

NATRONA

COUNTY SCHOOLS

Minutes of the Board of Trustees April 5, 2010

Chairman Steve Degenfelder called the Board of Trustees of Natrona County School District Number One Work Session to order at 5:04 p.m. on April 5, 2010, at Central Services Facility 970, N. Glenn Road, Casper, Wyoming, 82601.

Members Present: Steve Degenfelder, Audrey Cotherman, Donn McCall, Rita Walsh, Elizabeth Horsch, Todd Ingram, Shannon Jackett, Jim Bush, and Suzanne Sandoval.

Others Present: Superintendent, Joel Dvorak; Associate Superintendent for Human Resource Services, Crystal Mueller; Executive Director for Human Resource Services, Kelly Hornby; Associate Superintendent for Facilities and Technology, Mark Antrim, Executive Director for Facilities and Technology, Dennis Bay, Associate Superintendent for Curriculum and Instruction, Mark Mathern; Associate Superintendent for Business Services, Steve Hopkins; and Board Counsel Kathleen Dixon.

Trustee Rita Walsh moved to go into Executive Session to discuss legal, personnel, and property issues. The motion was seconded by Jim Bush and carried unanimously. Trustees adjourned the Executive Session at 5:42 p.m.

WORK SESSION: Those noted above attended the Work Session, with the exception of Shannon Jackett. Trustees reconvened the Work Session at 6:00 p.m. with committee reports, a Board Budget Development update, and follow-up on the discussion of the high school configuration that occurred during the board retreat on March 18, 2010.

GENERAL SESSION: The General Session was called to order at 7:35 p.m. with the same Trustees attending. Those present stood for the Pledge of Allegiance.

Persons Requesting to Address Trustees

There were no individuals requesting to address Trustees.

Approval of Minutes

Trustee Shannon Jackett moved to accept the General Session minutes of March 15, 2010. The motion was seconded by Trustee Elizabeth Horsch and carried unanimously.

Trustee Suzanne Sandoval moved to accept the Executive Session minutes of March 15, 2010. The motion was seconded by Trustee Jim Bush and carried unanimously.

Recognition

The Board of Trustees recognized and congratulated the Kelly Walsh Dance team for their hard work and dedication in winning the State of Wyoming 4A Dance Competition.

Consent Calendar

Superintendent Dvorak recommended the Board of Trustees accept Consent Calendar items as follows:

1. Business and Financial Items
 - a. Bills of March 19 and 26 and April 2, 2010
 - b. Bid Awards (*incorporating by reference the Superintendent's Recommendations, attached*)
 - i. Playground Equipment
 - ii. Cafeteria Tables – Mills Elementary
2. Personnel Items
 - a. Certified and Classified Personnel Report
 - b. Contract Renewals – Psychologists, Administrators, Cabinet, and Initial Teachers

Trustee Suzanne Sandoval moved to accept the consent calendar items noted above. The motion was seconded by Audrey Cotherman. Discussion followed regarding funding sources for the replacement of playground equipment, ability to leverage buying power, best bids may not have been the lowest, matching desire of schools, and replacements being completed by the end of June. The motion carried.

Grants

Wyoming Department of Education/ProStart Culinary Program

Superintendent Joel Dvorak recommended the Board of Trustees approve a grant from the Wyoming Department of Education for the ProStart Culinary Program in the amount of \$49,804.37.

Trustee Audrey Cotherman moved to accept the grant from the Wyoming Department of Education for the ProStart Culinary Program in the amount of \$49,804.37. The motion was seconded by Donn McCall. The motion carried unanimously.

Casper College Foundation/Sara Suyematsu Endowment

Superintendent Joel Dvorak recommended the Board of Trustees approve a grant from the Casper College Foundation/Sara Suyematsu Endowment in the amount of \$3,500.

Trustee Audrey Cotherman moved to accept the grant from the Casper College Foundation/Sara Suyematsu Endowment in the amount of \$3,500. The motion was seconded by Donn McCall and carried unanimously.

Reports and Recommendations

Enrollment Update

Mark Mathern, Associate Superintendent for Curriculum and Instruction, and Marty Wood, Safe Schools Administrator, provided an enrollment update as of April 5, 2010.

For kindergarten enrollment, 93.76 percent of the students received their first-choice school, 3.56 percent received their second-choice school, 1.22 percent received their third-choice school, 1 percent received their fourth-choice school, and 0.45 percent were not placed in their first, second, third, or fourth-choice school.

For first through 12th grades, 98.97 percent of the students who enrolled online and rolled over received their first-choice school, 0.81 percent received their second-choice school, 0.12 percent received their third-choice school, and 0.09 percent were not placed in their first-, second- or third-choice school.

There are 14 students who have not yet been placed in a school. District staff are working with these students and their parents to get them placed somewhere within the next couple of weeks.

According to a survey parents had the option to take when registering online, a little more than 89 percent said they were "somewhat satisfied" or "very satisfied" with the online enrollment process this year.

Proficiency Assessment of Wyoming Students (PAWS) Update

Trevor Mahlum, Assessment Data Coordinator, provided a Proficiency Assessment of Wyoming Students (PAWS) update.

District testing began on March 15, 2010. As of March 31, 2010 approximately 80% of online testing has been completed. The testing window this year will end on April 14, 2010.

This year's online testing has been a source of frustration for students and teachers. As system issues were addressed by Pearson and WDE, district Information Technology and Assessment teams adjusted systems and directions accordingly. By the second week of testing, set of best practices were in place in most buildings – staggered student log in. This has led to making the testing processes a little smoother. Despite many system issues NCSd students and staff have remained remarkably positive, focused and engaged in doing their best.

Discussion followed regarding difficulties, affect on Adequate Yearly Progress (AYP), board and administration being held accountable for competencies, and validity of results.

High School Configuration Recommendation

Superintendent Joel Dvorak recommended the Board of Trustees authorize staff to move forward with the design process for Phase I of the renovation of the Kelly Walsh and Natrona County High Schools as well as design of the supplemental high school campus.

Trustee Donn McCall moved to authorize staff to move forward with the design process for Phase I of the renovation of the Kelly Walsh and Natrona County High Schools as well as design of the supplemental high school campus.

The motion was seconded by Rita Walsh. The motion carried (8-1; nay – Sandoval)

Recommendation for Middle School Secondary Best Practices Board Initiative

Superintendent Joel Dvorak recommended the Board of Trustees approve the middle school best practices board initiative for the remainder of the 2009-10 school year in the amount of \$60,000 in one-time funds.

Trustee Suzanne Sandoval moved to approve the middle school best practices board initiative for the remainder of the 2009-10 school year in the amount of \$60,000 in one-time funds. The motion was seconded by Elizabeth Horsch and carried unanimously.

Roosevelt Sparks Program Report and Recommendation

Superintendent Joel Dvorak recommended the Board of Trustees approve the Roosevelt High School “Sparks” proposal for the 2010-11 school year in an amount of up to \$40,000 from one-time board priority funds.

Trustee Suzanne Sandoval moved to approve the Roosevelt High School “Sparks” proposal for the 2010-11 school year in an amount of up to \$40,000 from one-time board priority funds. The motion was seconded by Shannon Jackett and carried unanimously.

Kelly Walsh High School Portable Science Lab Report and Recommendation

Superintendent Joel Dvorak recommended the Board of Trustees approve the Kelly Walsh High School portable science labs proposal for the 2010-11 school year in the amount of \$16,428 from 2009-10 one-time board priority funds.

