staff training, curriculum integration and network connectivity in and between schools, communities and between the state and the world, and which shall have as its goal the provision of equal access to educational instruction and information;

➢ Establish and maintain a uniform statewide reporting system based upon the statewide student assessment implemented by the state board under W.S. 21-2-304(a)(v);

➢ In consultation with the department of environmental quality and school districts, establish guidelines for school districts for the proper and safe storage and disposal of toxic chemicals and other hazardous substances used by schools in educational programs;

➢ Establish statewide guidelines for adequate special education staffing levels, to be used in assessing special education programs and services provided by school districts;

➢ Monitor school district special education identification and service delivery practices, assess the appropriateness of district variations in services provided or the delivery of services and assist districts in developing alternatives to service delivery as necessary;
- Measure and track district special education programs based upon student performance and develop procedures to monitor student progress over time;
- Establish criteria and guidelines for the identification of vocational education courses by districts, for the computation of full-time equivalent (FTE) students participating in vocation education courses and for the determination of full-time equivalent (FTE) vocational education teachers, and provide for the annual collection of information necessary to implement and administer W.S. 21-13-309(m)(v)(D);
- Develop a process and procedures necessary for consideration of district waivers from specified instructional and career-vocational education program requirements specified under W.S. 21-13-309(m)(v)(D), including incentives encouraging teacher certification and program course sequencing compliance, subject to district submission of the following:
  - Verification of the alignment of the proposed course or program with the state content and performance standards for career-vocational education programs;
  - Documentation of the additional costs associated with the proposed course or program including class size and specialized equipment needs; and
  - If applicable, documentation of experiences and education of a noncertified teacher that would otherwise qualify the teacher to instruct the proposed course.
- Establish necessary procedural and monitoring requirements for implementation of the vocational education grant program authorized under W.S. 21-12-105, including consideration of prior funds generated by any vocational education programs terminated by the district;
- Provide for the reporting of district vocational education expenditures;
- Effective school year 2006-2007 and each school year thereafter, in consultation and coordination with local school districts, by rule and regulation establish a program of administering a standardized, curriculum based, achievement college entrance examination and a job skills assessment test selected by the state superintendent to all students in the eleventh grade throughout the state as provided in W.S. 21-3-110(a)(xxix), except that any student with an individual education plan may be excused from taking either the college entrance examination or the job skills test if the parent or guardian of the student submits a request for the excusal to the appropriate local school district authority.
- The state superintendent shall designate an employee of the department of education to serve as liaison to the state board through which requests for staff assistance shall be directed.
The state superintendent may take appropriate administrative action with the state board as necessary, including but not limited to the changing of accreditation status, against any school district or state institution failing to comply with any applicable law or with the uniform educational program standards specified under W.S. 21-9-101 and 21-9-102 and the student content and performance standards prescribed by the state board.

The state superintendent shall promulgate rules and regulations governing the administration of the Wyoming education resource block grant model adopted by the Wyoming legislature as defined under W.S. 21-13-309, and governing the operation of the model in determining school district foundation program payments in accordance with chapter 13, article 3 of this title and other applicable law.

School District Data Collection and Funding Model Administration (21-2-203)
The department shall collect data for the state's school finance system and in accordance with rule and regulation of the state superintendent, administer the Wyoming education resource block grant model adopted by the Wyoming legislature pursuant to W.S. 21-13-309. As used in this section, "school finance system" means all statutes related to the terms and conditions under which funds from Wyoming sources are made available under Wyoming law to the public schools for school operations. The school finance system established following a 1995 Wyoming supreme court decision, and subsequently modified and recalibrated as required under W.S. 21-13-309(t), is extremely complex and requires timely and accurate data to be administered fairly and accurately. It is essential that a single entity be established to ensure that fair and accurate administration is accomplished.

The duties of the department are, in accordance with rules promulgated by the state superintendent, to:

- Administer the school finance, data management and reporting system for the funding of the public schools, including enforcement of rules for compliance with submission of data to the department by school districts;
- Collect data from school districts necessary for the department to administer the school finance system. In accomplishing this, the department shall:
  - Coordinate its work with all other functions of the department so as to consolidate data reporting requirements for school districts and eliminate duplication in reporting to the greatest extent possible;
  - Consult with the advisory committee created under subsection (d) of this section with respect to the type and format of data to be reported and the administration of the system generally.
Specify formats, uniform accounting standards, procedures and processes under which districts are required to account for and report data to the department. Electronic reporting shall be required wherever possible;

Recommend to the state superintendent proposed rules to improve the accuracy and reliability of data and the general efficiency of the operation of the school finance system, including requiring training for district personnel with respect to accounting and reporting related to the administration of the school finance system;

Provide for the training of school district personnel with respect to rules, policies and procedures with which districts are required to comply in order for the department to administer the school finance system. The department may charge reasonable fees necessary to defray the costs of training;

Cooperate with and consult with other state agencies which have responsibilities related to the operation of the school finance system. This cooperation may include providing recommendations for modification to rules, practices and procedures of other agencies;

Ensure that comprehensive school finance system information is available in useful formats to state policymakers in both the executive and legislative branches of government, as well as to the school districts and the general public;

The state superintendent of public instruction shall establish an advisory committee consisting of not less than seven (7) members. This advisory committee shall have representatives from among Wyoming school districts, other state agencies involved in the administration of the school finance system, shall include the director of the department of audit or his designee, and shall include at least one (1) representative from the independent auditor community within the state. The committee shall meet at least twice annually and at the call of the state superintendent or his designee. The duties of the advisory committee are to: Recommend modifications to department rules, policies, practices and procedures to improve the accuracy of data and to improve the efficiency of the data collection process and the administration of the school finance system generally;

Since accurate, timely data is essential for fair administration of the school finance system, recommend rules or other means to ensure districts comply with data reporting and other requirements necessary for administration of the school finance system, including proposing modifications to subsection (e) of this section;
Serve as ongoing forum for communications between the department and school districts with respect to the administration of the school finance system.

Wyoming State Board of Education (21-2-301)

Appointment and Terms of Office
There is created a state board of education composed of 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. 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. Appointed members of the board may be removed by the governor as provided in W.S. 9-1-202.

Chairman Election and Meeting Dates
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.

Quorum; majority vote
A majority of the number of voting members of the state board shall constitute a quorum for the transaction of business. A majority vote of the entire state board shall be required for official action.
Expenses
All appointed members of the state board shall receive travel expenses, per diem and mileage expense in the same manner as employees of the state.

Duties of State Board of Education
The state board of education shall:

- 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;

- 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;

- 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 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:

- Four (4) school years of English;
- Three (3) school years of mathematics;
- Three (3) school years of science; and
- 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.

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 rule 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:

- 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;
- Comprehensive endorsement which requires a student to demonstrate proficient performance in all areas of the common core of knowledge and skills;
- General endorsement which requires a student to demonstrate proficient performance in a majority of the areas of the common core of knowledge and skills

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:

- 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;

- 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;

- Measure student performance in Wyoming on a comparative basis with student performance nationally;

- 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;

- 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;

- Provide a fair and unbiased assessment of student performance without regard to race, ethnicity, limited English proficiency and socioeconomic status;
• 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;
• 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.

- Effective school year 2005-2006 and each school year thereafter, through the state superintendent and in consultation and coordination with local school districts, by rule 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:
  • 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;
  • 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 rule and regulation of the board;
  • 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;

- 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;
- A range of rewards is provided to schools meeting school improvement and performance criteria at levels set by the state board.

- 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 by taking appropriate administrative action with the state superintendent, including but not limited to the changing of accreditation status;
- Initiate or facilitate discussions regarding the needs of and the means for improving education;
- 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;
- 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;
- Promulgate rules and regulations for the development, assessment and approval of school district teacher performance evaluation systems. Rules and regulations adopted under this paragraph shall allow each district flexibility in developing an evaluation system which meets the individual needs of the district;
- Through the state superintendent, implement, administer and supervise education programs and services for adult visually handicapped and adult hearing impaired persons within the state.

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 W.S. 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 state board shall establish statewide goals for Wyoming public education.

**Reports and Assistance from Local Boards and Officials** (21-2-305)
The state board may require such reports and other assistance from school boards and officials as it may from time to time deem necessary and advisable.

**Reports of State Superintendent and State Board** (21-2-306)
The state superintendent and the state board shall, in accordance with W.S. 9-2-1014, report to the governor and recommend such legislation concerning education and appropriations for educational activities as they may deem appropriate.

**State Board of Vocational Education** (21-2-307)
The state board of education acts as the state board of vocational education and may promulgate rules necessary to implement this section. The executive director of the community college commission is designated an ex officio member of the state board of vocational education. The state board shall review career-vocational education programs offered by school districts to ensure the programs satisfactorily serve the needs of students within the state and are aligned with state content and performance standards prescribed in accordance with W.S. 21-2-304(a) (iii).
XIII. THE BOARD’S OBLIGATION

….To Meet and Exceed State and National Standards.

**School Accreditation**
These rules and regulations pertain to the evaluation and accreditation of public schools (K-12) and to establish minimum standards with which public schools (K-12) must comply. Accreditation is a process by which each school district and each school within the district assesses itself and is monitored by the state in order to identify strengths, plan and implement improvement, assure legal compliance and assure the public that districts are providing educational programs sufficient to enable students to demonstrate proficiency in state and locally determined content and performance standards. (W.S. 21-2-304 (a)(ii) and W.S. 21-9-101(b)).

**Wyoming Statutes**
All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming.

**Wyoming State Board of Education Policies and Regulations**
All public school districts, and the schools and personnel within those districts, must comply with applicable Wyoming State Board rules. (W.S. 21-2-304).

**Student Standards**
All public school students shall meet the student content and performance standards at the level set by the school district aligned to state standards for:
- Common Core of Knowledge, emphasizing reading, writing and mathematics in grades one (1) through eight (8): (W.S. 21-9-101).
The district shall involve parents, community, and professional staff in developing student content and performance standards in the common core of knowledge and skills through an officially adopted planning process reinforced by board of trustee policies. Districts may choose to adopt state standards using the board of trustees’ official process that includes involving parents, community, and professional staff. (W.S. 21-9-101(b)).

The district shall implement programs which will align to state standards and meet or exceed the requirements of those standards. Programs shall include:

- Planned strategies for intervening with students who fail to demonstrate proficiency on standards; and
- Planned strategies for academically challenging students who consistently exceed standards.
- The district shall adopt and implement strategies to monitor the teaching of standards. (W.S. 21-3-110).

**Student Assessment**

The state shall have a system of assessments aligned with state standards, consistent with the requirements of state and federal law. This assessment system shall be designed in accordance with standards of professional technical quality, as described in Section 8(f)(iii)(A) through (E), and be capable of generating results for all identifiable subgroups within each public school and public school district (W.S. 21-2-304).

- Beginning with the 2005-2006 school year, the state assessment system shall include and each district shall implement an assessment of student performance in reading, writing, and mathematics at grades three through eight and at grade 11.
- Beginning with the 2007-2008 school year, the state assessment system shall include and each district shall implement an assessment of student performance in science at least once in each of grades three through five, grades six through eight, and grades ten through twelve.
- The district shall ensure that all students enrolled in the grades required to be assessed participate in the assessment system in one of three ways (W.S. 21-2-304(a)(v) and W.S. 21-3-110(a)(xxiv)):
  - In the general assessment with no accommodations;
  - In the general assessment with appropriate accommodations; or
  - In the alternate assessment.
The district shall design and implement a district assessment system to measure student performance relative to district content and performance standards aligned to state standards.

- **Alignment** - the combination of assessments that comprise the system shall be aligned with district content and performance standards so that the full set of standards in the common core of knowledge and skills, both in terms of content and cognitive complexity are assessed. The assessment system shall reflect how the district has prioritized the standards.

- **Consistency** - the assessment system should be designed and implemented in such a way so that inferences drawn from the results of the assessments are consistent and not dependent on error due to raters or the quality of the assessments.

- **Fairness** - the assessment system should be designed so that it is not biased against any group of students.

In order to improve alignment, consistency, and fairness, multiple measures in each of the common core of knowledge and skill areas, but not necessarily at every grade level, shall be employed in the system.

- **In order to improve alignment, consistency, and fairness, multiple measures in each of the common core of knowledge and skill areas, but not necessarily at every grade level, shall be employed in the system.**

- **Descriptions of what constitutes proficient performance shall be clearly articulated and shall be correlated with the performance descriptors found in the Wyoming Content and Performance Standards.**

- **The district shall have a board-approved process in which student performance results are identified, monitored, and reported (W.S. 21-2-202(a)(xiv) and W.S. 21-2-304(a)(v)).**
  - The district shall distribute a uniform state report widely to its patrons in addition to other results from the district’s assessment system as deemed appropriate by the district.
  - The district shall report the results of the district assessment system to the Wyoming Department of Education. Disaggregated results shall be reported for any of the following subgroups that include 10 or more students: gender, ethnicity, economic status, mobility indicators, disability status, and other appropriate for the given locale. These disaggregated results shall be used to determine if all groups of students have been provided adequate opportunities to acquire the knowledge and skills necessary for meeting the graduation standards.

- **In order for the State Board of Education to accredit school districts, each district will submit to the Wyoming Department of Education the following information at least 45 days prior to its scheduled accreditation visit:**
The district assessment plan that indicates the specific grade/course levels assessed, the types of assessments, the specific standards assessed, and a brief description of the assessments;

Evidence of alignment among the standards, benchmarks, and assessments;

Evidence of consistency of the assessment system;

Documentation regarding the fairness of the assessment system;

Participation rates for various subgroups of students including at least students with disabilities and limited English proficient (LEP) students for the various assessments in the system;

Procedures for ensuring the participation of all students regardless of disability or English language proficiency;

A description of the methods used to include the most severely cognitively disabled students in the district assessment system;

Sample reports produced from the assessments in the system;

At least three sample assessments from the system which are not purchased, standardized assessments; and

(Other evidence that the district chooses to submit to support the technical quality of the assessment system.

**Accountability System**
The state shall have a single statewide accountability system, with rewards and consequences, consistent with the requirements of state and federal law. The Accountability System shall be as defined in the Wyoming State Accountability Workbook, approved by the U.S. Department of Education, and shall include an annual Adequate Yearly Progress (AYP) determination, based primarily on the results of state assessments, for every public school and public school district. (W.S. 21-2-304(a)(vi)). The Accountability System shall be designed to provide valid and reliable accountability determinations that can help promote continuous improvement in raising student achievement and closing achievement gaps.

**Rewards and Consequences**
The state shall have a system of rewards and consequences for every public school and public school district, consistent with the requirements of state and federal law. Rewards shall be based each school district’s annual AYP determination and additional data. Rewards shall be administered by the Wyoming Department of Education and may include:
➢ Notification to eligible schools and districts, with the option to request further public recognition by the State Department of Education;
➢ Encouragement for schools to seek awards (through districts) under Wyoming’s Innovative Trust Fund (or other funds established in state law) to support innovative education initiatives that improve student achievement to the extent state funding is available for such purpose;
➢ Awards for Title I schools (through districts) under the provisions of NCLB to the extent federal funding is available for such purpose;
➢ Consideration for increased local flexibility, consistent with state and federal law.

The state shall have a system of consequences that applies to all public schools and public school districts and that, consistent with state and federal law, are designed to provide options for appropriate interventions, escalating in nature over time, that can help improve student achievement and close achievement gaps. These consequences shall be based primarily on annual AYP determinations with the nature and degree of such consequences informed by subsequent analysis of AYP and additional data.

➢ School-Level Consequences
  • Year 1. A school that does not meet AYP in any year shall be expected to undertake, with the participation of the school district, an examination of the AYP determination and an identification of reasons for underperformance. The school shall be expected to address identified issues as part of its annual review and School Improvement Plan development process. The school, at the option of the district, may receive targeted technical assistance to be provided by the state, to the extent available given state capacity and funding.
  • Year 2. A school that does not meet AYP in the same subject for two consecutive years shall be subject to the following improvement consequences:
    ▪ If the school is a Title I school, the district shall provide written notice to the parents of each student enrolled in the school of the determination and the resulting consequences.
    ▪ For Title I and non-Title I schools, not later than three months after identification for improvement, the school with broad-based involvement of parents, school staff and others, shall review and revise its School Improvement Plan to address identified issues and shall obtain district approval of the revised plan. The School Improvement Plan shall cover a 2-year period.
and shall be implemented expeditiously and in no case later than the beginning of the school year following identification.

- Targeted technical assistance shall be provided by the Wyoming Department of Education and the district for all schools not meeting AYP.
- For Title I schools, consistent with federal law, the school shall target 10% of Title I funds to high-quality professional development. Non-Title I schools shall be encouraged to make professional development activities a focus of the school improvement plan.
- For Title I schools, consistent with federal law, the district shall provide students enrolled in the school the option to transfer to another public school within the district that has not been identified for improvement. The districts may elect to make public school choice available to students enrolled in non-Title I schools, with appropriate limitations established by the district.

Year 3. A school that does not meet AYP in the same subject for three consecutive years shall be subject to all consequences applicable to schools of its type in Year 2 as well as the following requirements:

- For Title I schools, consistent with federal law, provide additional tutoring and support services for students, consistent with the supplemental educational services requirements of federal law.
- For Title I and non-Title I schools, utilize funds for summer school and remediation efforts to provide additional tutoring and support services for students most at-risk of not achieving proficiency goals.

Year 4. Title I and non-Title I schools that do not meet AYP in the same subject for four consecutive years shall be subject to all consequences applicable to schools of its type in Year 3 as well as the following corrective action requirements:

- The district shall take one or more corrective actions consistent with state and federal law that are substantially and directly in response to the academic, staffing, curriculum, or other high-priority areas in the school. Corrective actions shall include an appropriate educational intervention (including the review, revision, or expansion of a prior intervention) selected by the district from the following corrective action options: place an expert in the school; extend learning time; institute a new curriculum; decrease school
management authority; restructure the school’s internal organization; replace appropriate staff.

- The district shall publish and disseminate, to parents and to the public, information regarding the corrective action taken at each school.

Year 5. Title I and non-Title I schools that do not meet AYP in the same subject for five consecutive years shall be subject to all consequences applicable to schools of its type in Year 4 as well as the following requirements:

- For Title I and non-Title I schools, the district shall undertake a review and revision of the corrective actions undertaken in Year 4, as appropriate, and continue with implementation of the corrective actions.
- For Title I schools, the district shall develop a restructuring plan for the school. The School Restructuring Plan shall follow NCLB guidelines and shall include a fundamental reform at a systemic, governance level that is to be taken by the district to improve student achievement. The district shall obtain approval of the School Restructuring Plan from the State Board of Education and shall prepare to implement the plan at the start of the next school year.
- For Title I and non-Title I schools, the district shall undertake a review and revision of the corrective actions undertaken in Year 4, as appropriate.

Year 6. A school that does not meet AYP in the same subject for six consecutive years shall be subject to all consequences applicable to schools of its type in Year 5 as well as the following requirements:

- For Title I schools, the district shall implement the School Restructuring Plan developed and approved in Year 5.
- For non-Title I schools, the district shall review, revise, and expand, as appropriate, the corrective actions undertaken in previous years.