Trustee Rita Walsh moved to approve the Kelly Walsh High School portable science labs proposal for the 2010-11 school year in the amount of \$16,428 from 2009-10 one-time board priority funds. The motion was seconded by Donn McCall and carried unanimously.

NCHS Stadium Evaluation 3 Recommendation

Superintendent Joel Dvorak reported that the Board Budget Development Committee recommended the Board of Trustees approve the Natrona County High School Stadium Evaluation Phase 3 in the amount of \$12,500 from 2009-2010 one-time board priority funds.

Trustee Todd Ingram moved to approve the Natrona County High School Stadium Evaluation Phase 3 in the amount of \$12,500 from 2009-2010 one-time board priority funds.

The motion was seconded by Audrey Cotherman and motion carried unanimously.

Multi-Purpose Indoor Facility Feasibility/Conceptual Design

Superintendent Joel Dvorak reported that the Board Facilities Committee recommended the Board of Trustees approve funding of the conceptual design/feasibility study for a multi-purpose indoor athletic facility in the amount of \$8,500 from 2009-10 one-time board priority funds.

Trustee Jim Bush moved to approve the conceptual design/feasibility study funding for a multi-purpose indoor athletic facility in the amount of \$8,500 from 2009-10 one-time board priority funds. The motion was seconded by Donn McCall.

Extensive discussion followed regarding inability to look at the entire picture when expending funds, concerns regarding the District not having a policy on accepting private funds, community need, expanding District facilities creating strain on major maintenance budgets, approving projects in past with less information, expensive project with very little being asked of the District, Casper not competing with rest of Wyoming, and ability of local governments working together rather than in isolation. The motion carried (6-3; aye – Degenfelder, Cotherman, Walsh, McCall, Bush, and Sandoval; nay – Ingram, Horsch, and Jackett).

Southridge Architectural/Engineering Team Recommendation

Superintendent Joel Dvorak recommended the Board of Trustees authorize staff to select and negotiate a contract with an architectural design and engineering team for the design of a new Southridge Elementary School, pending approval by the Wyoming School Facilities Commission.

Mark Antrim, Associate Superintendent for Facilities and Technology, reported that five architectural, design, and engineering firms were interviewed on March 23-24, 2010. Members of the interview team were: Dennis Bay, Jason Gutierrez, Rick Skatula, and Lauren Volk. Funding for the design of the new Southridge Elementary School has been approved by the Wyoming School Facilities Commission.

Trustee Suzanne Sandoval moved to authorize staff to select and negotiate a contract with an architectural design and engineering team for the design of a new Southridge Elementary School, pending approval by the Wyoming School Facilities Commission. The motion was seconded by Rita Walsh and carried unanimously.

Trustee Comments

Trustee Elizabeth Horsch indicated that BOCES will be meeting on April 19th at 4:00 p.m. to review funding proposals.

Trustee Audrey Cotherman expressed interest in having the District develop a policy on accepting private funds.

Trustee Donn McCall reported that Brad Diller, Principal at Kelly Walsh High School, lost his father last week and requested that Trustees keep Brad and his family in their prayers.

Trustee Suzanne Sandoval requested that the Natrona County Recreation Joint Powers Board meetings be placed on the Trustee's calendar.

Trustee Jim Bush reiterated that it has been a long evening with many important issues.

Chairman Steve Degenfelder thanked Trustees for their hard work and dedication in approving the high school configuration. In addition, Chairman Degenfelder indicated that he will be communicating with Trustees regarding setting additional Board retreats to discuss policy guidelines, committee structure, District calendar, and transportation.

Other Business

Dr. Dvorak stated that next Board meeting will be on April 26, 2010 at Verda James Elementary School at 7:30 p.m.

Adjournment

There being no further business to come before the Board of Trustees, Chairman Steve Degenfelder adjourned the meeting at 9:13 p.m.

Chairman

Clerk

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PROCLAMATION NATRONA COUNTY PUBLIC LIBRARY

WHEREAS, the Natrona County Public Library has been providing educational resources to the students, teachers and families of Natrona County since 1910 and will celebrate its Centennial Anniversary this year; and

WHEREAS, the Natrona County Public Library is a gateway to learning and literacy, helping to prepare children for school with early literacy materials, training for parents, and preschool classes teaching creative expression, social skills, listening comprehension, letter and number recognition and vocabulary building (170 such classes were conducted in 2009 with 4,870 attendees); and

WHEREAS, in the early 1900s the Natrona County Public Library provided collections of books to classrooms before school libraries were established; 20,000 books were circulated through school collections in 1929, and these efforts continued through the 1940s; and

WHEREAS, a “Bookworm” program created in 1955 by NCS#1 and transferred to the library in 1964, connected students with literacy, learning materials, and library services throughout the school year, and helped students retain their learning by reading during the summer months. The Natrona County Public Library’s summer reading programs continue this service, now reaching over 3,000 students each summer; and

WHEREAS, in the summer of 1956 the county’s first bookmobile was developed with a vehicle and driver provided by the school district and 2,000 books provided by the library. In 1971, the service became a library function, and now makes over 50 stops at outlying schools, rural areas, preschools and daycares, augmenting the educational opportunities available to county citizens; and

WHEREAS, in 2002, the library began supporting professional development for NCS#1 teachers, and continues to provide literacy based instruction in classrooms, reinforcing the importance of reading, math, science, cognitive, social and communication skills, providing over 490 Discover programs last year, reaching more than 13,200 students; and

WHEREAS, school libraries exist to directly support school curriculum, while the public library is able to augment school resources and enhance learning opportunities for students by offering a broader range and quantity of learning materials;

NOW, THEREFORE, be it resolved that I, Steve Degenfelder, Chairman of the Natrona County School District #1 Board, ask that all citizens join us on May 20, 2010 to celebrate 100 years of public library service to our community. I encourage all residents to use their library for the purpose of fostering literacy and education as community values.

Dated this 26th day of April, 2010.

Steve Degenfelder, Chair

Rita Walsh, Clerk

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BOARD RECOGNITION APRIL 26, 2010

Kelly Walsh High School – Nordic Ski

Bridget Weiner

Coach: Jim Miller

Natrona County High School – 1st Place Boys Basketball

Braden Barnes

Shea Bartsch

Jake Bratton

Clay Brownell

Cayl Carpenter

Mitchell Carpenter

Jordan Dick

Travis Hayden

Andrew Martin

Camilo Martinez

Taylor Millay

Cole Montgomery

Kyle Murphy

Cory Peck

Kyle Vinich

Manager: Marcos Moralez

Coaches: Shawn Gillum
Tim Fauss
Trey Ransom
Josh Anderson
Erik Elgin

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TO: Board of Trustees

FROM: Joel Dvorak, Superintendent

DATE: April 26, 2010

SUBJECT: Board Policy 5370 - Discipline and Conduct

RECOMMENDATION: I recommend the Board of Trustees review, on first reading, proposed revisions to Board Policy 5370 – Discipline and Conduct.

RATIONALE: At both the federal and state levels, Districts are being encouraged to develop guidelines for school personnel regarding the appropriate use of seclusion, time-out, and restraint. By supporting and amending policy, the Board of Trustees is providing an avenue for schools to appropriately implement and use these tools to ensure the safety of all students.