**District-Level Consequences**

- Year 1. A district that does not meet AYP in any year shall be expected to undertake an examination of its AYP determination and an identification of reasons for not meeting AYP. The district shall have the option of receiving targeted technical assistance to be provided by the Wyoming Department of Education to the extent available given state capacity and funding.
- Year 2. A district that does not meet AYP in the same subject in any two consecutive years shall be subject to the following improvement consequences:
Not later than 3 months after identification for improvement, the district, with broad-based involvement of parents, staff, and others, shall develop or revise a District Improvement Plan and shall obtain approval of the plan from the Wyoming Department of Education. The District Improvement Plan shall cover a two-year period and shall be implemented expeditiously and in no case later than the beginning of the school year following identification.

The district shall receive targeted technical assistance provided by the Wyoming Department of Education to the extent available given state capacity and funding.

- **Year 3.** A district that does not meet AYP in the same subject for three consecutive years shall, if not already undertaken, begin implementation of the District Improvement Plan developed and approved in Year 2.
- **Year 4.** A district that does not meet AYP in the same subject for four or more consecutive years shall be subject to the consequences applicable to districts in Year 3 as well as the following requirements:
  - For Title I districts, the state shall take one or more corrective action, as required by federal law and acting consistent with state law, from a menu of possible corrective actions.

**School Improvement**
The district shall monitor school improvement planning of its schools and coordinate activities in support of implementing these plans. (W.S. 21-2-304(a)(v)). This process shall include:

- Identification of district targets for improvement that reflect the common goals of individual school improvement plans based on state assessment system results in conjunction with the districts' assessment results.
- Coordination of district instructional, human and fiscal resources in support of school improvement plans.
- Oversight of school improvement goals and activities, including technology, to verify coordination and consistency with the district's technology plan.

Each school improvement plan shall include:

- Improvement goals derived from PAWS and district annual assessments;
- Strategies for all students and specific strategies for student subgroups failing to meet the standards;
- Strategies for student learning uses of technology;
- Designated resources in support of the plan; and
- (v) Evaluation of student results related to the goals.
**Professional Development**

The district shall demonstrate that professional development relates to student performance. Professional development shall focus on:

- The development and implementation of standards and standard-based assessments;
- The instructional and student learning uses of technology;
- Individual school improvement goals;
- Assessed needs based on documented student results; and
- Individual professional development goals for teachers in need of improvement.

**Parent and Community Involvement**

The district shall have procedures for involving school personnel, parents and community in decision-making. Procedures shall include:

- Strategies for implementing standards;
- Goal setting and planning for school improvement; and
- Identification of budget priorities based on student performance Standards.

**At-Risk Students**

The district shall have policies and procedures for every school in the district to identify and intervene with at-risk students. In addition, all schools shall provide instruction as appropriate through the school curriculum directed at the prevention of at-risk behavior. These policies and procedures, at a minimum, shall include:

- Mechanisms for coordinating efforts across programs to maximize their effectiveness in preventing academic failure and for accessing the most appropriate program services for each student who exhibits behavior that places the child at risk for school failure. These mechanisms shall include:
  - An at-risk committee which:
    - Consists of at least two certified regular education teachers, at least one of which is the student’s classroom teacher, and the school principal with other staff knowledgeable of at-risk programs and strategies acting as consultants to the committee according to the needs of the individual student.
    - Communicates with and includes, to the extent practical, parent(s) of the student discussed.
    - Documents proceedings and communications with parents, and the student's teacher(s), to the extent required by the programs under consideration.
- Directs, evaluates, and documents the success or failure of the interventions to the extent required by the program for which a student is being considered, prior to making referrals for services outside the regular classroom. Title I student identification may occur with its own set of criteria.
- Ensures all relevant routine screening procedures, especially hearing and vision, have been completed on a regular basis and results are current for the school year.

  - Rules for programs that address the needs of students with disabilities.
  - Provision of strategies for students who consistently fail to meet or who exceed standards including:
    - Expeditious referral of students to at risk programs.
    - Oversight of efforts to increase access of students to corrective and enrichment instruction in addition to that routinely provided in the regular classroom.
    - Methods by which the district and schools monitor student learning results, based on student performance standards, for those groups who receive program services.
    - Procedures for the district in consultation with the schools to decide whether a program shall continue based upon those results.

### School Climate
The district shall adopt a procedure for assessing and reporting school climate on a regularly scheduled basis for school improvement planning purposes. The procedures shall include, at a minimum, assessment of students and staff at all grade levels, and of parents that include the following aspects of school climate:
- School mission and student learning;
- School safety;
- Service provision;
- Equity; and
- Opportunity to learn.

### Facilities and Budget
The district shall adopt board of trustee policies that specify how state and district student performance standards have affected running for facilities and annual budget priorities beyond fixed costs. The programs provided shall be sufficient for students to meet state and district content and performance standards. Provisions for these programs shall include:
- Provisions to implement educational technology per the district technology plan and as necessary for delivery of instruction in the standards.
Textbooks, supplies and/or instructional materials deemed necessary by the district to deliver instruction on the standards. (W.S. 21-9-201).

Class size, when practicable, of no more than twenty (20) students per teacher in kindergarten through grade three (3) excluding children with disabilities who spend more than fifty percent (50%) of their time outside of regular class instruction. (W.S. 21-9-101(d) and (f)).

The administration shall monitor building operations to assure all legal requirements, federal, state, and local, are met in each school.

**Technology**

The district shall develop and implement a technology plan that follows the guidelines set forth in the statewide technology plan. The plan will include:

- District policies and procedures for accessing, using and sharing technology and information available through technology;
- A statement of the district’s vision and mission for the integration in the application of technology into teaching and learning.
- Strategies for the establishment of formal partnerships among public and private entities to ensure community participation in the creation and implementation of the plan.
- Clear objectives for the integration in and application of technology to the acquisition and performance of student standards.
- An implementation plan that sets actions and timelines for deployment of necessary fiscal and human resources.
- Professional development to ensure that staff is trained to use the technology to enhance instruction and improve student learning.
- Evaluation strategies for determining needs and assessing impact of technology on instruction and improvement efforts.
- Specific strategies for building and maintaining infrastructure and connectivity over time and provisions for sufficient budget to sustain each element of the plan.

**Graduation Requirements**

All students, including an alternative school student, shall master the student content and performance standards aligned to state standards within the common cores of knowledge and skills at the levels set by the State Board of Education. Each student who demonstrates proficiency on the common core of knowledge and skills will be eligible for graduation per the requirements in Wyoming statute. These statutory requirements shall be monitored and enforced through the state accreditation process. (W.S. 21-2-304(a)(iii) and (iv)).
Services
All districts shall provide support services. Nothing in this section shall be construed to prohibit school districts and/or schools within a district from providing these support services through partnerships with community agencies. The support services provided for students shall include:

- **Health/Safety Services.** The district shall ensure that students are educated in a safe environment that meets all applicable building, health, safety and environmental codes and standards required by law for all public buildings.
  - The district shall provide an organized program provided by qualified personnel to:
    - Identify potential and existing health problems through routine health screening including:
      - Hearing screening for acuity and otological problems.
      - Vision screening for acuity and color blindness.
      - Immediate and temporary care in case of injury.
  - Provide procedures for referral to other health care providers and community agencies.
  - Provide procedures for confidentiality of all health information.
  - Promote the health and well being of all students.
  - Provide for the safe handling, storage and administration of both prescription and over-the-counter medications.

The district ensures that procedures are in place to ensure the following:

- Sanitation inspections for kitchens and serving areas completed by the designated lawful authority and corrective actions required have been completed and documented;
- Fire inspections for all buildings and corrective actions required have been completed and documented;
- Ensure that eye protection is provided and used according to (W.S. 21-9-203A); and
- Policies, procedures and practices required by law for the safe operation of student transportation services are adopted and implemented.(W.S. 21-3-131).

The district shall adopt and implement policies and procedures for managing exposure to common communicable diseases, exposure to blood borne pathogens, implementing Universal Precautions, and maintaining confidentiality of student and employee health information and records. The district shall provide annual
training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood borne pathogens. (29 CFR 1910, 1030).

Policies and procedures are in place to ensure that potential crisis situations are addressed at both the district and building levels. Crisis management plans are developed and are practiced on a regular basis.

**Media Services**
Districts shall ensure that media resources:
- Are available and accessible to all students and staff;
- Are available in sufficient quantity and quality to support the achievement of student content and performance standards;
- Are sufficient to support the development of research and information accessing skills; and
- Provide enhanced access to information technology as described in the district's technology plan and on the timeline specified by the plan.

**Guidance Services**
The district shall ensure that students have access to guidance services which provide all students with assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning system.
Districts shall ensure that guidance services:
- Provide access to responsive services to address issues and concerns that may affect their educational, vocational and career development;
- Provide assistance to students, beginning no later than eighth grade to develop educational and career plans, and includes assessment and advisement to set short-and long-term goals; and
- Provide information about and assistance in determining post secondary training opportunities.

**Verification**
All public school districts and the schools and personnel within those districts shall provide verification of compliance with these rules and regulations to the Wyoming State Board of Education annually.

**Accreditation Status**
All public school districts and schools within those districts shall be granted accreditation levels by the State Board of Education. (W.S. 21-2-202).
- One of the following accreditation levels shall be granted by the State Board of Education on an annual basis:
• **Full Accreditation.** The local district and/or the schools within it have met the state accreditation standards in a fully satisfactory manner.

• **Accreditation With Follow-up.** The local district and/or schools within it have failed to meet one or more of the standards, but the deficiency does not seriously distract from the quality of the school's educational program. Correctives are required but could reasonably be completed within a school year. The district has submitted an acceptable plan for taking corrective action indicating completion within a one-year timetable following the review year. Districts that complete all corrective actions by the end of the school year during which they are reviewed will be recommended for full accreditation upon Department verification of satisfactory completion.

• **Accreditation With Deficiencies.** The local district and/or schools within it have failed to take corrective actions required and/or deficiencies persist over more than one year.

• **Conditional Accreditation.** The local district and/or the schools within it have met the state accreditation standards in less than a fully satisfactory manner on half or more of the accreditation standards. Corrective actions cannot reasonably be completed within a school year.

• **Non-Accreditation.** The local district and/or the schools within it have not met the state accreditation standards. The State Board may attach penalties on an individual basis. The local district and/or the schools within it have:
  - Consistently failed to complete or make substantial progress towards completing corrective actions on the schedule proposed by the district and accepted by the State Board at the time of citing;
  - Consistently violated regulations; and/or
  - Consistently filed delinquent reports required by statute or regulation.

• **Emergency Change of Accreditation Status.** If the local district and/or the schools within it violate State law and/or regulations which are detrimental to the health, welfare, or safety of students, and the conditions are not immediately corrected upon notice of their existence to local officials, the State Board may place the school district or school on Non-Accredited status until these conditions are corrected. Upon correction of these conditions and submission and
approval of a plan to prevent a recurrence, the State Board may revise the district or school's accreditation status to Conditional for a period of time sufficient to verify implementation of the plan to prevent recurrences of the conditions.

A school district may appeal a status of Non-Accreditation awarded it by the State Board of Education. A district may appeal for a reconsideration of that status to the State Board of Education within 30 days of the receipt of written notice of Non- Accreditation status.
XIV. THE BOARD’S OBLIGATION

….School Board Advocacy

School Board Advocacy

The primary responsibility of school boards is to see that children get a quality education in a safe and nurturing environment. School boards must have control of the variables that affect the education of the children in their districts. The ability of school boards to have local control is affected by decisions made at other levels of government. State and federal laws and regulations have a great impact on the management and operation of school districts.

As the only locally elected body chosen solely to represent the interests of children, school boards must exert their influence on the other levels of government so they can have control over the key areas that affect their district’s operation and management: revenue, personnel, and curriculum. School board members occupy a very unique position to exert influence with legislators. School board members, like the legislators, are elected, and they are constituents of the legislative representatives who cast votes. They must have the means to operate quality schools that strive each day to meet the needs of all children. School boards must have the ability to carry out their mission of educating all children to high levels of achievement.

Legislative Advocacy

Boards must be involved in the political process. The board should:

- identify legislative priorities
- develop an advocacy plan
- identify supportive community contacts
➢ develop key messages
➢ communicate these messages to state and local decision makers.

To make sure your legislative delegation knows what is going on in your district, the board should:
➢ Ask legislators to visit schools
➢ Let them know how legislation will impact the district

It is important to develop a positive relationship for the long haul, rather than harbor ill will over previous legislative setbacks.

Grassroots Lobbying Tips
1. Read and understand the Major Issues with each bill
2. Contact your legislators about the bill
   a. E-mail
      a. excellent during the session
      b. make sure you request notification when opened
   b. Phone
      a. best when time is short and vote is near
      b. issue should be simple
   c. Letter
      a. Most effective
      b. Needs lead time (2 weeks)
      c. Able to explain issue

Lobbying By Phone
1. Review the issues
2. Prepare your notes
3. Identify yourself and your position
4. Briefly state the issue and your position
5. Focus on the issue on the impact it will have on your district
6. Determine the legislator’s position on the issue
7. Thank the legislator for his or her time
8. Follow up with a written Thank You that also restates a summary of your conversation and any additional information needed.

If the legislator is unavailable for the phone call, leave your name and phone number with the receptionist.
If you want the legislator to vote a certain way on a bill or amendment, leave the bill number or title of the issue with the receptionist and the way you want the legislator to vote to support the children of your district.

**Timeline for Legislative Goals**

**July**
Approve Legislative Goals for upcoming session

**September**
Coordinate Grassroots Advocacy efforts for Legislative Goals
Take input on positions, resolutions, statements of belief for Delegate Assembly
Take input on proposed Goals for the following legislative session

**November**
Coordinate lobbying efforts on Legislative Goals
Hold Delegate Assembly
Act on positions, resolutions and statements of belief for current session.
Coordinate lobbying efforts for Legislative Goals
Act on recommended Goals for next year.

**December**
Coordinate lobbying efforts on Legislative Goals

**January**
Coordinate lobbying efforts on Legislative Goals

**February**
Coordinate lobbying efforts on Legislative Goals

**March**
Coordinate lobbying efforts on Legislative Goals

**April**
Review effectiveness of legislative efforts
Board of Directors review proposed legislative goals for next session
Citizens Guide to the Legislature
The Wyoming State Legislature provides the following “Citizens Guide” on their website [www.legisweb.state.wy.us](http://www.legisweb.state.wy.us) for the convenience of anyone who is interested in the legislative process or might want to attend a committee hearing or observe the bill making process from the balcony of the House or Senate.

CITIZEN'S GUIDE
TO THE WYOMING LEGISLATURE

I. WELCOME TO THE CAPITOL.
A. Parking, Accommodations and Access to the Capitol Building.
1. **Parking.** Parking space near the Capitol is quite limited during legislative sessions. There is no public parking lot within close walking distance. The parking lot to the West of the Capitol and the underground parking lot at the Herschler building are reserved for legislators, legislative staff and state employees. Limited parking spaces are available on side streets around the Capitol but note that many of these spaces are metered or are restricted to time limited parking.

2. **Capitol Building Hours.** During the Legislative session, the Capitol building is open each morning at 7:00 a.m. and remains open at all times the legislature is in session and while committees are meeting.

3. **Information.** The first stop for general information is the information desk located in the Capitol rotunda. Information relating to bill status is available at the computer information terminal located in the basement of the Capitol.

4. **Rest rooms.** Public rest rooms are located in the basement of the Capitol. There are also public rest rooms located in the vicinity of the third floor public seating gallery in the House of Representatives.

5. **Telephones.** Public pay telephones are located in the basement of the Capitol.

6. **Cafeteria/Refreshments.** Vending machines are located in the basement of the Capitol. There is no public cafeteria in the Capitol building. The House and Senate coffee rooms are not open to the general public. The nearest public cafeteria is located in the basement of the Herschler building immediately north of the Capitol (accessible via the "tunnel" on the north side of the basement in the Capitol.)
Please note that food and beverages are not allowed in the House and Senate galleries.

B. **Accommodations for individuals with disabilities.**

1. **Parking Spaces.** Handicapped parking spaces are available along 24th street directly in front (south) of the Capitol.

2. **Access to Capitol Building.** A wheelchair accessible ramp and door is located on the north side of the Capitol Building. Vehicle access to this location is from the West side of the Capitol Building off of Carey Avenue.

3. **Elevators.** There are two elevators accessible from the basement or at the east and west ends of the rotunda area on the main floors. Use the West elevator to access the third floor public seating area for the Senate. Use the East elevator to access the third floor public seating area for the House of Representatives.

4. **Seating.** Both the House and Senate Chambers have been remodeled to provide wheelchair accessible seating spaces in the public seating areas on the third floor.

5. **Rest rooms.** The public rest rooms in the basement of the Capitol are wheelchair accessible.

6. **Accommodations for Individuals with Hearing Impairments.** Individuals desiring the use of an interpreter should contact the Legislative Service Office or the Staff Supervisor in the House or Senate for assistance. While a reasonably prompt response can be expected, individuals requiring the services of an interpreter should make this request known as far in advance as possible since legislative proceedings will not be delayed to provide this accommodation.

The Senate is equipped with a personal listening system consisting of a low-power FM transmitter which is activated whenever the Senate is in session. Individuals visiting the Senate may check out a receiver from the Senate doorman or watchman.

7. **Telephone Services.** Individuals with hearing impairments are encouraged to phone the Wyoming Relay Service (Ph. 1-800-877-9965 for TDD or Text Telephones) for assistance in reaching the Voter Hotline or other telephone services described in this publication.

8. **Accommodations for Individuals with Vision Impairments.** If a person with a visual impairment requests accommodation regarding bill drafts or other legislative information or publication through audio means, the LSO
will arrange to make the material requested available on audio tape and will charge no more than charges levied for the same printed materials.

C. Legislative Web Site: Electronic Access to Government Information.

The legislative Web site on the Internet provides Wyoming citizens with electronic access to legislative information. The address is http://legisweb.state.wy.us. It can also be reached through the state's home page on the Web, http://www.state.wy.us. A library in your community may have the needed equipment and support for public access to the legislative Web site for individuals who do not have a personal computer. Please contact your local county library, nearest branch library, community college library or the University of Wyoming library about the current availability of public accessible computers.

Wyoming state government's public information menu on its Web site includes a wide variety of data maintained by executive agencies as well as information relating to the judicial and legislative branches of state government through their respective Web sites.

Legislative information available on the Web site includes:

- House and Senate Standing Committee Lists.
- Information about Wyoming's Legislators.
- Information relating to the most current Legislative Session including: Indexes and text of bills; calendars of committee meetings and pending legislative action on bills; text of amendments; information on bill status; and all roll call votes.
- Real Audio broadcasts of House and Senate proceedings during session.
- Historical information relating to previous legislative sessions and Joint Interim Committee activities.
- Information concerning interim legislative activities such as joint interim committee meeting schedules, topics assigned for committee study and minutes of meetings.
II. ABOUT THE WYOMING LEGISLATURE.

A Citizen Legislature. Wyoming remains one of the few states having a true part-time citizen legislature. While this may keep Wyoming legislators in closer touch with their constituents, it also means that they do not enjoy the same accommodations provided to full-time legislators in larger states. For example, legislators in Wyoming do not have individual staff. As noted below, staff services for Wyoming legislators are provided by a small permanent central staff agency (the LSO) and by temporary session staff. Office accommodations are similarly austere. Except for a few officers of the House and Senate, members of the legislature are not provided offices in the Capitol nor do they maintain full-time offices in their districts. While in session, the "office" of a typical Wyoming legislator consists of the legislator's desk on the floor of the House or Senate and one or two file cabinet drawers in a committee meeting room. Except for the relatively short periods of time they meet each year in Cheyenne for the annual legislative session, Wyoming legislators can be contacted at home or at their places of business.