In addition, the draft has been reviewed and approved by the Curriculum and Instruction Board Subcommittee and legal counsel. The Administrative Regulations are included in the packet for informational purposes only.

DISCIPLINE AND CONDUCT

PHILOSOPHY

The Natrona County School District, (NCSD), Board of Trustees recognizes its responsibility to give support and assistance to school employees with respect to student discipline policies and procedures of the school district. Further, the Board recognizes that an effective discipline policy is intended to foster student growth while assuring each student an atmosphere which is safe, conducive to the learning process, and as free as possible from unnecessary disruptions.

The Board also recognizes that the District is the school community and that schools are a reflection of society. The rules of the District reflect the standards of the school community. Today's society is plagued by crime and violence which, in turn, has become a major social problem in the Nation's educational system. A comprehensive discipline policy is necessary to confront these problems and preserve schools as safe havens in which students can learn and teachers can teach.

Through the Wyoming Education Code and Board policy, all school personnel are charged with providing a proper learning environment and for maintaining order among the students placed in their charge. This charge includes developing means to motivate and reinforce positive behavior patterns and taking positive action to correct unacceptable behavior by students.

The Board of Trustees recognizes the individual rights of students, but the possession of rights also brings responsibility. This responsibility is to the school, school personnel, and other students. If a student does not accept this responsibility, school authorities will take appropriate measures to ensure that his/her conduct does not hinder the maintenance of an orderly educational program. Parents are encouraged to take appropriate cooperative measures to ensure proper behavior of their children. Chronic or severe misbehavior is an infringement on the right of the well behaved child to learn and negatively affects the classroom learning environment.

The Board has wide discretionary authority to enact reasonable rules and regulations governing the conduct of students. It shall be the duty of all school personnel to enforce such rules for school and class control as the Board may establish. Procedures used to control pupil conduct should assist in advancing the purposes of education and be consistent with Board policies, state laws, and State Board of Education regulations.

Any misconduct on the part of pupils which directly relates to and affects the management and efficiency of the schools is within the scope of power of school officials and the Board to regulate.

The Board recognizes that individual schools may adopt additional rules for orderly conduct; however, such rules must be consistent with Board Policy and District Administrative Regulations.

The Board values and encourages student participation in co-curricular activities. However, the participation in athletics and co-curricular activities is a privilege and students who volunteer to participate in the Natrona County School District athletics, co-curricular clubs or co-curricular

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activity programs do so with the understanding that they must observe some regulations that are more restrictive than those relating to the general student community. Therefore, the Board of Trustees adopts the Natrona County School District Code of Conduct for Athletics, Co-Curricular Clubs, and Co-Curricular Activities. This Code shall become effective July 1, 2003 and shall remain in effect until amended or repealed by the Board of Trustees.

The Discipline and Conduct Policy of Natrona County School District is binding upon all school and student personnel at all District operated or controlled buildings, playgrounds, vehicles, or any other property owned or controlled by the District and at all activities conducted, sponsored, or participated in by school personnel or students of Natrona County School District.

It is the policy of NCSD to promote the safety of all students, staff, and visitors in its schools. To further this policy, school personnel may employ reasonable physical restraint or seclusionary time out techniques with a student which shall be limited to cases of ensuring the safety of students, self-defense, or defense of other students.

When a student's disruptive behavior presents an immediate danger to self or others, appropriate Crisis Prevention Institute procedures (or other District approved, nationally recognized physical aggression management programs) may be used by trained staff. All incidents requiring restraint or physical contact with a student shall be carefully and completely documented to ensure all students are safe and protected.

PREFACE

1. Why have a District Discipline and Conduct Policy? Today there is an increasing need to be specific in student discipline policies and procedures. Schools are expected to operate in compliance with constitutional and statutory restrictions that are often complex and hard to delineate. Due process requires that students and parents be forewarned of conduct that may result in disciplinary sanctions. Discipline policies should be based on maintaining safety of students and staff, assuring protection of the building, materials, and equipment, and minimizing disruptions and distractions of the learning process.
2. Discipline policies and procedures may include acts of reasonable and appropriate physical intervention or force in dealing with disruptive students. An act of a teacher or other employee shall not be considered child abuse if the act was performed in good faith and in compliance with Federal and State Law, Board Policy and administrative procedures. A teacher or any other person acting in good faith and in compliance with the discipline code adopted by the Board is generally immune from civil liability unless the person is acting willfully or wantonly.

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3. Discipline must be considered a part of the “curriculum” of the school. The approach must be positive and constructive, initiate from the central office with latitude for differences among students, classrooms and schools.
4. Subject to approval by the principal, teachers will have the authority to make and enforce with suitable consequences, except corporal punishment, all rules necessary for the proper management of their classes and appropriate behavior of the pupils. Discipline should not be used to deprive students of any academic opportunities. In maintaining discipline, teachers must be able to proceed with assurance of support from the principal, the Superintendent, and the Board of Trustees. Each teacher is responsible for preparing and implementing a classroom management/discipline plan. Such plan will be in writing and must be approved by the principal. The principal and staff should work in close cooperation with parents on discipline matters. Referrals to the principal should not be made in a capricious manner for minor infractions. Teachers should document their previous actions prior to making a referral of a non-emergency type.
5. Procedures
 - A. It shall be the policy of NCSD to initiate preventive measures to avoid disciplinary problems in schools. The approved Natrona County School District Discipline and Conduct Policy will be condensed into a District Student Discipline and Conduct Handbook.
 - B. Handbook Distribution - Printed copies of the District Student Discipline and Conduct Handbook will be made available to all District personnel, parents, and students. Arrangements shall be made to have the Handbook distributed once to each student in elementary, junior high and high school. The parents of a student new to the District will be given a copy of the Handbook at the time their child registers for school.
 - C. Copies of the NCSD Discipline and Conduct Policy shall be posted in each school of the District. In addition, any significant change in the Board Policy and Regulations shall be distributed to each student and posted in each school.
 - D. All students and parents will sign and return to their school principal the form entitled, “Acknowledgement of Receipt and Review of the District Student Discipline and Conduct Handbook.”
 - E. Building Discipline Rules of Conduct - The principals will work cooperatively with faculty, parents, and students in formulating codes of conduct for the individual schools which are consistent with District policies and procedures. Necessary steps will be taken to communicate Building Discipline Rules to all persons concerned. A copy will be filed with the Superintendent of Schools or his/her designee.

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- F. Orientation and inservice - Principals will conduct orientation and inservice meetings each year with all building personnel specifically on the subject of the District Student Discipline and Conduct Handbook and with new staff when they are employed.
- G. Student Orientation - Teachers and/or administrators will review the District Student Discipline and Conduct Handbook in detail with their students as soon as possible each school year. Students enrolling after this time will review the Handbook as part of the enrollment process.
- H. The District Discipline and Conduct Policy is divided into the following sections: Philosophy, Preface, Right and Responsibilities, Definitions of Prohibit Disciplinary Consequences, Discipline Policies and Procedures, Extra-Curricular Activities Suspension Policy, Minimum/Maximum Consequences for Prohibited Conduct, and an Appendix with various and laws and forms.