A. Members of the House and Senate.

1. House of Representatives. Located in the East Wing of the Capitol, the House of Representatives is made up of 60 members elected from single member districts for two year terms. The principal officers of the House include:

   -- Speaker of the House: Appoints committees; assigns bills to standing committees; presides during session; determines whether to appoint conference committees and designates membership; handles administrative functions of the House.

   -- Speaker Pro-tem: Performs duties of the Speaker in the Speaker's absence.

   -- Majority Floor Leader: Offers formal motions necessary for the conduct of legislative business; in consultation with the Speaker, directs activities on the floor and regulates daily scheduling including order of bills considered in Committee of the Whole.

   -- Minority Floor Leader: Directs activities of the minority party on the floor and serves as spokesman for minority party.
--- **Majority and Minority Whip:** Assists the floor leader; ensures that party members are present on the floor to speak or vote on important measures.

--- **Majority and Minority Caucus Chairman:** Directs party caucus meetings.

2. **Senate.** Located in the West Wing of the Capitol, the Senate is made up of 30 members elected from single member districts for four year terms. The principal officers of the Senate include:

--- **President of the Senate:** Appoints committees; assigns bills to standing committees; presides during session; determines whether to appoint conference committees and designates membership; handles administrative functions of the Senate.

--- **Vice President:** Performs duties of the President in the President's absence.

--- **Majority Floor Leader:** Offers formal motions necessary for the conduct of legislative business; in consultation with the President, directs activities on the floor and regulates daily scheduling.

--- **Minority Floor Leader:** Directs activities of the minority party on the floor and serves as spokesman for minority party.

--- **Majority and Minority Whip:** Assists the floor leader; ensures that party members are present on the floor to speak or vote on important measures.

--- **Majority and Minority Caucus Chairman:** Directs party caucus meetings.

--- **B. Legislative Sessions.**

The Legislature meets in general session in odd numbered years, beginning on the second Tuesday of January. The general session is limited to 40 legislative days, but generally lasts around 38 days.

The Legislature meets in budget session in even numbered years, beginning on the second Monday of February. A typical budget session lasts 20 legislative days. Except for the budget bill, any other bill requires a 2/3rds vote of the House or Senate for introduction in a budget session.

Special sessions of the Legislature may be called at any time by the governor.
C. Legislative Committees.

1. Committee Structure. There are twelve permanent parallel committees in the House and Senate. Much of the work of the Legislature is carried on by these "standing committees" which generally contain 9 members in the House and 5 members in the Senate. Most members serve on several committees.

Standing committees meet before and after the daily general session of the House and Senate, and sometimes during the noon recess, to review bills, hear testimony from interested citizens and recommend action back to the full body of the House or Senate.

Additional information on committee operations is provided in other sections of this booklet.

2. Directory. Qwest and the Wyoming Trucking Association jointly publish an annual legislative directory which includes a photo and a brief biographical sketch of each legislator. The directory also includes telephone numbers for all House and Senate offices and committee rooms, make up of all House and Senate standing committees, and the position and title of each member of the session staff. Copies of the directory are available free of charge at the information desk in the Capitol rotunda.

D. Legislative Staff.

1. Legislative Service Office (LSO). The LSO is the full time, nonpartisan central staff agency of the Wyoming Legislature. Services provided by the LSO include: research; bill and amendment drafting; revision and reccompilation of the statutes; Legislative budget and accounting; and personal staff services for Legislators. Members of the office staff also prepare administrative rule reviews; conduct performance evaluations of executive agency programs, conduct fiscal studies and budget analysis and maintain the legislative Web site. The LSO also employs several part-time staff during the session.

2. Session Staff. The House and Senate employ temporary staff (including chief clerks, staff supervisors, committee secretaries, etc.,) to assist during each legislative session. Session staff are responsible for many of the day to day operations of the legislature and work under the general direction and control of the chief clerk and staff supervisor in the House and Senate. During the session, standing committees and many Legislators also use student interns and legislative aides to assist with research, filing, correspondence, etc.
Operating from their work stations at the front desk of the Chamber, the chief clerk, assistant chief clerk, reading clerk and computer terminal team coordinate the flow of work on the floor of the House and Senate.

III. THE LEGISLATIVE PROCESS.

A. How a Bill Becomes Law.

Bill Drafting.

1. Committee Bills. When the legislature is not in session, the respective standing committees of the House and Senate combine to function as "joint interim" committees which are assigned to study major problems facing the state. Many of the bills introduced in the legislative session result from the work of joint interim committees. Special and select committees of legislators may also be established to perform interim work, including studies and the drafting of bills. Information on all interim committee activities including minutes of committee meetings may be obtained by contacting the Legislative Service Office. Computer access to committee information is available to individuals outside the Capitol via the legislative Web site. For more information on the legislative Web site see Section I C. of this booklet.

2. Drafting By LSO. All bills proposed by interim committees as well as all bills sponsored by individual legislators are drafted by the staff of the Legislative Service Office.

STEPS IN THE LEGISLATIVE PROCESS.

The Flow Chart appearing at the back of this booklet provides a "thumbnail" sketch of the step by step process a House bill or Senate file follows from initial introduction to final enactment.

A more detailed description of each step in the legislative process is provided in the publication, "Extract from The Wyoming Manual of Legislative Procedures" available free of charge at the information desk in the Capitol rotunda.

The rather complicated process a bill follows in becoming law can be summarized as consisting of four principal stages: Committee action; Floor action; Conference committee action; and Action by the Governor.
1. **Committee Action.** Following introduction and first reading, a bill is assigned to a standing committee of the House or Senate for discussion and consideration. The committee may hold public hearings on the bill (see information below on how to obtain notice of scheduled committee hearings.) The committee then reports back its favorable or unfavorable recommendation on the bill to the full House or Senate and the bill is placed on "General File" awaiting floor action.

2. **Floor Action.** A bill receiving a favorable report by a standing committee is then ready for "floor action" by the entire body of the House or Senate. This means the bill will be subject to debate and amendment on the floor of the House or Senate by all the members during Committee of the Whole, and then again on 2nd and 3rd readings. A final vote on the bill is taken following third reading.

3. **Conference Committee Action.** To become law, a bill must be passed in identical form by both houses of the Legislature. Upon passage by the first house, the bill is sent to the second house where it is again subject to committee and floor action and possible amendment in the second house as described above. If the bill passes the second house without amendment, it is immediately sent on to the Governor for approval or veto. If the bill is amended by the second house, however, additional steps are necessary to complete Legislative action on the bill.

   Since a bill must be passed in identical form by both houses of the Legislature, a bill amended in the second house must be returned to the first house to determine if the house of origin will agree or "concur" in the amendments of the second house. If the first house concurs, action on the bill is finished and it is enrolled and sent on to the Governor.

   If the house of origin does not concur in the amendments of the second house, the bill is assigned to a conference committee to attempt to work out the differences. If both houses subsequently approve the report of the joint conference committee, the bill is deemed enacted and is then sent on to the Governor.

4. **Action by the Governor.** Before any bill passed by the Legislature becomes law it must be presented to the Governor. If he approves the bill, he signs it. If he disapproves (vetoes) the bill, he returns it to the house of origin with his objections.

   The House and Senate may override the Governor's veto by a vote of two-thirds of the members elected to each body.
If any bill sent to the Governor during the session is not signed by him and is not returned within three days (Sundays excepted) it becomes law without his signature. If the Legislature adjourns before the three days have passed, the bill becomes law unless the Governor, within fifteen days after the Legislature adjourns, files his objections to the bill with the Secretary of State.

**B. Order of Business - Typical Legislative Agenda.**

1. The House and Senate generally follow the same schedule or "order of business" each regular legislative day (note this schedule may change near the end of the session as the Legislature winds down its work):

   a. Roll call
   b. Prayer by the chaplain
   c. Journal committee report
   d. Messages from the Governor or the other house
   e. Unfinished business
   f. Introduction, reading and reference of bills
   g. Bills of other house on first reading
   h. Reports from standing committees
   i. Reports from select committees
   j. Bills on second reading
   k. Bills on third reading and final passage
   l. Consideration of bills on general file
   m. Special orders and committee announcements
   n. Adjournment

   On a typical legislative day during the course of the session it is common for the legislature to recess for lunch between third reading (agenda item k) and committee of the whole (agenda item l.)

2. Standing committees meet in the mornings before the House and Senate convene, in the late afternoons or evenings following adjournment and sometimes during the noon recess. A schedule of committee meetings for each day is available by 3:00 p.m. on the preceding business day.

3. In planning your visit to the Legislature, consult the House and Senate calendars in advance to determine when bills of interest have been scheduled for debate.
IV. FREQUENTLY ASKED QUESTIONS.

A. Copies of Bills and Amendments.

WHERE DO I GET COPIES OF BILLS?

Outside the Capitol. Copies of all bills are sent to each county clerk and to each county library in the state for public use. Members of the public may obtain copies of bills from the LSO by mail, for a nominal copying charge plus postage.

Computer Access. Computer access to the text of bills is available to individuals outside the Capitol via the legislative Web site (http://legisweb.state.wy.us). For more information on the legislative Web site see Section I C. of this booklet.

In the Capitol. If you merely wish to read the text of a bill, a full set of bills is maintained on tables in the Capitol rotunda. You may also obtain your own copy of a bill, for a nominal charge, by contacting the LSO.

DO I HAVE THE RIGHT VERSION OF THE BILL?

It is important to note that bills are often revised and reprinted in different versions during the course of the session. For example, a standing committee may so heavily amend a bill that a "substitute bill" incorporating all the committee's proposed amendments is prepared. This version of the bill will have the designation "Substitute No _____" in the upper right-hand corner of the first page. Similarly, if a bill is amended in the first house, it is "engrossed" (reprinted with all adopted amendments) before it is sent to the second house. The engrossed bill is reprinted on different colored paper than the original "introduced" version of the bill.

If you have difficulty "tracking" a proposed amendment into the text of a bill, it may be that you do not have the most recent version of the bill.
WHERE DO I GET COPIES OF AMENDMENTS?

Computer Access. At the close of each legislative day the text of each amendment adopted that day is available to individuals outside the Capitol via the legislative Web site (http://legisweb.state.wy.us). For more information on the legislative Web site see Section I C. of this booklet.

In the Capitol. Printed copies of amendments adopted the previous legislative day are available the following morning at the information desk in the rotunda and at various locations throughout the Capitol.

Pending Amendments. Amendments which have not yet been acted upon but which have been prepared and distributed to Legislators are generally available through the office of the staff supervisor in the House and Senate.

WHERE DO I GET COPIES OF ENROLLED ACTS AND CHAPTERS?

Enrolled Acts. Following final adoption by the House and Senate, bills are "enrolled" (reprinted with all adopted amendments including any amendments contained in a joint conference report) and presented to the Speaker of the House and the President of the Senate for signature. This version of the bill is referred to as a "House Enrolled Act" or a "Senate Enrolled Act." Note that this version of the bill is subject to further action, i.e., approval or veto by the Governor and possible veto override attempt.

Chapters. Following final approval by the Governor (or following a successful attempt at a veto override) enacted bills are printed in their final form and are referred to as enacted "Chapters."

Outside the Capitol. Copies of Enrolled Acts and Chapters may be obtained from the LSO by mail, for a nominal copying charge plus postage.

Computer Access. Computer access to the text of Enrolled Acts and Chapters is available to individuals outside the Capitol via the legislative Web site (http://legisweb.state.wy.us). For more information on the legislative Web site see Section I C. of this booklet.
In the Capitol. Copies of Enrolled Acts and Chapters may be obtained from the Legislative Service Office for a nominal copying charge.

B. Bill Status.

**HOW DO I GET BILL STATUS INFORMATION? (i.e., INFORMATION ON WHAT HAS HAPPENED TO A BILL SO FAR AND WHERE IT IS IN THE "PROCESS.")**

Outside the Capitol. Individuals may use an in-state toll-free telephone number to receive bill status on a maximum of five bills per telephone call. This is a limited service which allows the caller to determine the current status of a bill but not information concerning the contents of the bill. The number is 1-800-342-9570 (out-of-state number 307-777-6185).

Computer Access. Shortly after adjournment at the end of each legislative day, information contained in the Calendar and LSO Bill Status Report (described below) is available to individuals outside the Capitol via the legislative Web site (http://legisweb.state.wy.us). For more information on the legislative Web site see Section I C. of this booklet.

Inside the Capitol:

(1) Computer bill status. Individuals who are in the Capitol while the House and Senate are in session can obtain bill status information at the computer information terminal located in the basement.

(2) Calendars. Following the close of business each legislative day, both the House and Senate prepare a Calendar listing: bills scheduled for second and third reading on the following day; bills reported out of committee and on general file; and committee meeting notices. Copies of the Calendar are available each morning, free of charge, at the information desk in the Capitol rotunda.

(3) LSO Bill Status Report (purple sheet). LSO prepares a daily status report listing the last action taken on each bill and whether the bill is scheduled for further action on the day of the report. Copies of the purple sheet are available each morning, free of charge, at the information desk in the Capitol rotunda.
C. Committee Meetings.

WHEN AND WHERE DO THE COMMITTEES MEET?

Standing committees meet in the mornings before the House and Senate convene, in the late afternoons or evenings following adjournment and sometimes during the noon recess. A few committees meet each legislative day while others meet every other day.

Committee meeting rooms are scattered throughout the 2nd and 3rd floors of the Capitol building. To locate a particular committee room, contact the information desk in the Capitol rotunda or consult the map in the Qwest/Wyoming Trucking Association Directory available at the information desk.

HOW DO I FIND OUT WHEN A COMMITTEE WILL MEET TO CONSIDER A PARTICULAR BILL?

Computer Access. Shortly after adjournment at the end of each legislative day, information contained in the House and Senate Calendar, including meeting notices, is available to individuals outside the Capitol via the legislative Web site (http://legisweb.state.wy.us). For more information on the legislative Web site see Section I C. of this booklet.

Inside the Capitol:

(1) Meeting notices. Standing committees generally provide advance notice of meetings at which bills will be discussed. Notices are normally posted by 3:00 p.m. on the day before the meeting is to be held. Meeting notices are posted outside the House and Senate chambers (and on the door of the meeting room for each committee) and are published in the House and Senate Calendar.

(2) Calendars. Following the close of business each legislative day, both the House and Senate prepare a Calendar listing committee meeting notices. Copies of the Calendar are available each morning, free of charge, at the information desk in the Capitol rotunda.
WILL I BE ALLOWED TO PRESENT TESTIMONY AT COMMITTEE MEETINGS?

For each bill under consideration, committees will generally schedule at least one meeting at which public testimony is solicited. If you are unable to attend the meeting in person on the day the bill is being discussed, you may provide written testimony which may be left with the committee secretary. A brochure is available in the LSO which provides general information to members of the public explaining how to make a presentation to a legislative committee.

I HAVE A PHYSICAL DISABILITY AND REQUIRE SPECIAL ACCOMMODATIONS TO ATTEND OR PRESENT TESTIMONY AT A COMMITTEE MEETING. WHOM DO I CONTACT?

Contact the Staff Supervisor in the House or Senate or the LSO as far in advance of the meeting as possible. Arrangements can be made to provide an interpreter for persons with hearing impairments or to provide information through audio means for persons with visual impairments.

DO I HAVE TO REGISTER AS A LOBBYIST?

A citizen appearing at a committee meeting as an individual to express his own views does not need to register as a lobbyist. You need to register with the Secretary of State's Office (1st floor of the Capitol Building) as a lobbyist only if you are representing an organization and you are receiving reimbursement for expenses or compensation as a lobbyist.

D. Contacting Legislators During the Session.

HOW DO I CONTACT MY LEGISLATOR FROM HOME TO LEAVE A MESSAGE OR TO EXPRESS MY OPINION ON A BILL?

During the legislative session, constituents are encouraged to use the Voter Hotline (Phone 1-866-996-VOTE) to call and recommend a vote for or against a particular piece of legislation. While it is not possible to speak directly with a legislator on
the Voter Hotline, the message will be delivered more quickly than by calling any other number at the legislature.

Personal telephone messages may be left by calling the House or Senate receptionist at the number listed in the Qwest/Wyoming Trucking Association directory.

**I'M IN THE CAPITOL AND WISH TO SPEAK TO MY LEGISLATOR. WHERE DO I GO?**

Individuals wishing to speak personally to a legislator while the House or Senate is in session can present a written message to the receptionist or doorman in the House or Senate lobby. The message will be delivered on the floor by a Page and the legislator can determine whether he is able to leave the floor to meet in the lobby with the individual.
XV. THE BOARD’S OBLIGATION

…Working Cooperatively with BOCES Boards, Charter Schools, and Other Educational Entities.

Cooperative Education Services (21-20-102)

1969 legislation was passed to provide a way for school districts and community college districts or any combination of the two to work together to provide educational services, including, but not limited to the following;
  - Post secondary education
  - Vocational–technical education
  - Adult education
  - Services for children with disabilities

Process for Implementation
When two (2) or more boards of trustees desires to establish a board of cooperative services for the purpose of cooperative educational services and if the services can be provided more effectively through a cooperative effort, the boards of the interested districts, a majority of whose members respectively vote in favor of doing so, may enter into an agreement to form a board of cooperative educational services. The agreement should specify the following:
  - Length of term of the agreement
  - Responsibilities and obligations of each participating district
  - Types of services to be provided
  - Procedure for establishing additional services
Procedure for including additional districts into the cooperative educational services program
Methods for amendment of agreement and dissolution;
Any agreement to form a board of cooperative educational services must be approved by the State Board of Education.

**BOCES Board**
The Boards of Trustees agreeing to participate in a board of cooperative educational services shall appoint members to the board of cooperative educational services. The board shall have not less than five (5) nor more than nine (9) board members. If there are more than nine (9) districts participating, each district shall have at least one (1) board member. Term should coincide with their regular terms of office. At the first meeting of the board, they shall elect a Chairman, a Vice-Chairman, a clerk, and a treasurer, for a one (1) year term of office. The duties shall be the same as those for school board members as provided by law. Meeting shall be held and conducted as provided by law for meetings of school boards. The costs of facilities, equipment and additional services performed under the direction of the BOCES shall be financed by participating districts on a basis agreed upon by the boards of trustees. Each BOCES board shall
- Prescribe and enforce rules, regulations, and policies for its own governance which are consistent with the laws of the state;
- Keep minutes of all meetings at which official action takes place;
- Be responsible for programs and services it provides;
- Administer and abide by terms of the agreement or agreements entered into by the participating districts.

One year advance notice is required before any participating school district board can withdraw from funding any cooperative educational services.

**Powers and Duties of BOCES Board**
Each board of Cooperative Educational Services may:
- Hold, convey, lease, rent and manage property;
- Contract for educational and related services with any other agency;
- Contract for post secondary educational services with an accredited Wyoming college or the University of Wyoming or if services are unavailable in Wyoming with an accredited college or university outside of Wyoming;
  - Accept or reject any federal or other gift, grant, bequest or devise;
  - Discharge any employee;
Employ any personnel needed to perform the services of the BOCES;
Receive and spend funds and provide necessary expenses of the board incurred in the exercising of its powers and performance of its duties;
Require bonding of employees responsible for funds and property of the board.

Special District Taxes
The Board of Cooperative Educational Services may levy a special school district tax not to exceed one-half (1/2) mill on the assessed valuation of the member districts by a vote of each member district’s board of trustees, and without a vote of the electors. The BOCES Board may present a special levy not to exceed two (2) mills to a vote of the qualified electors of the member districts for the purposes outline previously.