Readopted: October 23, 2000

Revised: April 28, 2003

DISCIPLINE AND CONDUCT

Use of Non-Exclusionary Time-out, Seclusionary Time-out, and Physical Restraint

The following procedures on the use of non-exclusionary and seclusionary time out and physical restraint have been developed by NCSD:

Use of Non-exclusionary Time Out, Seclusionary Time-out, and Physical Restraint Procedures

Strategies that need to be used with any student on a behavior plan should include:

1. Pre-teaching behavior expectations and skills
2. Teaching social skills
3. Teaching replacement behaviors such as coping skills

<u>Definitions</u>	
<u>Non – exclusionary Time Out</u>	Non-exclusionary time out is defined as a time out that does not physically isolate the student from peers. The student is within view of an adult at all times. Must be addressed in the Individual Education Program (IEP).
<u>Seclusionary Time Out</u>	Seclusionary time out means removal to a specifically designated area, which is isolated from peers. Student is in view of an adult at all times. Must be addressed in the IEP.
<u>Physical Restraint</u>	Physical restraint means the restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student. Physical restraint does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity; must be part of an Individual Behavior Intervention Plan (BIP) in a student’s IEP which has been developed with parent participation. The IEP will include a statement such as “if the student’s disruptive behavior presents an immediate danger to self or others, appropriate Crisis Prevention Institute (CPI) procedures (or other District approved, nationally recognized physical aggression management program), may be used by trained staff”.
<i>A teacher may defend himself/herself if attacked by a student, or remove a student against his/her will where his/her continued presence endangers, or is extremely disruptive to, others.</i>	
In the case of a disruptive student who is not a threat to him/herself or to others, the student should be isolated by removing the other students from the setting and using de-escalation techniques to calm the student, prior to escorting him/her to the office.	
<u>Use of Non-exclusionary Time-out</u>	
<u>Non-exclusionary time out</u> is used with students who are not responding to lower levels of interventions. Non-exclusionary time out is implemented as outlined in Steps 1, 2, and 3.	
<ul style="list-style-type: none"> • Student directed time out is when a student chooses to use a time out to calm down. The student is not punished (loss of points for example). The student is expected to complete work once reengaged. • Teacher encouraged time out is when a student is beginning to escalate and needs time to calm down. The student is not punished (loss of points for example). The student is expected to complete work once reengaged. 	

- **Teacher directed time out** is when a student continues to engage in disruptive, non-compliant behavior or becomes verbally and physically threatening, but has chosen not to use a self-directed or teacher encouraged time out. A teacher directed time out may result in a loss of points or natural consequences (consequences as per the building or classroom behavior support plan). The student is expected to complete work once reengaged.

The time out can take place by pulling back the chair from the desk, removing items from a student's desk while the student stay seated, sitting outside of the large group or small group within the room, use of a study carrel. The child is ready to be integrated back into the classroom activity when behaviors indicate the child is calm and ready to participate.

The duration of non-exclusionary time out should be age appropriate, 30 seconds for every year up to age 9 (4 ½ minutes) not to exceed 10 minutes unless the student continues to be an immediate danger to self or others.

Use of Seclusionary Time-out

Seclusionary time-out is used when a student's behavior requires removal to a specially designated area, which is isolated from common areas. Seclusionary time out is used to prevent or extinguish dangerous behavior. Seclusionary time out is implemented using these guidelines:

- The student cannot be held in an enclosed room.
- The student will be visually supervised by an adult at all times.
- The student should not be physically assisted into the seclusion room unless they are an immediate danger to self or others.
- The parent and building administrator will be informed, using District documentation forms, by the end of the school day or within 24 hours when a student has been in seclusionary time-out.
- There may be no deprivation of light, restroom, water, or food during seclusionary time out or physical restraint.

The length of seclusionary time out should be age appropriate, 30 seconds for every year up to age 9 (4 ½ minutes) not to exceed 10 minutes unless the student continues to be an immediate danger to self or others.

If the frequency and duration of seclusionary timeout is not decreasing, this should trigger a need to change the behavior plan, teaching strategies and/or interventions for the student.

Use of Physical Restraint

Physical Restraint is used when a student's disruptive behavior presents an immediate danger to self or others, appropriate CPI procedures, (or other District approved, nationally recognized physical aggression management programs), which may include physical restraint, may be used by trained staff. Physical Restraint is implemented using this guideline:

- The parent and building administrator will be informed, using District documentation forms, by the end of the school day or within 24 hours when a student has been physically restrained.
- There may be no deprivation of light, restroom, water, or food during seclusionary time out or physical restraint.

Staff Training Requirements

- Only staff members that have valid, current certification through a District approved, nationally recognized physical aggression management program, and shall be allowed to implement physical restraint and seclusionary time out, except in the case of an emergency.
- In an emergency situation a school administrator, teacher, or other school employee may use physical restraint as necessary to maintain order or to prevent a student from harming him/herself, other students, and school staff or property.
- All staff members will be apprised of the policy and required training at the building level.

Q&A

Non-Exclusionary Time Out and Seclusionary Time Out

Q: Is a non- exclusionary time out the same thing as seclusionary time out?

A. No. “Non-exclusionary time out” is a short time to provide the student with an opportunity to regain self-control, in a setting that does not physically remove the student from peers and the student is not physically prevented from leaving.

Seclusionary time out means removal to a specifically designated area, which is isolated from peers. The student is in view of an adult at all times and this must be addressed in the IEP.

Q. When seclusionary time out is included in a student’s behavior intervention plan, what guidelines should be used when responding to student behaviors?

A. When a behavior intervention plan includes seclusionary time out as a means of responding to student behavior, the use of seclusionary time out should be initiated only when other less restrictive interventions would not be effective and the student’s behavior is dangerous.

Q. Is the school required to notify parents each time a student is placed in a non-exclusionary time out?

A. No, a non-exclusionary time out does not require parent notification. The school is only required to notify parents when a student is placed in **seclusionary time out or physical restraint** and a verbal or written notice must be given to the parent(s) by the end of the day, or within 24 hours in which the incident occurred.

Q. Is there a time limit for how long a student can be placed in seclusionary time out?

A. Yes, The length of time in seclusionary time out should be age appropriate, 30 seconds for every year up to age 9 (4 ½ minutes) not to exceed 10 minutes unless the student continues to be an immediate danger to self or others.

Q. Can any room be used as a seclusion room?

A. No. Any room used for seclusionary time out must allow staff full view of the student in all areas of the room and be free of potentially hazardous conditions such as closed doors, unprotected light fixtures and electrical outlets.

Q. Must a student be continuously monitored while in seclusionary time out?

A. Yes. “Continuous monitoring” means that a staff member shall keep the student in full view at all times while the student remains in seclusionary time out.

Q. If a student calms down right away after being placed in seclusionary time out is the school required to notify his/her parents, and complete a seclusionary time out incident report?

A. Yes. Every time a student is placed in seclusionary time out the school must give the parent(s) verbal or written notification by the end of the day the incident occurred.

Physical Restraint

Q. What does “physical restraint” mean?

A. Physical restraint means the restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student. It does not include touching

or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.

Q. When physical restraint is included in a student's behavior intervention plan, what guidelines should be used when responding to student behaviors?

A. When a behavior intervention plan includes appropriate CPI procedures (or other District approved, nationally recognized physical aggression management program), which may include physical restraint as a means of responding to student behavior, the use of physical restraint should be initiated only "when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious, physical harm to the student or others."

Q. Is there a time limit for how long a student can be placed in seclusionary time or physical restraint?

A. The length of time in seclusionary time out or physical restraint should be age appropriate, 30 seconds for every year up to age 9 (4 ½ minutes) not to exceed 10 minutes unless the student continues to be an immediate danger to self or others.

Q. Must a student be continuously monitored while being physically restrained?

A. Yes. At a minimum, one or more persons must be present to personally administer the physical restraint and monitor the student's condition. Staff members must follow the guidelines provided by the CPI (or other District approved, nationally recognized physical aggression management program), training.

Q. If a student calms down right away after being placed in a physical restraint, is the school required to notify his/her parents, and complete a physical restraint incident report?

A. Yes. Every time a student is placed in a physical restraint the school must give the parent(s) verbal or written by the end of the day, or within 24 hours in which the incident occurred.

NCSD will conduct and document a yearly review process of the use of physical restraint and seclusionary time out to ensure that those techniques are used only in accordance with established procedures.

Q. What is the purpose of this yearly review?

A. The primary purpose of the yearly review is to ensure that all district procedures are being implemented regarding the use of physical restraint and seclusionary time out and to determine if current district practices have been effective in improving student behaviors and minimizing the use of physical restraint and seclusionary time out.

Required Forms

Physical Restraint Incident Report

Seclusionary Incident Report

(attached)

PHYSICAL RESTRAINT INCIDENT REPORT

File in student's Discipline File or enter in Infinite Campus

Physical restraint means “the restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student” and “does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.”

Physical restraints may also be used in “an emergency by a school administrator, teacher, school employee, or volunteer as necessary to maintain order or to prevent a student from harming him/herself, other students, and school staff or property.

Student Name:	Grade:	School:
Incident Description		
Date Incident Occurred:	Time restraint began: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Time restraint ended: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	Behavior(s) that lead to restraint:	
Behavior(s) directed at: <input type="checkbox"/> Staff <input type="checkbox"/> Peers <input type="checkbox"/> Self <input type="checkbox"/> Other: _____	Thorough description of efforts made to deescalate and alternatives to physical restraint that were attempted: (include positive behavior interventions used)	
Student's behavior during restraint:	Student's behavior after restraint:	
Description of any injury to student and/or staff and any medical or first aid care provided (<i>as per district policy, if injury occurred, complete Injury/Incident Report in addition to this form.</i>):	Follow Up (<i>check all that apply</i>): <input type="checkbox"/> Determination by staff member that student was no longer a risk to himself or others <input type="checkbox"/> Intervention by administrator(s) to facilitate de-escalation <input type="checkbox"/> Law enforcement personnel arrived <input type="checkbox"/> Staff sought medical assistance <input type="checkbox"/> Other (<i>describe</i>):	
Post physical restraint physical condition (if any):		
Staff Administering/Observing Restraint		
<u>Name</u>	<u>Position</u>	
Parent Notification	Contact Method	
Name of parent(s) contacted:	<input type="checkbox"/> Written <input type="checkbox"/> Verbal <input type="checkbox"/> Both	
Phone #:		
Date and time of contact: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.		

This report has been prepared by:

_____ (Name)

_____ (Position)

_____ (Date)

SECLUSIONARY TIME OUT INCIDENT REPORT

File in student's Discipline File or enter in Infinite Campus

Seclusionary time out means removal to a specifically designated area, which is isolated from peers. Student is in view of an adult at all times. Must be addressed in the IEP.

Student Name:	Grade:	School:
Incident Description		
Date Incident Occurred:	Time seclusion began: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.	Time seclusion ended: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.
Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Hall <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Other: _____	Behavior(s) that lead to seclusion:	
Behavior(s) directed at: <input type="checkbox"/> Staff <input type="checkbox"/> Peers <input type="checkbox"/> Other: _____		
Thorough description of efforts made to deescalate and alternatives to seclusion that were attempted: (include use of positive behavior interventions)		
Student's behavior during seclusion:	Student's behavior after seclusion:	
Location of seclusion area: Seclusion room meets the following criteria: <input type="checkbox"/> Allow staff full view of the student in all areas of the room <input type="checkbox"/> Free of potentially hazardous conditions such as unprotected light fixtures and electrical outlets	Follow Up: <input type="checkbox"/> Determination by staff member that student no longer required seclusion <input type="checkbox"/> Intervention by administrator(s) to facilitate de-escalation <input type="checkbox"/> Other (<i>describe</i>):	
Staff member(s) responsible for continuous monitoring of student's status during seclusion:		
Staff Administering/Observing Time Out:		
<u>Name</u>	<u>Position</u>	

Parent Notification	Contact Method	
Name of parent(s) contacted:	<input type="checkbox"/> Written <input type="checkbox"/> Verbal <input type="checkbox"/> Both	Contacted by the following staff member (<i>include name and position</i>):
Phone #:		
Date and time of contact: <input type="checkbox"/> A.M. <input type="checkbox"/> P.M.		

This incident report has been prepared by:

(Name) (Position) (Date)

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Joel Dvorak, Superintendent

DATE: April 26, 2010

SUBJECT: Kelly Walsh High School Mathematics Instruction Resources Recommendation

RECOMMENDATION: I recommend the Board of Trustees review, on first reading, the adoption of the listed mathematics instructional resources.

RATIONALE: The attached budget, with ordering information, includes materials necessary to fully implement *Transition to Advanced Mathematics*. The materials will meet the needs of the students along with related teacher materials. Costs for materials needed beyond the first year of implementation will be the responsibility of the Kelly Walsh mathematics department.