Charter Schools
Charter school legislation exists to provide opportunities for teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to:

- Improve pupil learning;
- Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences;
- Encourage the use of different and innovative teaching methods;
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and
- Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system.

Charter School Prohibitions (21-3-303)
When the district board determines the funding or assistance is compatible with the mission of the district, nothing shall not prohibit any private person or organization from funding or providing other assistance for the establishment or operation of a charter school established pursuant to this article.

No charter shall be granted under this article if it is determined that its sole purpose is to avoid consolidation or closure of any school or district. For purposes of this subsection, consolidation or closure applies regardless of grade configuration, building location or school or district name.
No charter application shall be considered from any person, group or organization proposing to convert a private school or a nonpublic home-based educational program into a charter school.

No charter school shall enter into a contract with an independent management company without the prior written consent of the district board. The school district shall be a third party beneficiary to any management contract approved by the district board.

**Charter School; Requirements; Authority (21-3-304)**

A charter school shall be a public, nonsectarian, nonreligious, non-home-based school which operates within a public school district. Tuition shall not be charged by a charter school. A charter school shall be a public school within the school district that grants its charter and shall be accountable to the district board for purposes of ensuring compliance with applicable laws and charter provisions and the requirements of the state constitution. A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Enrollment decisions shall be made in a nondiscriminatory manner specified by the charter school applicant in the charter school application. Enrollment decisions shall not discriminate against at-risk students or special program students. A charter school shall be administered and governed by a governing body in a manner agreed to by the charter school applicant and the school district. A charter school may organize as a nonprofit corporation pursuant to the Wyoming Nonprofit Corporation Act, which shall not affect its status as a public school for any purposes under Wyoming law.

A charter school, as a public school, is a governmental entity. Direct leases and financial obligations of a charter school shall not constitute debt or financial obligations of the school district unless the district board expressly assumes such obligations in writing. Notwithstanding the provisions of this article to the contrary, a charter school and the school district may agree to extend the length of the charter beyond five (5) years for the purpose of enhancing the terms of any lease or financial obligation.

Pursuant to contract, a charter school may operate free from specified school district policies and state regulations. Pursuant to contract, a school district may waive locally imposed school district requirements, without seeking approval of the state board. The state board may waive state statutory requirements or rules.
promulgated by the state board, except that the state board shall not waive any statute or rule relating to the assessments or standards required to be administered. Upon request of the charter applicant, the state board shall provide summaries of such regulations and policies to use in preparing a charter school application. The department of education shall prepare the summary of state regulations within existing appropriations. Any waiver of state or local school district regulations made pursuant to this subsection shall be for the term of the charter for which the waiver is made, except that a waiver of state statutes or regulations by the state board shall be subject to review every two (2) years and may be revoked if the waiver is deemed no longer necessary by the state board.

A charter school shall be responsible for its own operation including, but not limited to, preparation of a budget, contracting for services and personnel matters. A charter school may negotiate and contract with a school district, the governing body of a state college or university, or any third party for the use of a school building and grounds, the operation and maintenance thereof, and the provision of any service, activity or undertaking that the charter school is required to perform in order to carry out the educational program described in its charter. Any services for which a charter school contracts with a school district shall be provided by the district at cost. The charter school shall have standing to sue and be sued in its own name for the enforcement of any contract created pursuant to this subsection.

A charter school shall not be required to pay rent for space which is deemed available, as negotiated by contract, in school district facilities. All other costs for the improvement, modification, operation and maintenance of the facilities used by the charter school shall be subject to negotiation between the charter school and the district board. A charter school shall be authorized to offer any educational program that may be offered by a school district unless expressly prohibited by its charter or by state law. All decisions regarding the planning, siting and inspection of charter school facilities shall be made in accordance with law and as specified by contract with the district board.

The school district shall be the owner of all records of the charter school, including student, staff and public affairs records of charter school operations. Upon closure of the charter school, all charter school records shall be promptly delivered to the school district.
Admission to a charter school shall not be determined solely on academic abilities or achievements, including minimum test scores or intelligence quotient scores.
Charter Schools; Contract Contents; Regulations (21-3-305)

An approved charter application shall serve as the basis for a contract between the charter school and the school district. The contract between the charter school and the school district shall reflect all agreements regarding the release of the charter school from school district policies. The contract between the charter school and the school district shall reflect all approved requests for release of the charter school from state statutes and regulations. Within ten (10) days after the contract is approved by the school district, any request for release from state statutes and regulations shall be delivered by the school district to the state board. Within forty-five (45) days after a request for release is received by the state board, the state board shall either grant or deny the request. If the state board grants the request, it may orally notify the school district and the charter school of its decision. If the state board denies the request, it shall notify the school district and the charter school in writing that the request is denied and specify the reasons for denial. If the school district and the charter school do not receive notice of the state board’s decision within forty-five (45) days after submittal of the request for release, the request shall be deemed granted. If the state board denies a request for release that includes multiple state statutes or regulations, the denial shall specify the state statutes and regulations for which the release is denied, and the denial shall apply only to those state statutes and regulations so specified.

A material revision of the terms of the contract shall be made only with the approval of the school district and the governing body of the charter school. The contract between the charter school and the school district shall provide that upon closure of the charter school any charter school assets purchased with public funds shall become the property of the school district.

Application for Establishing Charter Schools; Conversion of Existing Schools (21-3-306)

Any person may apply to the district board for the establishment of a new charter school or a charter school within a school to be located within the school district. Administrators and teachers employed by the district, parents of students enrolled in the district and any special district advisory group comprised of district residents may apply to the district board to convert an existing public school operating within the school district to a charter school. An application filed under this subsection shall demonstrate the support of not less than fifty percent (50%) of the teachers employed by the school who teach at the school proposed to be converted, and the parents of fifty percent (50%) of all students attending the school proposed to be converted.
Instead of establishing a new charter school or a converted charter school under this section, a district board and a charter school applicant may by mutual agreement establish a charter school within a school. A charter school operated under this subsection is a separate school and shall have the rights and obligations provided under this article for new and converted charter schools. The agreement between the school board and the charter school may provide that faculty and staff at the charter school may work in both the charter school established under this subsection and other district schools. If district students attend both the charter school established under this subsection and another district school, the students shall be counted for each school in proportion to the percentage of their time spent in each school.

Charter Application; Contents (21-3-307)

The charter school application shall be a proposed agreement and shall include:

- A description of the educational program of the school, designed to identify those whom the school is attempting to educate, what it means to be an educated person in the twenty-first century and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent and lifelong learners;
- The measurable pupil outcomes identified for use by the charter school. "Pupil outcomes" for purposes of this paragraph means the extent to which all pupils of the school demonstrate they have attained the skills and knowledge specified as goals in the school's educational program. "Pupil outcomes" shall include state assessments and standards;
- The method by which pupil progress in meeting those pupil outcomes is to be measured;
- The governance structure of the school, including but not limited to the process to be followed by the school to ensure parental, teacher and community involvement;
- The qualifications to be met by individuals to be employed by the school;
- The procedure that the school will follow to ensure the health and safety of pupils and staff;
- Admission requirements, if applicable;
- The manner in which an annual audit of the financial and programmatic operations of the school, including any services provided by the school district, is to be conducted;
- The procedure by which pupils can be suspended or expelled;
- In accordance with this article, the manner by which staff members of the charter schools will be covered under the Wyoming retirement system and federal social security;
A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school and of any rights upon returning to the school district after employment at a charter school;

Minimum enrollment requirements:

- Evidence that an adequate number of parents, teachers, pupils or any combination thereof support the formation of a charter school;
- Evidence that the plan for the charter school is economically sound for both the charter school and the school district;
- A proposed budget for the term of the charter;
- A plan for the displacement of pupils, teachers and other employees who will not attend or be employed in the charter school;
- An explanation of the relationship that will exist between the proposed charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any;
- The employment policies of the proposed charter school;
- An agreement between the parties regarding their respective legal liability and applicable insurance coverage;
- A description of how the charter school plans to meet the transportation needs of its pupils and whether the charter school plans to provide transportation for pupils;
- In accordance with this article, a description of the rights of any employee of the school district upon commencing employment in a charter school; and
- A financial feasibility statement providing evidence of charter school viability following the first three (3) years of charter school operation.

**Hearing By Local Board (21-3-30)**

Not later than thirty (30) days after receiving an application for any charter school as defined in W.S. 21-3-302, the district board shall hold a public hearing on the application, at which time the board shall consider the level of community and parental support for the application if an application for a new charter school, or the level of teacher and parental support if an application for a converted charter school or charter school within a school. Following review of the application and the public hearing, if applicable, the district board shall either approve or deny the application within sixty (60) days of receipt. Approval under this article may be conditioned for purposes specified under subsection (c) of this section. In addition, the board may approve an application for the operation of a converted charter school only if it determines teacher and parental support for the conversion are established at the levels required by W.S. 21-3-306(b). Prior to approving an
application for a charter school under this section, the board shall approve and adopt the content and terms of the contract as provided in W.S. 21-3-307.

No district board of trustees or agent of the board shall require any employee of the school district to be employed in a charter school or any pupil enrolled in the school district to attend a charter school. No district board or its agent shall harass, threaten, discipline, discharge, retaliate or in any manner discriminate against any district employee involved directly or indirectly with an application to establish a charter school as authorized under this article.

The district board shall require the applicant to provide information regarding the proposed operation and potential effects of the school, including but not limited to the facilities to be utilized by the school, the manner in which administrative services of the school are to be provided and a demonstration that the school is adequately insured for liability, including errors and omissions coverage, and that the school district is indemnified to the fullest extent possible. As authorized under subsection (a) of this section, the applicant may request the district board and the board may approve the charter application subject to specified conditions which provide the applicant sufficient time to acquire necessary funding for securing or otherwise finalizing arrangements for facilities or equipment necessary for the operation of the proposed school. In addition, the district board may upon request of the applicant and approval of the charter school application, make available for use by the charter school any district facility which is closed, not operational and otherwise feasible for use as an educational building as defined under W.S. 21-15-109(a)(ii).

Upon the approval of any application by the district board, the applicant shall provide written notice of that approval including a copy of the application to the state superintendent. If the district board denies the application, the board shall notify the applicant of the denial in writing, together with its reasons for denial.

A charter school may contract for the provision of services and property subject to the following:

- The contract shall be executed in the same manner and subject to the same restrictions as contracts by the school district;
- The charter school shall be subject to all competitive bidding laws which apply to the school district;
- The contract shall not exceed funds available to the charter school;
The contract shall not exceed the remaining length of operation for which the charter school was approved pursuant to W.S. 21-3-309; With the consent of the school district, the charter school may delegate the authority to negotiate the contract or execute the contract, or both, to the school district.

A school district shall not discriminate against a charter school in publicizing the district's educational options through advertising, direct mail, availability of mailing lists or other informational activities.

Charter schools shall meet the state uniform educational program standards imposed upon public schools by W.S. 21-9-101 and 21-9-102 and the uniform state student content and performance standards prescribed by the state board of education under W.S. 21-2-304, including compliance with requirements under the statewide assessment system pursuant to W.S. 21-2-304(a)(v).

Those teachers employed on a full-time basis in the charter school system shall be subject to the same requirements with respect to certification by the Wyoming professional teaching standards board under W.S. 21-2-802 and other qualifications as any other teachers authorized to teach in Wyoming public schools.

**Length of operation under charter; renewal; revocation (21-3-309)**

A charter may be granted pursuant to this article for a period not to exceed five (5) years and may be renewed for successive periods not to exceed five (5) years for each renewal period. A material revision of the provisions of a charter petition may be made only with the approval of the local board granting the charter. A charter school renewal application submitted to the school district shall contain:

- A report on the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards and other terms of the initial approved charter application; and
- A financial statement that discloses the costs of administration, instruction and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to other schools or other comparable organizations, in a format required by the state board.

A charter may be revoked or not renewed by the district board if the board determines that the charter school did any of the following:
Committed a material violation of any of the conditions, standards or procedures set forth in the charter application;
Failed to meet or make reasonable progress toward achievement of the content standards or pupil performance standards identified in the charter application;
Failed to meet generally accepted standards of fiscal management; or
Violated any provision of law from which the charter school was not specifically exempted.

A charter shall not be renewed upon a determination by the district board that it is not in the interest of the pupils residing within the school district to continue the operation of the charter school. If a district board revokes or does not renew a charter, the board shall state its reasons for the revocation or nonrenewal. A decision to revoke or not to renew a charter may be appealed pursuant to the provisions of W.S. 21-3-310.

**Appeal; standard of review; procedures (21-3-310)**

A charter applicant or any other person who wishes to appeal a decision of a district board concerning a charter school shall provide the state board and the district board with a notice of appeal within thirty (30) days after the local board's decision. If the appeal is of a denial, nonrenewal, or revocation of a charter, the person bringing the appeal shall limit the grounds of the appeal to the grounds for denial specified by the district board. The notice shall include a brief statement of the reasons the charter school applicant contends the district board's denial was in error.

If the notice of appeal, or the motion to review by the state board, relates to a district board's decision to deny, refuse to renew, or revoke a charter or to a district board's unilateral imposition of conditions that are unacceptable to the charter school or the charter applicant, the appeal and review process shall be as follows:

- Within sixty (60) days after receipt of the notice of appeal or the making of a motion to review by the state board and after reasonable public notice, the state board, at a public hearing which shall be held in the school district in which the proposed charter school has applied for a charter, shall review the decision of the district board and make its findings. If the state board finds that the local board's decision was contrary to the best interests of the pupils, school district or community, the state board shall remand such decision to the district board with written instructions for reconsideration thereof. The instructions shall include specific recommendations concerning the matters requiring reconsideration;
- Within thirty (30) days following the remand of a decision to the district board and after reasonable public notice, the district board, at a public hearing, shall reconsider its decision and make a final decision;
- If the district board's final decision is still to deny, refuse to renew or revoke a charter or to unilaterally impose conditions unacceptable to the charter school or the charter applicant, a second notice of appeal may be filed with the state board within thirty (30) days following such final decision;
- Within thirty (30) days following receipt of the second notice of appeal or the making of a motion for a second review by the state board and after reasonable public notice, the state board, at a public hearing, shall determine whether the final decision of the district board was contrary to the best interests of the pupils, school district or community. If such a finding is made, the state board shall remand the final decision to the local board with instructions to approve the charter application. The decision of the state board may require changes to the contract to be executed by the charter school and the school district.

**Compliance with charter; participation in retirement system.**
A charter school approved pursuant to this article shall comply with the provisions set forth in its charter petition and shall participate in the Wyoming retirement system to the extent as if it were a public school within the district.

**District board to report to state board**
Each district board granting a charter pursuant to this article shall annually report to the state board on each charter school operating within the district, compliance with the provisions of the charter and shall assure the state board that students attending the charter school are receiving an education consistent with the educational opportunities available to all students within the school district.

**Employee Options**
During the first year that a teacher employed by a school district is employed by a charter school, the teacher shall be considered to be on a one (1) year leave of absence from the school district. The leave of absence shall commence on the first day of services for the charter school. Upon the request of the teacher, the one (1) year leave of absence shall be renewed for up to two (2) additional one (1) year periods upon the mutual agreement of the teacher and the school district. At the end of three (3) years, the relationship between the teacher and the school district shall be determined by the school district and the district shall provide notice to the teacher of the relationship.
The employment status of school district employees employed by the charter school who seek to return to employment with non-charter schools in the school district shall be negotiated and included in the charter contract.

**Students Counted among District ADM**
Each student attending a charter school shall be counted among the average daily membership of the school district in which the school is located and the school shall be included in the district's configuration of schools reported to the state superintendent under W.S. 21-13-309(m)(iv). Average daily membership of the charter school shall be calculated as follows:

- In the first year of operation, the average daily membership for the charter school shall be multiplied by two (2) based on the following:
  - Initial average daily membership shall be calculated based upon the March 1 list of students who intend to enroll in the charter school as required under subsection (b) of this section;
  - The average daily membership of the charter school computed under subparagraph (i)(A) of this subsection shall be adjusted by the enrollment count taken on October 1 of the first year of operation.

- In the second year and all subsequent years and except as otherwise provided under paragraph (iv) of this subsection, the average daily membership of the charter school shall be counted only among the average daily membership of the school district;

- For purposes of W.S. 21-13-309(m)(iv)(A), and upon charter school operation for three (3) consecutive school years, charter school average daily membership computed under paragraph (i) of this subsection shall be divided by two (2) prior to computing the school's ADM averaged over the three (3) immediately preceding school years;

- Notwithstanding W.S. 21-13-309(m)(iv)(A), in the second and third year of charter school operation, the average daily membership of a charter school shall be based upon the prior school year average daily membership adjusted by the enrollment count taken on October 1 of the applicable school year.

Any approved charter school shall provide the local school district with the names, grades and school of current enrollment for all students who plan to enroll in the proposed charter school. The information shall be provided no later than March 1 of the school year preceding the school year in which the charter school plans to begin operation.
Charter Funding from District and Services Offered
As part of the charter school contract, the charter school and the school district shall agree on funding and any services to be provided by the school district to the charter school. The charter school and the school district shall begin discussions on the contract using the following revenue assumptions:

- The charter school shall be entitled to the benefit of one hundred percent (100%) of the foundation program amount computed under W.S. 21-13-309(m) based upon the average daily membership of the charter school, less any district level amounts generated by the charter school's membership under W.S. 21-13-309(m) and less amounts specified under W.S. 21-13-309(m)(v)(E).

- The charter school shall be entitled to the benefit of one hundred percent (100%) of the amount to be contributed to the school district under major maintenance payments pursuant to W.S. 21-15-109 based upon the proportion that the charter school educational building gross square footage contributes to the district educational building gross square footage.

The charter school may also contract with the school district for centralized services provided by the district including curriculum, media services, libraries and federally required educational services such as special education.

The district and the charter school applicant may by mutual agreement fund the charter school through a specific budget for the charter school.
XVI. THE BOARD’S OBLIGATION

……Working with the School Facilities Department/Commission and Understanding School Building and Facilities Maintenance and Construction Legislation.

School Facilities Commission (21-15-113)
The Wyoming School Facilities Commission was established in 2002 by the Wyoming Legislature to direct the construction and maintenance of school facilities in the state. In 2011, the Legislature approved legislation creating the School Facilities Department.

21-15-123. School facilities department; creation; control; director; duties and authority.
(a) The school facilities department is created.
(b) The department is under the direction and supervision of the school facilities commission. The department shall perform all duties required pursuant to this act and any duties as designated by the commission.
(c) The department consists of the director who is the chief administrative officer and other personnel as approved by the governor.
(d) The governor shall appoint a competent person as the director of the department who shall serve at the pleasure of the governor and may be removed by him as provided in W.S. 9-1-202. The director’s salary shall be
determined by the governor. Any appointment under this subsection shall be with the advice and consent of the senate.

(e) The director is the chief administrative officer of the department with general supervision and control of all activities, functions and employees of the department, under the direction and supervision of the commission. He shall devote his entire time to the performance and supervision of the duties conferred on him by the commission and by law.

(f) The school facilities department shall:
   (i) Implement policies, guidelines and standards as adopted by the commission for school district facility plans required under W.S. 21-15-116;
   (ii) Establish a consistent, systematic research approach for student enrollment projections used by districts in developing district facility plans and forecasting building and facility needs to comply with statewide building adequacy standards;
   (iii) Develop cost per square foot guidelines to be used in estimating the cost of constructing, renovating and otherwise remediating buildings and facilities to comply with statewide adequacy standards, which shall account for demonstrated differences among regions and communities within the state;
   (iv) Establish a statewide school facilities database comprised of building and facility specific condition, suitability, accessibility, capacity, inventory and site data;
   (v) Enter into or approve construction or renovation project agreements with school districts, as appropriate. Each agreement shall:
      (A) Require the district to make arrangements for appropriate professional supervision and management of the project;
      (B) Provide for the review and approval by the department of project plans and specifications;
      (C) Provide for review and approval by the department of project changes and change orders provided that:
         (I) The agreement may specify parameters identifying the circumstances under which changes and change orders may also be approved;
         (II) All changes and change orders shall be approved by the district or its representative.
      (D) Establish payment schedules involving state funds;
(E) Assure the state is not responsible or liable for compliance with construction or renovation project schedules or completion dates;
(F) Provide that the agreement shall expire upon completion of the project or projects;
(G) Contain any other provision mutually agreed upon by the department and the district;
(H) Allow for alternate design and construction delivery methods as defined in W.S. 16-6-701 for provision of design and construction services; and
(J) Require a contract compliance audit by independent auditing expertise of project budgets and expenditures prior to completing the project or projects.

(vi) Review district plans for the disposition or demolition of buildings and facilities made surplus by an approved construction or renovation project or by changes in school population, including allocation of resulting costs and revenues and report the plans to the commission. Disposition shall include options for use, lease, sale and any other means of disposing of the surplus building or facility. The costs and revenues incurred by the disposition or demolition of the building or facility shall be accounted for in each district's school facility plan and considered in any building or facility remedy for that district, including the allocation of revenues resulting from the disposition of property rendered surplus to offset property demolition costs. The department shall report this review to the commission. The district shall have final authority over the disposition or demolition of any surplus buildings or facilities, except that the commission, after receiving a report of the review by the department, may disapprove any plans related to disposition or demolition submitted pursuant to this paragraph if the commission determines that the plans do not protect the financial interests of the state or are not otherwise in the public interest. Any revenues resulting from property disposition under this paragraph shall not be considered or counted under W.S. 21-13-310(a)(xiv) or (xv);
(vii) Authorize, subject to commission review, the purchase and acquisition of sites for any project within the approved district facility plan if state funds are to be expended for the acquisition;
(viii) Review any proposed sale of existing land owned by a district, which land is within the scope of the district's facility plan, and determine the impact of the land disposition upon that
plan. The department shall report the review to the commission. The district shall have final authority over the sale of existing land owned by the district, except that the commission, after receiving a report of the review by the department, may disapprove any plans related to a sale submitted pursuant to this paragraph if the commission determines that the plans do not protect the financial interests of the state or are not otherwise in the public interest. If the commission determines land disposition adversely impacts the cost-effectiveness of the district's facility plan, the revenues resulting from land disposition shall be considered by the commission in any future building or facility remedy for that district and, notwithstanding paragraph (vi) of this subsection, the commission may direct the department of education to consider or count those revenues under either W.S. 21-13-310(a)(xiv) or (xv).

(g) The department may contract with appropriate expertise and professionals, including auditors, in administering this act and performing duties imposed under this act.

9-2-1704. Reorganization plan; structure; time frame.
(d) The entities of state government specified in this subsection are designated as separate operating agencies, which are separate and distinct from the departments and offices specified in subsection (a) of this section because of their quasi-judicial responsibility or because of their unique, specialized function which precludes their inclusion in another department. This act does not otherwise apply to separate operating agencies. Separate operating agencies are as follows:

(xv) School facilities commission established under W.S. 21-15-113 and the school facilities department established under W.S. 21-15-123;

21-3-110. Duties of boards of trustees.
(a) The board of trustees in each school district shall:
(x) Subject to review by the school facilities department under W.S. 21-15-115 for any project involving state capital construction assistance, fix the site of each school building and facility considering the needs of the people of each portion of the district. If the district enters into an agreement to lease buildings and facilities owned by the district and the buildings and facilities are included within the statewide database maintained by the school facilities department under W.S. 21-15-123(f)(iv), the district shall,
except as provided under W.S. 21-15-109(c)(i)(A)(II) and (III) and (B), ensure the lease agreement requires sufficient payment from the lessee to cover expenses necessary to adequately maintain the facility or building in accordance with statewide adequacy standards prescribed by the commission. If the district enters into an agreement to lease buildings and facilities under which the district is the lessee and the building is to be used for the provision of the required educational program within the district, the lease agreement shall require the lessor to adequately maintain the buildings and facilities in accordance with standards prescribed by the commission. The district shall be reimbursed for the lease payment if the square footage of the leased facility is not included within the district's total square footage for purposes of major maintenance computations under W.S. 21-15-109, subject to the following:

(A) If the lease payment is for educational facilities used in the actual operation of a charter school, the school facilities department shall pay the district the contract amount approved by the department for the lease payment by the charter school if:

   (II) The department determines no adequate educational facilities exist within the district for operation of the charter school; (B) If the lease payment is for facilities leased to the district by a state institution which meets state adequacy standards prescribed by rule and regulation of the commission, the amount of the lease reimbursement paid by the school facilities department shall not include the amount received by the institution from the state for major building and facility repair and replacement costs attributable to the facility, as computed by the construction management section within the general services division of the department of administration and information.

(xxvii) Cooperate with the school facilities department in developing facility plans for the district addressing district-wide building and facility needs in accordance with W.S. 21-15-116 and rule and regulation of the school facilities commission;

(a) On or before June 15 of each year, any school district may apply to the department of education to receive a mill levy supplement as calculated under subsections (c) and (d) of this section. The mill levy supplement shall not apply to the first two (2) mills levied by a district for payment of outstanding bonds. The amount of mill levy supplement to be received shall be certified by the department of education to the district and the board of county commissioners of the county or counties in which the district is located on or before July 15. Subject to limitations imposed by this section, the mill levy necessary to make scheduled payments under outstanding general obligation bonds of the school district for the current year shall be decreased accordingly. The mill levy supplement shall be paid to each district applying on or before January 1 and shall be credited to the debt service fund of the school district. Any mill levy supplement revenues not used to reduce the current mill levy as provided in this section shall be rebated to the state treasurer.

(d) The mill levy supplement determined under subsection (c) of this section shall be decreased by subtracting the product of two (2) mills times the assessed value of the school district for the preceding year from the amount calculated under subsection (c) of this section. Following certification of the amounts and if the amount calculated under subsection (c) of this section is greater than the amount determined under this subsection, the department of education shall pay the difference to the school district under subsection (a) of this section.

(e) The department of education shall develop forms containing such information as may be required to implement this section. The forms shall be completed and submitted to the department of education by any school district applying under this section. The department of education shall adopt rules and regulations to implement this section. The mill levy supplement shall be computed using the assessed valuation for the state and district for the preceding year.

21-15-109. Major building and facility repair and replacement payments; computation; square footage allowance; use of payment funds; accounting and reporting requirements.

(b) To the extent funds are available, on July 1 of each year, the school facilities department shall based upon square footage computations
computed on September 1 of the prior school year, distribute major building and facility repair and replacement payments to each school district from the capital construction account. If funds within the account are not sufficient for payments on July 1 of any school year, the department shall distribute payments from the account on or before September 30 and March 31 of that school year. Major building and facility repair and replacement payments shall be computed in accordance with subsection (c) of this section.

(c) To compute the major building and facility repair and replacement payment for each district, the department shall:

(i) Annually on or before September 1, determine the total number of gross square feet of school buildings and facilities within the district according to guidelines prescribed by rule and regulation of the commission, subject to the following:

(A) The gross square footage of any school building or facility within the district which is not used for purposes of delivering the required educational program shall not be included within the district's total gross square footage computed under this section, except for the square footage of any district school building or facility which would otherwise be treated as a closed building under paragraph (c)(iv) of this section, is determined to be surplus, by the department or the building or facility is being used for the provision of one (1) of the programs specified in subdivisions (I) through (III) of this subparagraph and the district complies with subdivisions (IV) through (VI) of this subparagraph:

(B) The gross square footage of any school building or facility leased by a district shall not be included within the district's total gross square footage computed under this section, unless the lease agreement is by or with any nonprofit or governmental agency providing educational programs which have been approved by the department of education, the department of health or another state or educational credentialing agency and the leased space is incorporated into the district's facility plans required under W.S. 21-15-116(a)(vi);

(iv) The square footage of any district building or facility which is closed and not operational, is not being replaced under a district's facility plan under W.S. 21-15-116, is not determined surplus by the department and is specified as a closed building within the district's facility plan as a cost efficient means to address future district building needs, shall be segregated from the square footage of other
district buildings and facilities and multiplied by the replacement value under paragraph (c)(v) of this section for the appropriate building category. The resulting amount shall then be multiplied by an exterior closure factor established by the department based upon the most current edition of the Whitestone Building Maintenance and Repair Cost Reference Index and added to the total amount determined for the district under paragraph (c)(viii) of this section. This paragraph shall not apply to any school year during which the building or facility is reopened and becomes operational for purposes of delivering the required educational program within the district or to any school year during which the building or facility is used to provide certified child care, developmental preschool or cooperative education programs pursuant to subparagraph (c)(i)(A) of this section;

(v) Multiply the adjusted square footage amount for each district's educational buildings determined under paragraph (c)(iii) of this section and the amount determined under paragraph (c)(ii) of this section for all remaining building categories of that district, times a replacement value cost factor established for each building category by the department based upon the median estimate in the most current edition of the R. S. Means construction cost index, as modified to reflect current Wyoming construction costs determined by the department of administration and information, division of economic analysis;

(e) Amounts distributed under subsection (b) of this section shall be deposited by the recipient district into a separate account, the balance of which may accumulate from year-to-year. Except as specified under subsection (f) of this section, expenditures from the separate account, including any interest earnings on the account, shall be restricted to expenses incurred for major building and facility repair and replacement as defined in subsection (a) of this section and shall be in accordance with the district's facility plan under W.S. 21-15-116. Account expenditures may include the expenses of district personnel performing work described under paragraph (a)(iii) of this section if approved by the department and if documented within the district's facility plan. The district's facility plan shall clearly specify proposed major maintenance expenditures for addressing district major building and facility repair and replacement needs on a building-by-building basis, updated for the applicable reporting period, which shall be aligned to the statewide adequacy standards and prioritized based upon the impact of
the building or facility on the district's ability to deliver the required educational program. The district shall include plans for maintaining any district building or facility which is under a lease agreement, specifying lease revenues available to the district for maintenance of facilities to the level required by statewide adequacy standards. No expenditures shall be made from the separate account unless the repair or replacement of the building or facility systems for which the expenditure is to be made is clearly specified within the district's facility plan or otherwise approved by the department. In a manner and form required by commission rule and regulation, each district shall annually report to the department on the expenditures made from the separate account during the applicable reporting period, separating account expenditures on a building-by-building basis. The department shall annually review account expenditures and shall report expenditures to the commission and the select committee on school facilities established under W.S. 28-11-301. The department shall compile reported building-by-building expenditure information for each district and the district facility plan and include this information in its annual report to the select committee pursuant to W.S. 21-15-121. If any district expends funds within the separate account for purposes not authorized by this subsection or by rule and regulation of the commission, the payments for that district shall be reduced by the amount of the unauthorized expenditure in the school year following the year in which the expenditure was discovered or the school year in which notification was provided by the department, whichever first occurs.

(f) Notwithstanding subsection (e) of this section, a district may expend up to ten percent (10%) of the amount distributed during any school year under subsection (b) of this section for major building and facility repair and replacement needs of the district which are not specified in the district's facility plan, including expenditures for maintenance of district enhancements. Expenditures shall be made under this subsection only after the district's building and facility repair and replacement needs specified in its facility plan have been addressed in accordance with subsection (e) of this section and the department has approved the district's proposed expenditures under this subsection. Amounts not expended for purposes of this subsection during any school year may be accumulated by a district and earmarked within the separate account established under subsection (e) of this section for expenditure under this subsection in subsequent school years, provided the unexpended amount during any school year to be accumulated does not exceed ten percent (10%) of the amount distributed to the district under subsection (b) of this section for that school year. Each district shall
include expenditures under this subsection and any amounts accumulated from year-to-year under this subsection within the annual report required under subsection (e) of this section. Nothing in this subsection shall prohibit or limit the application of subparagraph (c)(i)(D) of this section in computing a district's building and facility gross square footage for purposes of determining payment amounts under this section. If any school district exceeds expenditure limitations prescribed by this subsection or fails to comply with expenditure levels for facility adequacy needs identified within its facility plan, the payments for that district in the immediately succeeding year shall be reduced by the excess expenditure amount including any excess expenditure of amounts accumulated under this subsection.

(a) As used in this act, unless the context requires otherwise:
   (ix) "Department" means the school facilities department created by this act.

21-15-113. School facilities commission; membership; conflict of interest; terms; chairman; meetings; compensation.
(a) The school facilities commission is established to consist of eight (8) members comprised of the state superintendent of public instruction, who shall serve in an ex-officio, nonvoting capacity, and seven (7) members who are Wyoming residents appointed by the governor with one (1) member appointed from each of the seven (7) appointment districts designated in W.S. 9-1-218(b). Four (4) of the appointees shall have knowledge and experience in the following areas:
   (iii) Building and facility engineering, construction and operations;
   (iv) Building design and specifications;
   (v) Estimating, bidding and building construction;
   (vi) School district administration.
(b) Gubernatorial appointments shall be subject to senate approval and shall serve a term of four (4) years beginning March 1. Not more than four (4) of the appointed members shall be of the same political party. The governor shall fill a vacancy on respective appointments to the commission in accordance with W.S. 28-12-101, and may remove appointed commissioners as provided by W.S. 9-1-202.
(a) The school facilities commission shall:
   (iii) Adopt policies, guidelines and standards for school district facility plans required under W.S. 21-15-116 and review and approve each plan as required under this act;

(b) The department shall maintain the comprehensive assessment of the adequacy of existing school buildings and facilities and of future space requirements within the state. Maintenance of the assessment shall include district reporting of new construction and major building and facility repair and replacement activities in accordance with guidelines prescribed by rule and regulation of the commission, the results of department on-site visitations and inspections of buildings and facilities and needs assessment data and verification of building and facility ratings through periodic review. The assessment shall be designed and maintained to provide timely and uniform statewide data on all of the following:

21-15-116. School district facility plans; development, review and approval; plan criteria; administrative review.
(a) In accordance with rules and regulations of the commission, long range comprehensive school building and facility plans for each school district shall be developed by the department in coordination with the applicable district, which address district wide building and facility needs. The facility plan shall identify building and facility needs in accordance with the statewide adequacy standards, actions to remediate building and facility needs including construction, renovation and major building and facility repair and replacement expenditures, and any local enhancements to buildings and facilities beyond statewide adequacy standards. The facility plan shall include a response to each building and facility need identified on a building-by-building, space-by-space basis. The plan shall also review and to the extent practical, identify nonconstruction alternatives to building and facility needs such as building closure, modification of school boundaries, modification of school grade configurations and similar approaches. Demolition or use, lease or other methods of disposition of incorporated as part of the district plan, including the disposition of any existing land owned by the district. The plan shall not include the abandonment or demolition of any school facility or building unless there has first been a public hearing on the issue. The plan shall also specify
identified alternative methods of building disposition, proposed allocation of costs incurred or revenues resulting from disposition and allocation of disposition revenues to offset any costs paid by the department. In addition, district facility plans shall include:

(vi) An inventory of buildings and facilities to be leased by the district during the planning period, either as lessee or lessor, including the purpose for which the leased buildings and facilities are to be used and if any of this leased space will involve any district buildings or facilities included within the statewide school facilities database maintained by the department under W.S.21-15-123(f)(iv);

(vii) Other information required by the department to evaluate each district's plan.

(d) At least once every two (2) years, the commission shall review and approve each plan developed by the department under this section to ensure each plan:

(e) Any school district aggrieved by a decision of the department or the commission under this act may seek review in accordance with the Wyoming Administrative Procedure Act. In accordance with W.S. 16-3-112, review of a decision of the department shall be before the commission.

(f) In carrying out this act and in accordance with policies adopted by the commission, the commission or the department shall consult with the affected school districts and shall provide districts the opportunity to informally review facility plans, remedies and projects with the department or the commission before districts pursue administrative review under subsection (e) of this section.

21-15-117. Annual evaluation of school buildings and facilities; remediation schedule; needs prioritization; combining facilities; implementation of remedy.

(a) Through the identification of school building and facility conditions and needs provided by the assessment conducted and maintained under W.S. 21-15-115, and a comparison of the identified conditions and needs with the established statewide building adequacy standards and the district facility plans developed under W.S. 21-15-116, the commission shall, based upon reports provided by the department and in coordination and cooperation with the districts, evaluate the adequacy of school buildings and facilities within local school districts. Based upon this evaluation, the commission shall establish a schedule for building and facility remediation. Remediation shall bring all buildings and facilities to conditions such that over time, only
routine maintenance is required to maintain building adequacy. The schedule shall identify and prioritize building and facility remedies on a statewide basis, based upon the following:

(v) A methodology and process for identifying the most critical building and facility needs, which independently provides full consideration to each of the measures provided in paragraphs (i) through (iv) of this subsection.

(b) The commission shall for each building and facility remedy scheduled under subsection (a) of this section, ensure the adoption of the most cost effective method of remediation of building and facility needs to deliver quality educational services and ensure compliance with the statewide adequacy standards. For any scheduled remedy for which major building and facility repair and replacement payments under W.S. 21-15-109 are not sufficient to remedy the scheduled need, as determined by the commission, the commission shall determine if the remedy requires capital outlay.

(d) In determining building and facility remedies under subsection (b) of this section, in developing criteria and procedures for site analysis under W.S. 21-15-114(a)(xii) and in approving district facility plans under W.S. 21-15-116 and otherwise administering this act, the commission shall adopt the remedy that is in the best financial and educational interests of the state, taking into consideration the recommendations of the department and the most efficient and cost effective approach in order to deliver quality educational services and address building and facility need. Expenditures from the school capital construction account shall be for necessary and related costs to implement efficient and cost effective building and facility remedies required to deliver quality educational services. In making determinations under this paragraph, the commission shall take into consideration the effects of the proposed activity on the local community. The commission shall implement this subsection in carrying out building and facility remedies and shall, giving proper consideration to the prevention of unnecessary delays in preceding with a remedy, establish a process to work with other political subdivisions of the state in implementing this subsection.


(a) Upon determination by the commission following review under W.S. 21-15-117, and appropriation by the legislature in accordance with W.S. 21-15-119, the department shall proceed with projects as follows:
(b) If required, the department shall provide for temporary space for any scheduled building remedy by means of portable buildings creating capacity or by other means available to the department.


(a) Notwithstanding W.S. 9-2-1012, the commission shall annually, not later than September 1, develop and submit a recommended budget for projects and school capital construction financing to the governor, through the budget division of the department of administration and information and to the select committee on school facilities. The department shall prepare and provide information as requested by the commission. The commission shall include with its recommended budget to the select committee the comprehensive assessment specified in W.S. 21-15-115(b), the prioritized list of projects specified in W.S. 21-15-117 including the amounts allocated to each project and the annual building status report specified under W.S. 21-15-121. The recommended budget submitted by the commission shall include:

(b) The department may enter into agreements under which the department may make payments on behalf of a school district with respect to the district's lease of school facilities under W.S. 21-15-112. The department may also enter into any agreement with a nonprofit corporation or other entity necessary to ensure that a district can lease facilities under W.S. 21-15-112.