Mathematics Adoption Plan for Kelly Walsh High School

Date: April 26, 2010

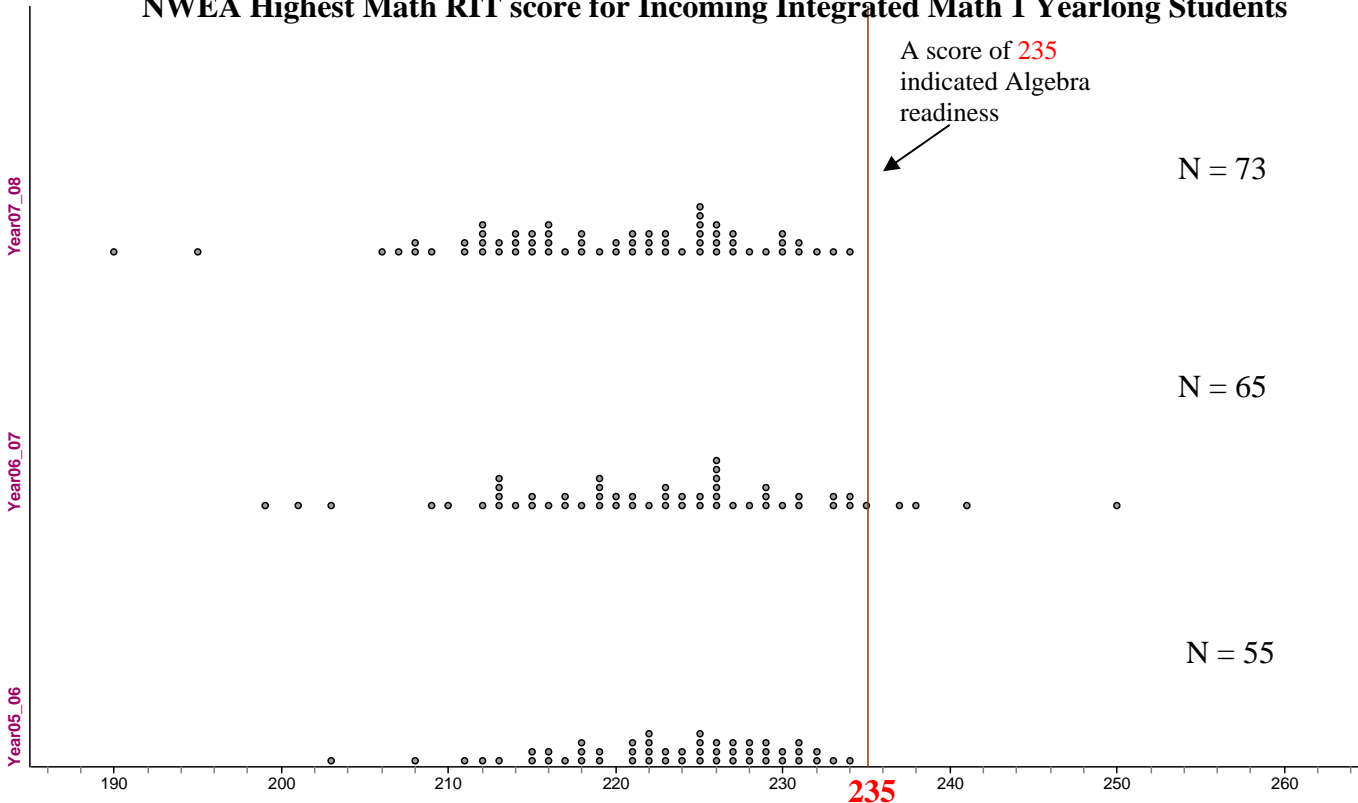
1. Data-based Profile

During the 2003-2004 school year, the SIMMS curriculum was fully implemented in our school building. In 2005-2006, our math department offered a yearlong course for students who had already earned a Pre-Algebra credit but were not prepared to successfully complete Integrated Math 1 in a semester course.

The data points in the graph below represents the highest NWEA math RIT score for each individual student enrolled in the Integrated Math 1 yearlong courses for three consecutive years. The red line located at 235 represents a RIT score that indicates a student has the basic skills and knowledge needed to start an algebra course.

Graph A

NWEA Highest Math RIT score for Incoming Integrated Math 1 Yearlong Students



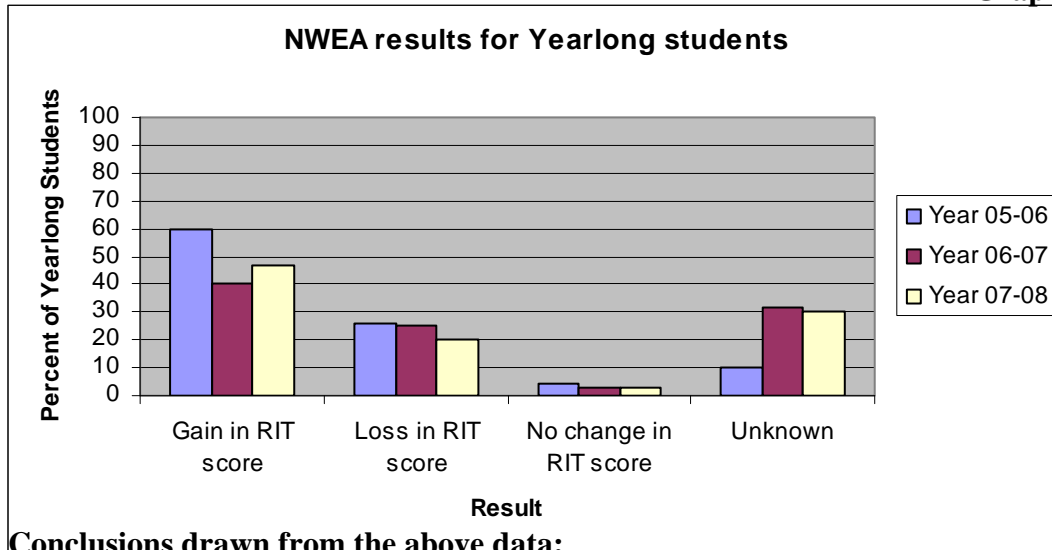
Highest Incoming RIT scores prior to taking IM 1 yearlong

Conclusions drawn from the data above:

- Over the past three years, the math RIT scores of students entering KW who have already earned a Pre-Algebra credit are declining.
- The number of students who have already earned a Pre-Algebra credit but are not algebra ready is increasing as indicated by the N value on the right side of the graph.
- The gap in the skills of students enrolled in Integrated Math 1 yearlong is increasing as indicated by the spread of the data for the three years.

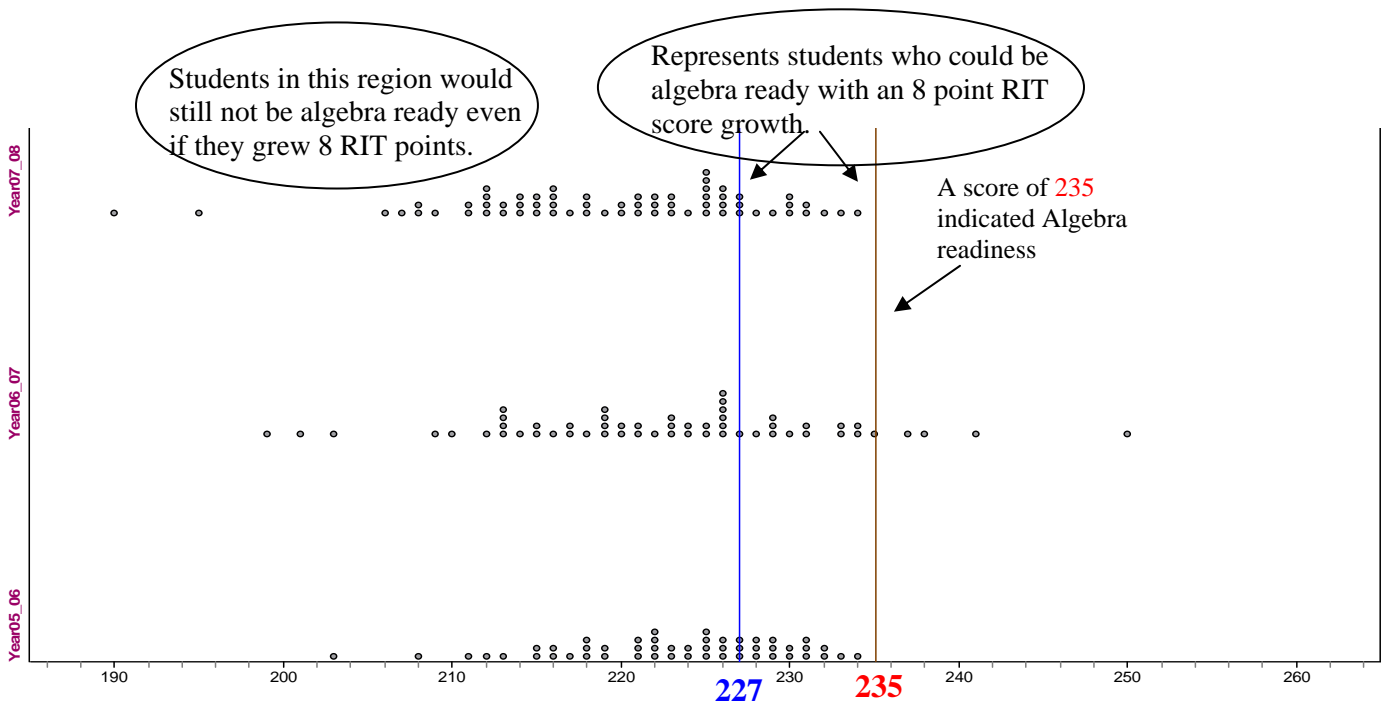
The graph below shows the results of comparing the highest pre-RIT score and the post-RIT scores of the students enrolled in IM 1 yearlong each year for three consecutive years.