(c) Budgets submitted by the commission under subsection (a) of this section and recommended by the select committee under W.S. 28-11-301 shall be attached to specified projects for the applicable budget period, which projects shall be referred to as planning and design phase projects and construction phase projects. With the approval of the governor, the department may transfer up to fifteen percent (15%) of the total funds appropriated between project phases. Any modification of appropriation expenditures between project phases shall be reported to the select committee in accordance with W.S. 28-11-301(c)(iv). Additionally, the commission may for any budget period specify amounts within its budget which are recommended to cover inflation, unanticipated costs, offsite infrastructure costs and other such contingency or special project costs provided the additional costs are reported and approved in accordance with W.S. 28-11-301(c)(iv). Amounts appropriated by the legislature shall not be construed to be an entitlement or guaranteed amount and shall be expended by the department in accordance with facility guidelines to ensure adequate,
efficient and cost effective school buildings and facilities as required by W.S. 21-15-114(a)(vii).

28-11-301. Appointment of members; powers and duties; related duties of school facilities commission.
   (b) The select committee shall:
      (iii) Monitor the assessment of statewide school facility needs, prioritization of these needs and remediation of identified needs, as undertaken by the school facilities commission and the school facilities department pursuant to law;
      (iv) Develop knowledge and expertise among its members regarding issues pertaining to school facilities and commission and department programs and procedures to maintain statewide facility adequacy;
      (v) Not later than November 1 of each year, prepare and submit budget recommendations based upon information reported by the commission and the department under W.S. 21-15-119 and 21-15-121, addressing statewide building and facility needs to the joint appropriations committee and the governor. Based upon reports submitted under W.S. 21-15-119 and 21-15-121, the select committee may report recommendations to the legislature including any necessary implementing legislation;
   (c) The school facilities department shall:
      (ii) Provide the committee with commission and department reports and studies pertaining to school building and facility remediation projects;

Section 4.
   (a) Notwithstanding W.S. 21-15-113(c) as amended by this act, the initial terms of the school facilities commission appointed under this act to take office effective July 1, 2011, shall be a follows:
      (i) Two (2) members for a period of two (2) years;
      (ii) Two (2) members for a period of three (3) years; and
      (iii) Three (3) members for a period of four (4) years.
   (b) Effective July 1, 2011, the school facilities commission is reorganized in accordance with this act. The terms of office of appointed school facilities commission members serving under W.S. 21-15-113 prior to the effective date of section 2 of this act expire effective June 30, 2011.
   (c) All property, equipment, supplies and personnel of the school facilities commission shall be transferred to the school facilities department as created by this act effective July 1, 2011.
(d) The validity of rules, regulations, contracts, agreements or other obligations of the school facilities commission existing on or before the effective date of this act are not affected by this act and shall be designated as rules, regulations, contracts, agreements or obligations of the school facilities commission as reorganized pursuant to this act or contracts, agreements or obligations of the school facilities department created pursuant to this act, as appropriate.

School Facilities Commission Definitions
The following are the definitions for the School Facilities Act:

- **"Capital construction account"** or "school capital construction account" means the account into which revenues are deposited pursuant to W.S. 9-4-305(b) and 9-4-601(a)(vii), (b)(i) and (iv), into which the proceeds from any revenue bonds are credited under W.S. 21-15-108, and into which and in addition to any other funds 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;

- **"Commission"** means the school facilities commission created by this act;

- **"Local enhancements to school buildings and facilities"** or "local enhancements" means any renovation, construction, replacement, repair or other improvement of or to any school building or facility initiated by a school district which is designed to bring the building or facility to a condition exceeding the statewide building adequacy standards;

- **"Project"** means replacement, renovation or new construction projects which increase the value of the school building or facility by improving the functioning of the building or facility or the capacity of the building or facility, or both, excluding major building and facility repair and replacement defined under W.S. 21-15-109(a)(iii) and routine maintenance and repair defined under W.S. 21-15-109(a)(vi);

- **"Remedy"** or "remediation" means a course of action addressing identified building and facility inadequacies pursuant to this act consisting of building or facility construction, replacement, renovation, repair or any combination thereof;

- **"School buildings and facilities"** mean the physical structures and the land upon which the structures are situated, which are primarily used in connection with or for the purpose of providing the educational programs offered by a school district in compliance with law, including both student-related and nonstudent-related buildings and facilities;

- **"School district building advisory committee"** means the committee organized by the school district board of trustees as required by the
statewide adequacy standards established under W.S. 21-15-107(a), for purposes of developing and planning district school building and facility needs;

**Major Building and Facility Repair and Replacement Payment** (21-15-109)

**Building and Facility Definitions for Major Maintenance Funding**
The following definitions shall apply to this area:

- **"Educational building"** means a school building or facility primarily used for providing the educational programs offered by a district in compliance with law which is owned by the district, including a school building or facility owned by the district and used for operating a charter school established under W.S. 21-3-301 through 21-3-314;

- **"Major building and facility repair and replacement"** means the repair or replacement of complete or major portions of school building and facility systems at irregular intervals which is required to continue the use of the building or facility at its original capacity for its original intended use and is typically accomplished by contractors due to the personnel demand to accomplish the work in a timely manner, the level of sophistication of the work or the need for warranted work;

- **“Office building”** means a school building or facility primarily used in connection with or for the purpose of district administrative functions, the major purpose or use of which is not dedicated to the provision of educational programs offered by the district in accordance with law. "Office building" shall include maintenance facilities and storage buildings in which supplies are stored;

- **"Portable building"** means any prebuilt, factory constructed and assembled school building or facility which is transported in an assembled condition to the location on which the building or facility is to be situated and which is acquired and used by the district for temporary purposes only;

- **"Routine maintenance and repair"** means activities necessary to keep a school building or facility in safe and good working order so that it may be used at its original or designed capacity for its originally intended purposes, including janitorial, grounds keeping and maintenance tasks done on a routine basis and typically accomplished by district personnel with exceptions for any routine tasks accomplished by contractors such as elevator or other specialized equipment or building system maintenance;

- **"Teacherage"** means housing provided by and owned by a school district for use as living quarters of a teacher or other school district employee;
"Warehouse building" means a school building or facility primarily used for storage of equipment, materials and other district property and supplies, including facilities in which school buses are stored, maintained or serviced.

Major Maintenance Allocation Computation
The school facilities commission shall based upon square footage computations computed on September 1 of the prior school year, distribute major building and facility repair and replacement payments to each school district from the capital construction account. If funds within the account are not sufficient for payments on July 1 of any school year, the commission shall distribute payments from the account on or before September 30 and March 31 of that school year. Major building and facility repair and replacement payments shall be computed in accordance with subsection (c) of this section.
To compute the major building and facility repair and replacement payment for each district, the commission shall:
- Annually on or before September 1, determine the total number of gross square feet of school buildings and facilities within the district according to guidelines prescribed by rule and regulation of the commission, subject to the following:
  - The gross square footage of any school building or facility within the district which is not used for purposes of delivering the required educational program shall not be included within the district's total gross square footage computed under this section;
  - The gross square footage of any school building or facility leased by a district shall not be included within the district's total gross square footage computed under this section, unless the lease agreement is by or with any nonprofit or governmental agency providing educational programs which have been approved by the department of education, the department of health or another state or educational credentialing agency and the leased space is incorporated into the district's facility plans required under W.S. 21-15-116(a)(vi) and is approved by the commission;
  - The district's total gross square footage shall be adjusted for the age of its buildings and facilities. The commission shall by rule and regulation for buildings and facilities constructed after June 30, 2004, adjust total district gross square footage by excluding or reducing the gross square footage of newly constructed buildings and facilities whereby at the seventh school year immediately following the school year in which the building or facility is constructed, one hundred percent (100%) of the gross square footage of the newly constructed
building or facility is included within the total district square footage computation under this section;

- No gross square footage created by any district enhancement shall be included within the district's gross square footage computed under this section unless the enhancement or any portion thereof is determined to be included within the state adequacy standards pursuant to this act.

- Of the total gross square feet for all school buildings and facilities computed under paragraph (c)(i) of this section, determine the total gross square feet for each of the following building categories:
  - Office buildings;
  - Educational buildings, including portable buildings provided portable buildings do not exceed more than ten percent (10%) of the total gross square feet computed for all school buildings and facilities under paragraph (c)(i) of this section, and excluding teacherages;
  - Warehouse buildings.

- The total amount of gross square footage determined for educational buildings under subparagraph (c)(ii)(C) of this section shall be adjusted by excluding from computations under this section the square footage for those educational buildings closed and not operational as provided for under paragraph (c)(iv) of this section and any amount including the gross square footage of portable buildings, which exceeds capacity levels specified by this paragraph which are above the statewide minimum gross square footage criteria as prescribed by the statewide building and facility adequacy standards promulgated under W.S. 21-15-115(a). For purposes of this section, per student gross square footage criteria prescribed by the statewide building adequacy standards shall be based upon an average daily membership (ADM) computed as defined under W.S. 21-13-101(a)(i) for the prior school year. For purposes of computations under this section, the allowable capacity in educational building gross square footage for each district including portable buildings, shall be as follows:
  - For school years 2004-2005 and 2005-2006, up to one hundred thirty-five percent (135%) of the per student gross square footage criteria prescribed by statewide adequacy standards;
  - For school years 2006-2007 through 2008-2009, up to one hundred twenty-five percent (125%) of the prescribed per student gross square footage criteria;
  - For school year 2009-2010 and each school year thereafter, up to one hundred fifteen percent (115%) of the prescribed per student gross square footage criteria.
The square footage of any district building or facility which is closed and not operational, is not being replaced under a district's facility plan approved by the commission under W.S. 21-15-116, is not determined surplus by the commission and is specified as a closed building within the district's facility plan as a cost efficient means to address future district building needs, shall be segregated from the square footage of other district buildings and facilities and multiplied by the replacement value determined by the commission under paragraph (c)(v) of this section for the appropriate building category. The resulting amount shall then be multiplied by an exterior closure factor established by the commission based upon the most current edition of the Whitestone Building Maintenance and Repair Cost Reference Index and added to the total amount determined for the district under paragraph (c)(viii) of this section. This paragraph shall not apply to any school year during which the building or facility is reopened and becomes operational for purposes of delivering the required educational program within the district;

Multiply the adjusted square footage amount for each district's educational buildings determined under paragraph (c)(iii) of this section and the amount determined under paragraph (c)(ii) of this section for all remaining building categories of that district, times a replacement value cost factor established for each building category by the commission based upon the median estimate in the most current edition of the R. S. Means construction cost index, as modified to reflect current Wyoming construction costs determined by the department of administration and information, division of economic analysis;

Multiply the amount computed under paragraph (c)(v) of this section for the adjusted square footage of the district's educational buildings times two and one-half percent (2.5%) for school year 2001-2002, three percent (3%) for school year 2002-2003, and by two percent (2%) for school year 2003-2004 and each school year thereafter;

Multiply the sum of the amounts obtained under paragraph (c)(v) of this section for the building categories identified under subparagraphs (c)(ii)(A) and (D) of this section times two and one-half percent (2.5%) for school year 2001-2002, three percent (3%) for school year 2002-2003, and by two percent (2%) for school year 2003-2004 and each school year thereafter, adjusted as follows:

- Determine the proportion that the sum of the square footage for these building categories within the district bears to the educational building square footage computed under subparagraph (c)(ii)(C) of this section,
as adjusted pursuant to paragraph (c)(iii) of this section, excluding any square footage included under paragraph (c)(iv) of this section;

- If the proportion is ten percent (10%) or less, the district is entitled to one hundred percent (100%) of the amount computed under this paragraph;
- If the proportion is greater than ten percent (10%) but less than sixteen percent (16%), the district is entitled to ninety percent (90%) of the amount computed under this paragraph;
- If the proportion is sixteen percent (16%) or greater but less than twenty-one percent (21%), the district is entitled to eighty percent (80%) of the amount computed under this paragraph;
- If the proportion is twenty-one percent (21%) or greater, the district is entitled to seventy percent (70%) of the amount computed under this paragraph.

**Major Maintenance Payments to Districts**

Amounts distributed under subsection (b) of this section shall be deposited by the recipient district into a separate account, the balance of which may accumulate from year-to-year. Except as specified under subsection (f) of this section, expenditures from the separate account, including any interest earnings on the account, shall be restricted to expenses incurred for major building and facility repair and replacement as defined in subsection (a) of this section and as prescribed by rule and regulation of the commission, and shall be in accordance with the district's facility plan approved by the commission under W.S. 21-15-116. Account expenditures may include the expenses of district personnel performing work described under paragraph (a)(iii) of this section if approved by the commission and if documented within the district's facility plan. The district's facility plan shall clearly specify proposed major maintenance expenditures for addressing district major building and facility repair and replacement needs on a building-by-building basis, updated for the applicable reporting period, which shall be aligned to the statewide adequacy standards and prioritized based upon the impact of the building or facility on the district's ability to deliver the required educational program. The district shall include plans for maintaining any district building or facility which is under a lease agreement, specifying lease revenues available to the district for maintenance of facilities to the level required by statewide adequacy standards. No expenditures shall be made from the separate account unless the repair or replacement of the building or facility systems for which the expenditure is to be made is clearly specified within the district's facility plan or otherwise approved by the commission. In a manner and form required by commission rule and regulation, each district shall annually report to the commission on the
expenditures made from the separate account during the applicable reporting period, separating account expenditures on a building-by-building basis. The commission shall annually review account expenditures and shall report expenditures to the select committee on school facilities established under W.S. 28-11-301. The commission shall compile reported building-by-building expenditure information for each district and the district facility plan and include this information in its annual report to the select committee pursuant to W.S. 21-15-121.

Notwithstanding subsection (e) of this section, a district may expend up to ten percent (10%) of the amount distributed during any school year under subsection (b) of this section for major building and facility repair and replacement needs of the district which are not specified in the district's facility plan, including expenditures for maintenance of district enhancements. Expenditures shall be made under this subsection only after the district's building and facility repair and replacement needs specified in its facility plan have been addressed in accordance with subsection (e) of this section and the commission has approved the district's proposed expenditures under this subsection. Each district shall include expenditures under this subsection within the annual report required under subsection (e) of this section. Nothing in this subsection shall prohibit or limit the application of subparagraph (c)(i)(D) of this section in computing a district's building and facility gross square footage for purposes of determining payment amounts under this section. If any school district exceeds expenditure limitations prescribed by this subsection or fails to comply with expenditure levels for facility adequacy needs identified within its facility plan, the payments for that district in the immediately succeeding year shall be reduced by the excess expenditure amount.

**School Bond Issues (21-13-701)**

In Wyoming issuing school bonds is a relatively simple matter for persons accustomed to handling this type of financing, but to a school board rarely confronted with the problems of financing a school building program, the complications loom large. Current state law has the state providing adequate school facilities for school districts, but the local school board and community may determine that the state standards for school facilities are not adequate for their educational program. If this occurs the district has the option to bond for the “enhancements and their maintenance” through an issuance of bonds which will need to be approved by a vote of the electorate of the school district.
**Initiating the Process for a School Bond Issue**

Once the board has a clear picture of their needs for the bond issue it can begin the process of preparing for a bond issue. The board should have professional cost estimates make of the project and determine the amount of the proposed levy and the duration of the levy before determining to hold public hearings on the project(s).

**Submission of Question to Electors**

The board of trustees of a school district may, after conducting at least two (2) public hearings submit to the qualified electors of the district on a date authorized under W.S. 22-21-103, the question of creating an indebtedness for the purpose of:

- Acquiring or improving land;
- Acquiring or erecting buildings;
- Enlarging, improving, remodeling, repairing or adding to buildings;
- Equipping and furnishing buildings;
- Repair and maintenance; and
- Any combination of the above.

**Purpose of Indebtedness Must Be Clearly Defined**

The purposes for which an indebtedness may be created shall be broadly construed. It is the intention of the legislature that school districts be empowered to create indebtedness under this section for any purpose which, directly or indirectly, enables the district to provide facilities which are in excess of the statewide standards for the adequacy of school buildings and facilities.

**Two (2) Public Hearings Required**

Prior to submitting a bonding proposition to district voters, the school district board of trustees shall hold at least two (2) public hearings within the district at which the board provides an explanation of the need to obtain district funding for building and facility features that are in excess of state standards for buildings and facilities.

**Three (3%) Required for Maintenance of Facilities**

For any bond proposition submitted to district voters on or after July 1, 2007, the proposition shall provide that not less than three percent (3%) of bond proceeds be used for the creation of reserves or sinking funds for the maintenance and repair of any buildings or facilities or any building or facility features in excess of state building and facility adequacy standards which are to be constructed or otherwise acquired through the bond issue.
Construction of School Building on Leased Land; (21-13-702)
A school building may be constructed on leased land provided that the lease shall be for a term of years not less than the economic life of the building as determined by the board. The state of Wyoming and any board, commission, department, corporation, instrumentality, or agency thereof may enter into such a lease with a school district notwithstanding any other provision of law limiting the term of such a lease.

Limits on Indebtedness (21-13-703)
Each school district actually and physically operating within its boundaries a school shall have a limit on outstanding indebtedness of ten percent (10%) of the assessed value of the taxable property therein. Nothing in this section shall be construed as permitting any combination of school districts embracing common territory to incur a bonded indebtedness of more than ten percent (10%) of the assessed value of the taxable property therein. The amount in any sinking fund available for the payment of outstanding indebtedness may be deducted for the purpose of computing the debt-incurring power of such district. For this purpose, any general assessment for a particular district shall become effective when the county assessor shall have received notice from the state board of equalization of its final approval of the county valuations; provided, however, that if the county assessor receives such notice after the district has entered into an enforceable contract for the sale of bonds, a new lower assessed valuation shall not become effective until the day following the date of delivery of such bonds.

Sale of Bonds Generally
If a proposed issue of bonds has been approved in the election and issuance thereof has been authorized by the school district board of trustees as provided by this article, the bonds shall thereafter at one (1) time or from time to time be sold at public or private sale. All costs and expenses incident to the issue and sale of the bonds may be paid out of the proceeds of the sale of the bonds. If the bonds are to be sold at public sale, the school district board of trustees shall give notice of sale by at least one (1) insertion of such notice in some newspaper of general circulation in the district of its intention to sell the bonds. The notice shall briefly describe the bonds and the time and place where the sale thereof will take place. If there is no newspaper of general circulation in the district, the board may publish the notice of sale in any newspaper published in the county seat of any county in which the district is wholly or partially located. Publication shall be made not less than ten (10) days nor more than thirty (30) days prior to the date designated for the sale of the bonds.
Printing and Numbering of Bonds
After ascertaining the best terms upon, and the lowest interest at which said bonds can be sold, the board of trustees shall cause said bonds to be suitably printed or lithographed, with coupons, if any, attached, and thereafter shall have said bonds consecutively numbered and otherwise properly prepared and executed.

Execution, Form and Contents of Bond
Said bonds shall be signed by the chairman of the board of trustees and countersigned by the county treasurer. The coupons, if any, shall be signed by the county treasurer. The clerk of the board shall endorse a certificate upon every bond, that the same is issued pursuant to law and is within the lawful debt limit of the district. The county treasurer may authorize his deputy to sign any bond or coupon on his behalf. The board of trustees may authorize another member of the board to sign any bond or certificate in place of the chairman or clerk. It shall not be necessary for any bond to bear the seal of the district. Said bonds and coupons shall otherwise be in such form as the board may determine; provided, that the board may, at its option, utilize a statutory form of bond which shall include the following details:
- The name of the district and the date of the bond;
- The principal amount thereof and interest rate or rates applicable thereto;
- The place or places and time or times of payment of principal and interest;
- The prior redemption option, if any;
- A recital that the bond is one of a series approved at an election held for that purpose, that the total indebtedness of the district does not exceed the lawful debt limit of the district; and that the bond has been issued under the authority of, and in full compliance with, and for a purpose authorized by, the constitution and this article.

A bond delivered to the purchaser thereof in the optional statutory form shall:
- Be payable in lawful money of the United States of America without deduction for exchange or collection charges;
- Be conclusively presumed to have been issued for value;
- Be payable upon presentation and surrender of the bond and the attached coupons as they severally become due;
- If not paid upon presentation at maturity, continue to draw interest until the principal thereof is paid in full;
- Be presumed to have been issued by the proper officers of the district under and by virtue of and in full conformity with the constitution of the state of
Wyoming, this article, any amendments thereto, and all other laws thereunto enabling; and

➢ Be incontestable as hereafter provided.

Any resolution of a school district board of trustees authorizing bonds may provide that each bond therein authorized shall recite that it is issued under the authority of this article. Such recital shall conclusively impart full compliance with all the provisions hereof, and all bonds issued containing such recital shall be incontestable for any cause whatsoever after their delivery for value.

**Record of Bonds Sold and Delivered (21-13-707)**

A record of any bonds sold and delivered by the district shall be kept by the county treasurer in a public book provided for that purpose, and therein shall be stated the number, date, amount, time and place of payment, rate of interest, number of coupons attached, if any, and any other proper description thereof for future identification.

**Terms of Bonds; Negotiability.**

Bonds issued by school districts pursuant to the provisions of this article shall bear interest payable annually or semiannually, and evidenced by one (1) or two (2) sets of coupons, if any, except that the first coupon may evidence interest for a period not in excess of one (1) year, and the bonds may be in one (1) or more series, may bear a date or dates, may mature at a time or times not exceeding twenty-five (25) years from their respective dates, may be in a denomination or denominations, may be payable in a medium of payment, in a place or places, within or without the state, including, but not limited to the office of the county treasurer of a county in which the district is wholly or partially located, may carry registration privileges, may be subject to prior redemption in advance of maturity in an order, or by lot, or otherwise, at a time or times with or without premium, may bear privileges for reissuance in the same or other denominations, may be so reissued (without modification of maturities and interest rates), and may be in a form, either coupon or registered, as may be provided by resolution of the school district board of trustees. Except as the board may otherwise provide, the bonds and interest coupons attached thereto, if any, shall be fully negotiable, within the meaning of and for all purposes of the Uniform Commercial Code - Investment Securities [34.1-8-101 through 34.1-8-603]. The holder of a bond or coupon, by accepting the bond or coupon, is conclusively deemed to have agreed that the bond or coupon (except as otherwise provided) is and shall be fully negotiable within the meaning and for all purposes of the Uniform Commercial Code - Investment Securities.
How Bonds Mature
The various annual maturities shall commence not later than the third year after the
date of the bonds. All bonds shall mature serially, at the option of the board of
trustees, in substantially equal annual installments of principal, or upon an
amortization plan for the bonds of said series, or upon an amortization plan for the
proposed bonds and all outstanding bonds of the district, or in any other manner as
the board may determine.

Sale to Be Conducted by Board of Trustees
The sale of the bonds shall be conducted by the school district board of trustees.
Proceeds from the sale of the bonds shall be paid to the school district treasurer for
deposit in the school district treasury.

Price of Bonds; Bids.
The bonds may be sold at, above or below the par value thereof as determined by
the board of trustees, but the bonds shall be sold at a price such that the net
effective interest rate for the issue of bonds does not exceed the maximum net
effective interest rate approved by the voters in the election authorizing the bonds.
The board is authorized to reject any and all bids and to waive any informality or
irregularity in any bid.

Security for Payment of Bonds (21-13-712)
The full faith, credit, and all taxable property lying within the school district are
solemnly pledged for the payment of the principal and the interest of all bonds
issued pursuant to this article.

Tax Levy
The board of county commissioners shall cause to be levied annually upon all
taxable property of the school district, in addition to other authorized taxes, a
sufficient sum to pay the principal and interest on school district bonds as the
payments thereon become due. All taxes for the repayment of bonded indebtedness
shall be levied, assessed, and collected in the same manner as other taxes for
school purposes. The taxes shall be levied in the manner prescribed above until the
principal and interest of the bonds are fully paid.
Payment of Bonds Before Collection of Tax Levy
In the event that the tax for the payment of the principal or interest on any bonds issued at any time under the provisions of this article is not levied or collected in time to meet such payment, the principal or interest shall be paid out of any monies in the general or other funds of the district, and the monies so used for such payment shall be repaid to the fund from which so taken, out of the first monies collected from district taxes.

County Treasurer to Pay Bonds and Report Payment to Board of Trustees
The county treasurer shall pay the principal and interest of any bonds issued under this article by such school district, when the same becomes due, and all amounts so paid must be reported to the school district board of trustees at its next meeting thereafter.

Penalty for Misappropriation of Funds by Trustees
If any member of the school district board of trustees fraudulently fails or refuses to pay into the proper county treasury the money arising from the sale of any bonds provided for by this article, he shall be deemed guilty of a felony; and upon conviction thereof, be punished by imprisonment in the state penitentiary for a term of not less than one (1) year, nor more than ten (10) years.

Additional Surety by County Treasurer
The school district board of trustees shall require the said county treasurer to give said district a separate bond in such sum as said board may deem proper, with two (2) or more sufficient sureties, conditioned upon the faithful performance of the duties required of him by this article, and the faithful accounting for the monies deposited with him and realized from the sale of said bonds, as herein provided for, and such bonds shall be approved by said board and shall be and remain in the custody of said district board.

Bonds Valid though Signers Cease to Hold Office
The bonds and any coupons bearing the signatures of the officers in office at the time of the signing thereof, shall be valid and binding obligations of the school district, notwithstanding that before delivery and/or payment thereof, any or all of the persons whose signatures or facsimiles appear thereon shall have ceased to fill respective offices.
Use of Facsimile Signatures
Any person herein authorized or permitted to sign any bonds or interest coupons, may utilize a facsimile signature in lieu of his manual signature provided that the signature on the certificate required by section 8, article 16, of the constitution shall be manually executed. Such officer may adopt as and for his own signature the facsimile signature of his predecessor in office in the event that such facsimile signature, having been executed by an officer then authorized to do so, appears upon the bonds or coupons, if any. It shall not be necessary for such officer to file any certificate with the secretary of state or any other board or officer.

Refunding Bonds (21-13-720)
Any bonds heretofore or hereafter issued by a school district of this state may be refunded, without an election, by the district which issued said bonds, or any district which has assumed the obligation of said bonds in the manner and subject to the conditions provided by the General Obligation Public Securities Refunding Law [16-5-101 through 16-5-119], as from time to time amended.

All bonds of any school district in this state outstanding on the effective date of this article, the right to the payment of which has not been barred by any pertinent statute of limitations, and all acts and proceedings heretofore had or taken, or purportedly had or taken by or on behalf of such district under law or under color of law preliminary to and in the authorization, execution, sale, issuance and payment of all such bonds, are hereby validated, ratified, approved and confirmed, including but not necessarily limited to the terms, provisions, conditions, and covenants of any resolution appertaining thereto, the redemption of bonds before maturity and provisions therefore, and the levy and collection of taxes to pay such bonds, notwithstanding any lack of power, authority, or otherwise, and notwithstanding any defects and irregularities in such bonds, act, and proceedings, and in such authorization, execution, sale, issuance, and payment. Such outstanding bonds are and shall be binding, legal, valid, and enforceable obligations of the school district issuing them in accordance with their terms and the authorizing proceedings.
Mill Levy Supplement for Past Bonded Projects

On or before June 15 of each year, any school district may apply to the department to receive a mill levy supplement as calculated under subsections (c) and (d) of this section. The mill levy supplement shall not apply to the first two (2) mills levied by a district for payment of outstanding bonds. The amount of mill levy supplement to be received shall be certified by the department to the district and the board of county commissioners of the county or counties in which the district is located on or before July 15. Subject to limitations imposed by this section, the mill levy necessary to make scheduled payments under outstanding general obligation bonds of the school district for the current year shall be decreased accordingly. The mill levy supplement shall be paid to each district applying on or before January 1 and shall be credited to the debt service fund of the school district. Any mill levy supplement revenues not used to reduce the current mill levy as provided in this section shall be rebated to the state treasurer.

This section only applies to bonds issued on or before February 23, 2001, the original term of which was for at least ten (10) years. This section shall also apply to the refunding of bonds issued on or before February 23, 2001, but only to those amounts of the refunding which constitute original bonds issued on or before February 23, 2001. If a bond has been refunded, the term of the bonds may be for a period less than or greater than ten (10) years if the original term of the refunded bond was at least ten (10) years.

The amount of mill levy supplement for a school district shall be computed as follows:

- Subtract the assessed valuation per average daily membership of the school district from one hundred fifty percent (150%) of the statewide assessed valuation per average daily membership and divide the amount determined by one hundred fifty percent (150%) of the statewide assessed valuation per average daily membership;

- Multiply the number obtained under paragraph (i) of this subsection times the amount required to be paid on the bonds of the applying school for the current year by a school district mill levy.

The mill levy supplement determined under subsection (c) of this section shall be decreased by subtracting the product of two (2) mills times the assessed value of the school district for the preceding year from the amount calculated under subsection (c) of this section. Following certification of the amounts and if the amount calculated under subsection (c) of this section is greater than the amount determined under this subsection, the department shall pay the difference to the school district under subsection (a) of this section.
The department shall develop forms containing such information as may be required to implement this section. The forms shall be completed and submitted to the department by any school district applying under this section. The department shall adopt rules and regulations to implement this section. The mill levy supplement shall be computed using the assessed valuation for the state and district for the preceding year.

In addition to any payments provided under subsections (a) through (e) of this section, a district shall receive a grant annually not later than September 1 as provided in this subsection from the school capital construction account if the district finances school capital facilities through capital leasing, and the district is required to make lease payments in order to use the facilities. Payments to school districts under this subsection shall be used by the district solely for the purpose of making capital lease payments for facilities for which agreements to lease the facilities have been executed prior to January 1, 1999 and payments due during the school year for which the grant is to be made. For the purposes of this section, "capital leasing" means the lease of facilities by a school district from a nonprofit corporation or a joint powers board which corporation or board used the proceeds from revenue bonds or certificates of participation to fund construction of the facilities. The payments under this subsection shall be subject to the following:

- For the purpose of computations under this subsection, bonded indebtedness shall include both district general obligation bonds and revenue bonds or certificates of participation issued by any joint powers board or nonprofit corporation the proceeds from which were used to fund construction or acquisition of the facility which the district is leasing;

- The grant shall:
  - Be an amount equal to the lease payment times the proportion determined under W.S. 21-15-105 as if it applied to all general obligation and revenue bonds for the purposes of this subsection;
  - Provided that subsection (d) of this section shall not apply to the determination of the proportion of bonded indebtedness used in computing the grant amount under subparagraph (g)(ii)(A) of this section.


Before distribution to the public school capital construction account under W.S. 9-4-305(b), sufficient revenues for the purposes of this section shall be deducted therefrom and credited to a bond repayment account pursuant to the terms of the resolution, indenture or other appropriate proceeding authorizing the issuance of revenue bonds under this section. The revenues deducted shall be used as provided
by this section. The balance of the revenues shall be credited to the public school capital construction account as provided under W.S. 9-4-305(b). After available revenues under W.S. 9-4-305(b) have been used, revenues under W.S. 21-13-301 shall also be credited, as necessary, to the bond repayment account and shall be used as provided by this section.

The school facilities commission may borrow money in a principal amount not to exceed one hundred million dollars ($100,000,000.00) by the issuance from time to time of one (1) or more series of revenue bonds. The commission may encumber revenues under subsection (a) of this section for bonds in total amounts not to exceed one hundred million dollars ($100,000,000.00) issued for school capital construction projects and assistance as determined by the commission and approved by the legislature under W.S. 21-15-119. Any bonds issued under this section, together with any interest accruing thereon and any prior redemption premiums due in connection therewith, are payable and collectible solely out of revenues authorized under this section. The bondholders may not look to any general or other fund for payment of the bonds except the revenues pledged therefore. The bonds shall not constitute an indebtedness or a debt within the meaning of any constitutional or statutory provision or limitation. The bonds shall not be considered or held to be general obligations of the state but shall constitute its special obligations and the commission shall not pledge the state's full faith and credit for payment of the bonds.

Bonds issued under this section shall be in a form, issued in a manner, at, above or below par at a discount not exceeding ten percent (10%) of the principal amount of the bonds, at public or private sale, and issued with recitals, terms, covenants, conditions and other provisions not contrary to other applicable statutes, as may be provided by the commission in a resolution authorizing their issuance and in an indenture or other appropriate proceedings.

Any bonds issued under this section shall:
- Be of denominations of five thousand dollars ($5,000.00) or multiples thereof;
- Be fully negotiable within the meaning of and for all purposes of the Uniform Commercial Code, W.S. 34.1-1-101 through 34.1-10-104;
- Mature at a time or serially at times in regular numerical order at annual or other designated intervals in amounts designated and fixed by the commission, but not exceeding thirty (30) years from their date;
Bear interest payable annually, semiannually or at other designated intervals, but the first interest payment date may be for interest accruing for any period not exceeding one (1) year;
Be made payable in lawful money of the United States at the office of the state treasurer or any commercial bank or commercial banks;
Be additionally secured by a reserve fund created from revenues deposited within the capital construction account under W.S. 9-4-305(b) or from the proceeds of the bonds, or both, in an amount determined by the commission but not to exceed an amount equal to ten percent (10%) of the revenue bonds outstanding.

Before any contract is entered into by the commission to retain the services of a financial advisor or to sell the bonds to an underwriter, whether by competitive or negotiated bid, a full disclosure of the terms of the contract including fees to be paid shall be submitted to the management council through the legislative service office.

**Refunding Revenue Bonds**

The commission may issue refunding revenue bonds:
- To refund and discharge and extend or shorten the maturities of all or any part of any outstanding bonds issued under this section including any interest thereon in arrears or about to become due;
- For the purpose of reducing interest costs on bonds issued under this section or effecting other economics; or
- For the purpose of modifying or eliminating any contractual limitations or provisions contained in any indenture or other proceedings authorizing outstanding bonds issued under this section.

Any refunding permitted by this subsection shall be accomplished in the manner prescribed by W.S. 16-5-101 through 16-5-119, except any refunding revenue bonds authorized by the commission under this subsection shall not constitute an indebtedness or a debt within the meaning of any constitutional or statutory provision or limitation or be considered general obligations of the state. The commission shall not pledge the state's full faith and credit to the payment of the refunding revenue bonds. The refunding revenue bonds shall constitute special obligations of the state and may be payable only from the sources authorized in this section for the payment of the bonds refunded. The principal amount of any bonds which have been refunded need not be taken into account in computing compliance with the maximum amounts of bonds authorized to be issued under this section.
Leasing of Capital Assets (21-15-112)

At the request of the school facilities commission, any school district shall lease any land, building, equipment or other capital asset from the nonprofit corporation approved by the state building commission pursuant to 1997 Wyoming session laws, chapter 94, section 3, as amended by 1998 Wyoming session laws, chapter 35, subject to the following conditions:

- The lease shall be terminable, without penalty, at the sole option of the lessee;
- Any option to purchase under the lease shall be at the sole discretion of the lessee;
- The financing for the land, building, equipment or other capital asset to be leased under the lease may only involve private funds and may not involve the creation of any indebtedness or debt within the meaning of any constitutional or statutory provision or limitation;
- The lessee shall not pledge the lessee's full faith and credit for any payments under the lease or any financing thereof;
- The obligations of the lessee under the lease shall constitute a special obligation of the lessee and may be paid only from sources authorized by the legislative body of the lessee and may be terminated, without penalty or recourse against the lessee, in the event that the legislative body of the lessee fails to appropriate sufficient funds to meet the financial obligations under the lease;
- No bonds or other obligations of the lessor shall constitute an indebtedness, legal, moral or otherwise, result in a pecuniary obligation, legal, moral or otherwise, or constitute a pledge of or charge, legal, moral or otherwise, against the faith or credit of the lessor, the state, any department, agency, board, commission or political subdivision of the state, any instrumentality of any of the foregoing or any public body corporate or other public body created by or pursuant to the constitution or statutes of the state;
- The obligations of the lessee to make any payments due under the lease in any fiscal year shall be limited to funds appropriated by the legislative body of the lessee for that fiscal year and no appropriation by the legislative body of the lessor of funds to make payments due under the lease for any fiscal year shall constitute, or be construed to create, any obligation, legal, moral or otherwise, by the lessee to appropriate funds to make any payments due under the lease for any other fiscal year or constitute an indebtedness, legal, moral or otherwise, result in a pecuniary obligation, legal, moral or otherwise, or constitute a pledge of or charge, legal, moral or otherwise,
against the faith or credit of the lessor, the state, any department, agency, board, commission or political subdivision of the state, any instrumentality of any of the foregoing or any public body corporate or other public body created by or pursuant to the constitution or statutes of the state; and

- The lease shall provide that all bonds or any other obligations of the lessor relating to the land, building, equipment or other capital asset to be leased under the lease contain disclaimers describing the limitations set forth in paragraphs (i) through (vii) of this subsection
XVII. THE BOARD’S OBLIGATION …Maximizing Their Memberships in the Wyoming School Boards Association and the National School Boards Association.

Wyoming School Boards Association

Purpose
The Wyoming School Boards Association was formed in 1934 to share information about educating children, to have a positive influence on educational policy and legislation in the state, and to assist local school board members to increase their own understanding and effectiveness in the job they have to do for their respective communities. WSBA provides professional training for school board members and serve as a collective voice for school boards throughout the state. Communication is a most important function of WSBA:

- communication with the state legislature in behalf of member boards
- communication between school boards and their publics
- communication with individual school boards and other organizations.

Mission
The Mission of the Wyoming School Boards Association is to ensure the highest levels of student achievement for all students by providing visionary leadership and high-quality services to school districts.
**Governance**
The governance of WSBA consists of a 19 - 21 member board of directors:

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<th>Position</th>
<th>Term</th>
<th>Area</th>
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<tr>
<td>Past-president</td>
<td>(1 year term)</td>
<td>Area 1 - Laramie County School District #1</td>
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<tr>
<td>President</td>
<td>(1 year term)</td>
<td>Area 2 - Natrona County School District #1</td>
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<tr>
<td>President-elect</td>
<td>(1 year term)</td>
<td>Area 3 - Fremont County School District #24, #25, #38</td>
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<tr>
<td>Vice-president</td>
<td>(1 year term)</td>
<td>Area 4 - Campbell County School District #1</td>
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<td>* may serve as Area Director</td>
<td>Area 5 - Lincoln County School District #1, Sublette County School District #1, #9</td>
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<td>* shall serves as Area Director</td>
<td>Area 6 - Hot Springs County School District #1, Washakie County School District #1, #2</td>
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<td></td>
<td>* shall serves as Area Director</td>
<td>Area 7 - Sheridan County School District #1, #2, #3, Johnson County School District #1</td>
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<td>Area 8 - Sweetwater County School District #1</td>
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<td>Area 9 - Uinta County School District #1, #4, #6</td>
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<td>Area 10 - Converse County School District #1, #2, Platte County School District #1, #2</td>
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<td>Area 12 - Park County School District #1, #6, #16</td>
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<td>Area 13 - Sweetwater County School District #2</td>
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<td>Area 14 - Albany County School District #1</td>
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(19 directors) (representing the areas of the state)
Each director elected from a WSBA area shall serve for a term of two (2) years and may be re-elected to serve additional terms. The ending and beginning dates of their term shall be November 30 and December 1.