Graph B



Conclusions drawn from the above data:

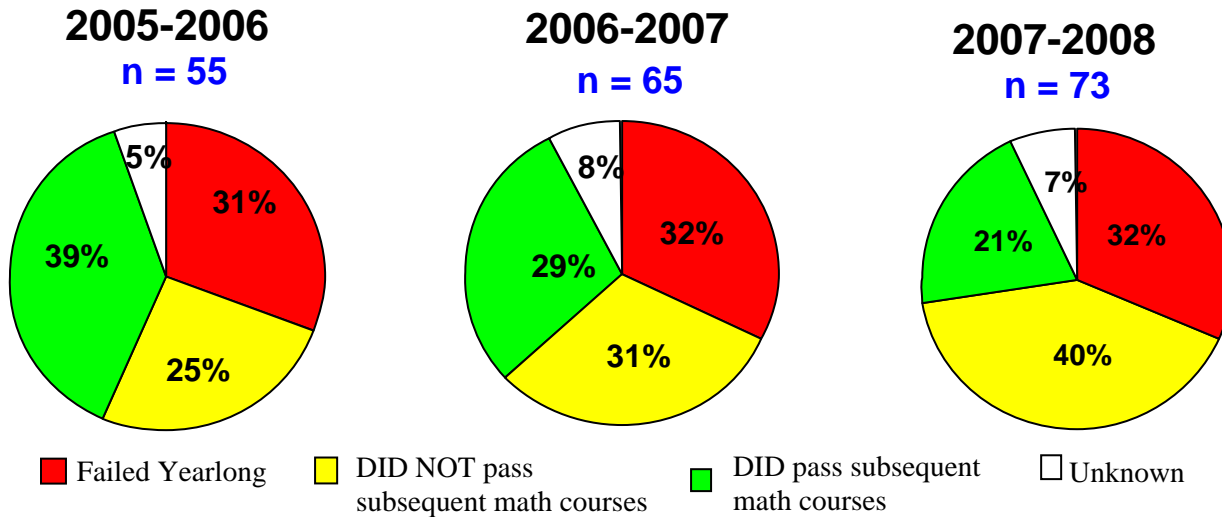
- Only half of the students who completed an IM 1 yearlong course demonstrate growth on the NWEA assessment.
- The percent of students showing RIT growth after completing an IM 1 yearlong course is declining.



Highest Incoming RIT scores prior to taking IM 1 yearlong

The average RIT point gain of the students who demonstrated growth was 8. This means students who had a pre-RIT score of at least 227 and grew the average 8 points would now meet the algebra readiness requirement. However, this still leaves a large population of students who had completed IM 1 yearlong but are still not algebra ready.

Even though approximately half the students enrolled in the Integrated Math 1 yearlong course demonstrate growth on the NWEA math assessment, further data analysis shows the percent of those students who are successful in subsequent courses is also declining as displayed in the graphs below.



Conclusions drawn from the above data:

- Almost one-third of the students who enroll in an IM 1 yearlong course do not successfully complete it and this percent remains constant (indicated by the **red** region).
- Only about 65% of the students enrolled in IM 1 yearlong complete the course successfully (indicated by the **yellow** and **green** regions).
- The percent of students who not only complete an IM 1 yearlong course and also successfully complete the required subsequent math courses needed to graduate is decreasing (indicated by the **green** regions.)

There are approximately 190 incoming new KW students next year whose highest RIT score as of May 1st falls below 235-the algebra readiness indicator.

2. Snapshot of your school’s programs and student achievement

Strengths—The Kelly Walsh mathematics department is known for being a progressive, cohesive, and hard-working team. Several years ago, teachers in the department took it upon themselves to take on the NCTM Standards-Based SIMMS program knowing that it would be much more difficult to teach. The teachers realized that through the SIMMS program, students would be more able to take the skills they learned and apply them to solve problems.

Students have become better problems solvers as a result of their exposure to the SIMMS program

Weaknesses—The SIMMS program does a great job teaching students to become good independent thinkers and problem-solvers, but is lacking in the area of teaching skills. All mathematics teachers

supplement their instruction with skills instruction from a variety of sources, both paper-pencil and on-line.

3. Research Review

Members of the Kelly Walsh mathematics department are constantly learning more about effective instruction. Eight teachers in the department are National Council of Teachers of Mathematics members. Kelly Walsh High School has been a member of the COMPASS High School Network, a group of high schools from all over the country, all using NCTM-Standards Based programs. This group is led by some of the national leaders of the reform movement in mathematics education. Gary Bauer, one of the founders of the SIMMS program has visited the school and is a constant source of assistance in standards-based, conceptual teaching.

There is a large amount of research supporting the standards-based, conceptual instruction espoused by the publishers of the proposed instructional materials. Some of the research that was used to support the decision on instructional materials is listed below:

- Herbert, James (2003) What Research Says About the NCTM Standards. In Kilpatrick, Martin, Schifter (eds.) A Research Companion to Principals and Standards for School Mathematics p. 5-23, NCTM Publishing
- Madsen, Anne, and Lanier, Perry (1995), Does Conceptually-Oriented Instruction Enhance Computational Competence?, Focus on Learning Problems in Mathematics, Fall Ed. Vol 17, No. 4, p. 42-64
- Stein, Mary (2003) Teaching Mathematics Through Problem-Solving: Research Perspectives. In H. L. Shoen, Teaching Mathematics Through Problem-Solving, Grade 6-12, p. 245-256. NCTM

Another book that has been used extensively by the mathematics tutors:

- Van De Walle, John, A. (2004), Elementary and Middle School Mathematics: Teaching Developmentally, Fifth Edition. Allyn and Bacon

All of these articles and books support the use of the proposed instructional materials to increase student achievement.

4. Criteria for Materials Review

Look-Fors (Criteria used to select materials)

- NCTM Standards-based
- Conceptually based rather than process-based
- Problem-solving permeates all instructional materials
- Minimizes procedural (cookbook style) instruction
- Ready-made assessments included
- Easily readable

List of all materials considered by the committee:

- Transition to Advanced Mathematics (Johns Hopkins University/Talent Development High Schools)
- Bridge to Algebra (textbook that goes with Cognitive Tutor)
- Cognitive Tutor (online software for individual skills building)
- Singapore Mathematics
- Algebra Through Visual Patterns
- Empower—Key Curriculum
- Math Thematics
- MathScape

5. Professional Development

Initial Professional Development

- a. By adopting Transitions to Advanced Mathematics we are also agreeing to a mandatory two-day teacher training in the use of the materials by trainers provided by the creator of the materials.