Roles and responsibilities of Area Directors include:
* Attending four quarterly meetings
* Visiting school boards in his/her area at least once each year
* Attending as many local, state and national conferences as possible
* Assisting with local and state conferences as called upon
* Being an advocate for the Wyoming School Boards Association.

**WSBA Director’s Meetings**
Normally, four (4) quarterly board of director’s meetings are held each year. Whenever possible they will be scheduled with other workshops or meetings to save on travel expenses. Tentative meeting and agenda items:

**Winter Meeting - January**
- Review of procedures
- Adopt annual budget
- Establish year’s activities
- Board goals - Long Range Planning
- Evaluation of past years educational conference
- Review preliminary annual educational conference schedule
Legislative concerns and directions
Conference/workshop review

Spring Meeting - April
Budget up-date
Legislative Report
Conference/workshop review and update

Summer Meeting - July
Budget up-date
Legislation for next year
Evaluation of Executive Director
Update on annual conference
Conference/workshop review
Solicit Nominations for Golden Bell Nominees

Fall Meeting - October
Budget up-date
Delegate assembly resolutions
Review of conference agenda and assignments
Nominations of Officers for Board of Directors
Conference/workshop review
Discuss and vote on Golden Bell Award Recipients
Set staff salaries

Directors desiring to have items placed on the agenda should inform the Executive Director as soon as possible prior to the meeting date.

Leadership Development Program for Board Members

The Key Work of School Boards
The content of the WSBA Board of Trustees Leadership Development Program is designed to cover the critical areas that determine the effectiveness of school boards. The activities and content in the workshops are crafted to allow trustees to work on identifying the essential skills for success in leading a school district to promote high student achievement by all students and to faithfully fulfill all of the board’s statutory responsibilities.
Essential Skills
- Developing expectations for student achievement for all students
- Working effectively as a governing body
- Aligning roles and responsibilities
- Oversee district personnel actions
- Promoting accountability
- Working to establish partnerships with parents and the community

Statutory Responsibilities
- Develop sound policy to guide the district
- Make sound financial decisions

The Key Roles of School Board Members
The leadership program focuses on exploring the two roles of school trustees.
- Role as an individual
- Role as a member of a governing body

The WSBA Board of Trustees Leadership Development Program seeks to present the learning opportunities in an integrated, interactive, and student focused way that will meet the needs of busy and capable adults.

Program Delivery
The WSBA Board of Trustees Leadership Development Program is available to school board members through two different options.
Option 1. Individual Board Member Training
   A. One day programs
      1) New Board Member Workshop
      2) Board Leadership Workshops
      3) Board Chairman Workshop
   B. Annual Conference
Option 2. Whole Board Leadership Training
   A. Board Leadership Tri-Level Academy
      Three year program designed to meet needs
      Identified by local board.
   B. Leadership Governance Training
      One year intensive program designed to allow the board to review and implement policy governance.

Awards for Professional Development Activities
WSBA presents certificates and pins for the Certified Board Member program. Three levels of individual certification symbolize a board member's understanding of their leadership role. 50 points are needed to be a **Certified School Board Member**, 100 points for **Certified Master Board Member** and 200 points for **Award of Distinction, Level I**, 300 points for **Award of Distinction Level II**, 400 points for **Certified Senior Master Board Member, Leadership in Learning Level I**, 500 points for **Leadership in Learning Level II**, and 600 points for **Leadership in Learning Level III**. All board members who achieve 400 points are granted membership in the WSBA Board Leadership Hall of Fame and are recognized in the Annual Conference program.

**Individual board members** earn points toward certification as follows: 25 points (attendance at WSBA Annual Conference), 15 points (any two-day WSBA Conference or NSBA’s Annual Conference), and 10 points (any one-day WSBA Conference or National/Out-of-State Conference/Workshop; serving as a WSBA Advocacy Liaison; serving as a WSBA Area Director; and attendance and service on a NSBA National Committee: 5 points (any one-half day WSBA Conference or other State Conferences; or attending a WSBA Fall Roundup Meeting).

**WSBA Whole Board Training Points:** 75 points (3 year Tri-Level Board Academy Program), 40 points (2 year Tri-Level Board Academy) and (one year Leadership Governance Program), 15 points (one year Tri-Level Academy Program). The Executive Director is responsible for compiling and accounting for points and awards. Members are responsible for notifying the Executive Director of any non-WSBA conferences. Officers and directors are encouraged to present the certificates and pins at the local board meetings.

The Executive Director is responsible for compiling and accounting for points and awards. Members are responsible for notifying the Executive Director of any non-WSBA conferences. Officers and directors are encouraged to present the certificates and pins at the local board meetings.

**Recognition of Meritorious Service**

**The Golden Bell Award**
The Golden Bell Award is the highest award given by WSBA. It is awarded to those people who have made an outstanding contribution to the improvement of education in the state.

Eligibility for the Golden Bell Award is based on the following criteria:

1. A person who is living and no longer active in the field of education.
2. A person who has been a school board member, an educator, or a lay person.
3. An individual who has made a significant contribution to the advancement of education on a local, regional, and state-wide basis.
4. The contributions to education must have implications for the improvement of education beyond the local district.
5. A person whose contributions to education have been made over a period of time. Long tenure as a board member or educator shall be only one of the criteria considered for presentation of this award.

The procedure for the selection of a person to receive the Golden Bell Award is as follows:

1. The individual must be nominated by the local board of education or by the WSBA Board of Directors and carry its endorsement. Nominations are limited to one per district per year.
2. A resume must accompany each nomination.
3. The WSBA Board of Directors will act as a screening committee to select the recipient(s) of the Award. A maximum of five (5) Golden Bell Awards will be given each year. Those nominated, but not selected, may be nominated again the following year.
4. All the criteria listed above will be considered and only those persons deemed to have made a significant and sustained effort to improve education for all Wyoming children will be selected to receive the Award.

The Golden Bell Award will be presented to deserving persons at the annual conference of the WSBA.

Certificate of Commendation

The Certificate of Commendation is presented to those individuals who have made significant contributions to the advancement of education on a local or regional basis. This award ranks next to the Golden Bell Award in order of importance. The major difference in the two awards lies in the area of contribution -- The Golden Bell is for continued statewide activities of significance, whereas the Certificate of Commendation denotes significant service on a local level.

Eligibility: to be eligible for the Certificate of Commendation a person must meet the following criteria:

1. A person who is living and no longer active in the field of education.
2. The recipient must have been a school board member, an educator, or a lay person actively involved with educational issues.
3. The recipient must have made a significant contribution to the advancement of education in the local district.
4. The recipient must have made contributions to education over a period of time.

The procedure for qualifying for the Certificate of Commendation shall be as follows:
1. The individual must be nominated by a board of education and carry their endorsement.
2. The WSBA Board of Directors will act as a screening committee to select the recipient of the award.
3. All criteria listed above will be taken into consideration and only those persons deemed to have made a significant contribution on a local level will be considered for the award.
4. There will be no limit as to the number of awards presented each year.

Quality of service will determine the number.

The Certificate of Commendation will be presented locally, either by a representative of the WSBA, or by a local board member. The award may be presented at any time.

**National School Boards Association Recognition**

**NSBA Recognition of Service**
The National School Board Member Recognition Program recognizes up to 10 individuals or 1 percent of board members in a given state, whichever is more. Only nominees submitted by their state school boards association will be considered for recognition. Names must be received by NSBA no later than December 31.

Criteria for selection includes:
- School board members nominated shall be certified by their respective state school boards association as having met or exceeded eligibility criteria established by that state association.
- School board members nominated shall have made a significant contribution to the advancement of education as evidenced by their leadership at and beyond the local level.
- School board members nominated shall have had regular attendance at regional, state and national conferences. Regular attendance at the national
level shall be defined as attendance at a minimum of three NSBA-sponsored workshops/conferences over a four-year period.

**WSBA Annual Educational Conference**
WSBA normally holds its annual educational conference in November. The conference begins on Wednesday with a school law workshop in the morning which is followed by the WSBA Delegate Assembly in the afternoon. On Thursday the conference begins with a morning general session, followed by an Board Member Recognition Awards luncheon, and an afternoon of optional educational break-out meetings on various topics of interest to trustees. On Thursday evening, the WSBA Banquet is held followed by a “Game Night” hosted by WASBO representatives. Friday morning sessions are attended by board as teams and conclude before noon.

**Resolution Process and Delegate Assembly Rules**
Resolutions from member districts guide the Legislative Goals of the WSBA. In the fall, a “Call for Resolutions” is sent out to each district. Districts are encouraged to send in issues of importance to them of a statewide nature which may become part of the WSBA Legislative Agenda for a future legislative session. The Board of Directors reviews the resolutions from the districts at their October board meeting and determines if they should be considered favorably or unfavorably at the Delegate Assembly in November. Resolutions from districts shall be submitted to the WSBA Office at a date selected by the Executive Director. Guidelines include:

- Resolutions adopted by the previous year’s Delegate Assembly shall serve as the basis for resolutions for the next year to be affirmed or deleted.
- New resolutions should contain a brief and objective rationale addressing the questions, "What are we trying to accomplish?"
- Resolutions should have state-wide, rather than individual district, implications.
- A contact person from the district should be identified.

Directors will serve on the Delegate Assembly Resolution Committee. Responsibilities of the Resolution Committee may be:

- Solicit input from districts in their area regarding the resolutions.
- Develop a thorough understanding of the resolutions submitted.
- Make modifications to the proposed resolutions if they are not as thorough or complete as desired.
- Arrive at recommendations to "Affirm" or "Delete" on each resolution.
The WSBA president may, if needed, appoint a sub-committee of six (6) from the members on the Resolution Committee to serve with the Past-President and Executive Director to:

- Clarify and combine individual items into single comprehensive resolutions.
- Confer with legal counsel to establish if the resolutions are within the authority of WSBA and meet all applicable legal requirements.
- Arrange for the preparation of documents for distribution to the districts prior to the annual delegate assembly.
- Assist the chairman (past-president) in fielding questions concerning the resolutions at the resolution committee meeting and delegate assembly.

Resolutions may be submitted at the Resolution Committee meeting upon a majority vote of those on the committee. Resolutions may be submitted on the floor of the Delegate Assembly by a 2/3 majority vote of the delegates.

**Resolutions Approved by the Delegate Assembly**

Resolutions approved by the Delegate Assembly shall serve as a guide for the Association’s legislative activities for the coming year(s). The Board of Directors reserves the right to edit the approved resolutions during the year as situations and additional information becomes available. A 2/3rd affirmative vote of the Board of Directors is required to make changes in the approved resolutions.

**Delegate Assembly Rules and Procedures**

1. Each active member shall be entitled to the number of votes which represents the average daily membership enrollment of the district for the previous school year as provided by the State Department of Education. The number of votes for each active member shall be determined as follows:

   - 0 - 1,000 students  
     1,001 - 3,000 students  
     3,001 - 5,000 students  
     5,001 - 7,000 students  
     7,001 - 9,000 students  
     9,001 - 11,000 students  
     11,001 - 13,000 students  
     13,001 students and above  
     Associate members

   - 1 vote
   - 2 votes
   - 3 votes
   - 4 votes
   - 5 votes
   - 6 votes
   - 7 votes
   - 8 votes
   - 1 vote

2. Each district shall be entitled to cast through their voting delegate(s) or alternate(s) the number of votes to which each member is entitled.

3. Voting by proxy between members will not be permitted.

4. Nothing in this article shall prohibit one delegate from casting all the votes of his/her school district.
5. The Chairman of the Delegate Assembly shall work through each resolution by calling for opposition to the recommendation made on each resolution. In the event there are five (5) fans raised in opposition to the recommendation, the Chairman will allow those delegates with questions and/or supportive information three (3) minutes to discuss their point of view regarding the resolution. The sponsor(s) of new resolutions shall have three minutes to explain the rationale for the new resolution.

6. New resolutions may be submitted for consideration at the Delegate Assembly with a 2/3 affirmative vote of the delegates.

7. In speaking to a resolution, a member shall:
   a) Stand
   b) Be recognized by the chairman
   c) State name of district
   d) Limit remarks to three minutes

8. When a member has once spoken on a resolution, he/she will not be recognized again for the same question until others who wish to speak have done so.

9. Voting will be conducted by a show of color coded fans.

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<tr>
<th>Color</th>
<th>Votes</th>
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<tr>
<td>White</td>
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<tr>
<td>Green</td>
<td>2</td>
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<td>Yellow</td>
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<td>Purple</td>
<td>5</td>
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<tr>
<td>Orange</td>
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   If a district desires to split their votes, the voting delegate shall stand and announce the split vote.

10. The chairman will declare the results of each vote. A “division of the house” may be called by any voting delegate.
APPENDIX A

School District Yearly Calendar

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<th>Event/Activity/Report</th>
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<td><strong>July</strong></td>
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<tr>
<td>July 1</td>
<td>Fiscal Year Begins</td>
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<tr>
<td>By 10th business day of month</td>
<td>WDE-103 Cash on Hand/ Required for Federal Grants</td>
</tr>
<tr>
<td>July *</td>
<td>Publish Budget Hearing Notice 2 Weeks Prior</td>
</tr>
<tr>
<td>July *</td>
<td>Budget Hearing ( Third Wednesday )</td>
</tr>
<tr>
<td>July 10th</td>
<td>County Treasurer certifies local revenues to WDE</td>
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<tr>
<td>July 13th</td>
<td>WDE-630 Student Discipline</td>
</tr>
<tr>
<td>July 19th</td>
<td>WDE-160 County Treasurer’s Reporting Form</td>
</tr>
<tr>
<td>July 31st</td>
<td>WDE-104 Monthly Litigation Expense Report</td>
</tr>
<tr>
<td><strong>August</strong></td>
<td></td>
</tr>
<tr>
<td>By 10th business day of month</td>
<td>WDE-103 Cash on Hand/ Required for Federal Grants</td>
</tr>
<tr>
<td>August 10th</td>
<td>Districts certify a copy of the approved budget is filed with the County Clerk.</td>
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<tr>
<td>August 13th</td>
<td>(Due 30 business days after June 30th)</td>
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<tr>
<td></td>
<td>WDE-100 School Funding Worksheet</td>
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<td></td>
<td>WDE-103 Reimbursable Pupil Transportation Expenditure Report</td>
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<td>WDE-401 Special Education Expenditure Report</td>
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<td></td>
<td>WDE-601 Annual District Report</td>
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<td></td>
<td>WDE-901 Wyoming School District Budget</td>
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<tr>
<td>August 15th</td>
<td>Notification of Recapture Amount- WDE</td>
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<td></td>
<td>One-third of each districts entitlement paid to district</td>
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<tr>
<td>August 17th</td>
<td>WDE-663 Student Proficiency on Body of Evidence</td>
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<td>August 31st</td>
<td>WDE-614 Spring Reporting Certification Checklist</td>
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<td></td>
<td>WDE-104 Monthly Litigation Expense Report</td>
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<td>WDE-609 School District Program Contacts</td>
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<tr>
<td><strong>September</strong></td>
<td></td>
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<tr>
<td>By 10th business day of month</td>
<td>WDE-103 Cash on Hand/ Required for Federal Grants</td>
</tr>
<tr>
<td>September 28th</td>
<td>WDE-104 Monthly Litigation Expense Report</td>
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</table>
October

October 1
- WDE-461 Wyoming Bridges – Summary of Summer Independent Enrichment Programs
- WDE-537 Wyoming Bridges – Summary of Summer Programs

By 10th business day of month
- WDE-103 Cash on Hand/ Required for Federal Grants
- WDE-225 Lunch Report

October 15th
- One-third of each district’s entitlement paid to district
- WDE-602 Staffing Report
- WDE-604 District Assurances Report
- WDE-671 Student Roster

October 23rd
- E-Rate Paperwork

October 31st
- WDE-104 Monthly Litigation Expense Report

November

November 1st
- WDE-607 WISE Dropout Statistics

By 10th business day of month
- WDE-103 Cash on Hand/ Required for Federal Grants
- WDE-225 Lunch Report

November 15th
- WDE-618 Fall Reporting Certification Checklist

November 30th
- WDE-104 Monthly Litigation Expense Report

December

By 10th business day of month
- WDE-103 Cash on Hand/ Required for Federal Grants
- WDE-225 Lunch Report

December 15th
- Audit due to WDE and Department of Audit

December 31st
- WDE-104 Monthly Litigation Expense Report

January

By 10th business day of month
- WDE-103 Cash on Hand/ Required for Federal Grants
- WDE-225 Lunch Report

January 31st
- WDE computes amount each district exceeds 15% cash reserve cap

February

By 10th business day of month
- WDE-103 Cash on Hand/ Required for Federal Grants
- WDE-225 Lunch Report

February 15th
- One-third of each district’s entitlement paid to district

February 28th
- WDE-104 Monthly Litigation Expense Report

249
March

By 10th business day of month
WDE-103 Cash on Hand/ Required for Federal Grants
WDE-225 Lunch Report

March 15th
SBE-190 Charter School Annual Report to WSBE
SBE-191 Charter School Annual Financial Report to WSBE

March 31st
WDE-104 Monthly Litigation Expense Report

April

By 10th business day of month
WDE-103 Cash on Hand/ Required for Federal Grants
WDE-225 Lunch Report

April 15th
Notification Deadline for a recommendation to terminate the contract of an Initial Contract Teacher by written notice
Notification Deadline for a recommendation to terminate the contract of a Continuing Contract Teachers by written notice
Notice of intent to recommend rehire for Initial Contract Teachers
Notice of intent to recommend rehire for Continuing Contract Teachers

April 30th
WDE-104 Monthly Litigation Expense Report

May

By 10th business day of month
WDE-103 Cash on Hand/ Required for Federal Grants
WDE-225 Lunch Report

May 15th
Resignation deadline for teachers
Teacher contracts must be accepted by this date to avoid being declared open.

May 31st
WDE-104 Monthly Litigation Expense Report

June

June 1st
WDE-337 Vocational Course and Program Report

By 10th business day of month
WDE-103 Cash on Hand/ Required for Federal Grants
WDE-225 Lunch Report

June 15th
WDE-600 Attendance and Membership Report
WDE-804 Indirect Cost Allocation Plans for Local Education Agencies (Every 3 years)
WDE-140 Bonded Indebtedness

June 30th
WDE-104 Monthly Litigation Expense Report
APPENDIX B

Oath of Office

School Board Member

"I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States, and the constitution of this the state, of Wyoming; that I have not knowingly violated any law related to my election or appointment, or caused it to be done by others; and that I will discharge the duties of my office with fidelity.

________________________________________________
Name

Subscribed in my presence and sworn to before me this__________ day of ________________, ________________.

______________________________________________
Notary Public

2008 Revision
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