Ongoing Professional Development

- b. High school teachers in Riverton, Wyoming are also planning to use these curricular materials at Riverton High School next year. We have already started a collegial relationship with an instructional facilitator at that school allowing us to share progress.
- c. The Kelly Walsh Mathematics Department members have historically shared their materials and instructional methods. This collaborative approach, used on a daily basis, allows teachers to challenge each other to improve.
- d. Collaboration with experts outside our building. In the past several years, we have brought in the founder of the SIMMS math program and a consultant to make sure we are staying on track. We plan to do the same with this new program. Some possible resources are:
 - i. Pia Hansen—consultant on conceptual teaching
 - ii. Gary Bauer—founder of the SIMMS math program
 - iii. Eric Robinson—Director of the COMPASS High School Network (this is a network of high schools all using NCTM Standards based program—Kelly Walsh has been a member for about 5 years)

6. Connection to the Mathematics Standards

How closely does your choice of materials align to the five content and performance standards for mathematics education?

Fortunately, the selected materials come in five student consumable booklets roughly aligned to the standards. Their titles are:

Unit 1: Mathematical Reasoning, Data Analysis and Probability

Unit 2: Numbers and Integers

Unit 3: Rational Numbers

Unit 4: Measurement

Unit 5: Patterns and Functions, Introduction to Algebra

Explain how the materials chosen support student use of numbers, number sense, and number relationships in a problem-solving situation.

Both Unit 2 (Numbers and Integers) and Unit 3 (Rational Numbers) are full of conceptual ways to add/subtract/multiply/divide integers and rational numbers, and to visualize and understand percents. Parts of Unit 1 (Mathematical Reasoning, Data Analysis and Probability) develop concepts in number theory. Problem-solving activities utilizing recently learned concepts permeate these units.

Explain how the materials chosen support student application of geometric concepts, properties, and relationships in a problem-solving situation.

Unit 4 (Measurement) contains geometric concepts, though it's weak in our opinion. Fortunately, we find that one of our students' strengths, as a group, is geometry. The materials do address many geometric concepts with problem-solving.

Explain how the materials chosen support student use of a variety of tools and techniques of measurement in a problem-solving situation.

Measurement concepts of area and perimeter are included in Unit 4 (Measurement). They are taught using manipulatives and other visual aids. Students are asked to solve problems using these concepts.

Explain how the materials chosen support student use of algebraic methods to investigate, model, and interpret patterns and functions involving numbers, shapes, data, and graphs in a problem-solving situation.

An entire booklet is devoted to this standard: Unit 5 (Patterns and Functions, Introduction to Algebra) Algebra is introduced through patterns and functions using manipulatives and other visual aids. Students learn both conceptual and traditional ways of simplifying algebraic expressions and solving equations. Problem-solving activities are found throughout the unit.

Explain how the materials chosen support student use of data analysis and probability to analyze given situations and the results of experiments.

Unit 1 (Mathematical Reasoning, Data Analysis and Probability) contains the typical concepts of data analysis and probability. These concepts are taught through a variety of real-world problems. Students are asked to do much more than find mean, median, and mode. They are asked to apply them and discuss their importance to the problem.

7. Materials Selected Menu

The attached budget with ordering information includes materials necessary to fully implement *Transition to Advanced Mathematics*. The materials will meet the needs of the students along with related teacher materials. Costs for materials needed beyond the first year of implementation will be the responsibility of the Kelly Walsh mathematics department.

8. Policy Checklist for Mathematics Materials Adoption: Policy Code 6232

- ✓ The materials are aligned to the state and district standards.

- ✓ The materials chosen support the curriculum and are intended to meet personal needs of users.
- ✓ The materials reflect high standards of quality in: presentation, physical format, educational significance, readability, authenticity, artistic quality and/or literary style, factual content, technical quality, popular appeal, reputation of the producer, and authoritativeness.
- ✓ The materials are appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the targeted students.
- ✓ The materials provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- ✓ We have surveyed the faculty about the need for mathematics materials.
- ✓ A selection committee was formed that had no pressure from any source.
- ✓ The selection committee sought the advice of teachers.
- ✓ These document items have been discussed with the staff and the school ratings were agreed upon before any agreement on mathematics materials purchasing was begun.

9. Include a list of who was involved with this adoption decision. Please provide signatures of the materials adoption team and principal(s) below, thereby signifying agreement with this request.

The following people were members of the adoption team:

Sue Carlson
Beth Williams
Fred Maguire

Stacey Tuomi
Chris Delaney
Becky Byer

Andrea Gray
Teresa Stricklin

Signatures of adoption team members:

Signature of principals:

**Talent Development High Schools
Materials Order Form
2010-2011**

Contact:

Talent Development High Schools
3003 N. Charles St., Suite 200
Baltimore, MD 21218
Phone: (410) 516-3464
Fax: (410) 516-8890
ldimario@csos.jhu.edu



Item No.	Title/Description	Price	Quantity	Total
ISBN:978-1-879097-10	Book: Kagan Cooperative Learning (www.kaganonline.com) + shipping	\$50.00	1	\$50.00
ISBN: 0-205-48392-5	Book: Elementary & Middle School Mathematics by John A. Van De Walle (amazon.com)	\$109.89	1	\$109.89
70215; 70213;70211;70209	4oz, 8oz, 16oz, 32oz jars + shipping (usplastics.com)	\$202.76	1	\$202.76
	Algebra tiles-student sets (NASCO)	\$3.05	60	\$183.00
M-TAM-RT-T	Teacher Resource Tub: to be given to Riverton High School in exchanged for training participation	\$635.00	1	\$635.00
M-TAM-U1-4.1-T	Teacher Manual Unit 1 Version 4.1	\$20.00	4	\$80.00
M-TAM-U2-4.1-T	Teacher Manual Unit 2 Version 4.1	\$20.00	4	\$80.00
M-TAM-U3-4.1-T	Teacher Manual Unit 3 Version 4.1	\$27.00	4	\$108.00
M-TAM-U4-4.1-T	Teacher Manual Unit 4 Version 4.1	\$25.00	4	\$100.00
M-TAM-U5-4.1-T	Teacher Manual Unit 5 Version 4.1	\$25.00	4	\$100.00
M-TAM-POD1-4.1-T	Teacher Manual Problems of the Day 1st Semester Version 4.1	\$15.00	4	\$60.00
M-TAM-POD2-4.1-T	Teacher Manual Problems of the Day 2nd Semester Version 4.1	\$15.00	4	\$60.00
M-TAM-TP-T	Transparency Package (Shrinkwrapped)	\$80.00	0	\$0.00

These items will be purchased separately to be used to create 3 more equipment tubs.

	Consumable Student Journal: All 5 units <i>Price per student</i>	\$37.50	250	\$9,375.00
	Consumable Student Journal: 4 selected units <i>Price per student</i>	\$32.00	0	\$0.00
M-TAM-U1-4.1-S	Student Journal Unit 1 Version 4.1: "Mathematical Reasoning, Data Analysis, and Probability"	\$8.25	0	\$0.00
M-TAM-U2-4.1-S	Student Journal Unit 2 Version 4.1: "Integers"	\$8.25	0	\$0.00
M-TAM-U3-4.1-S	Student Journal Unit 3 Version 4.1: "Rational Numbers"	\$9.75	0	\$0.00
M-TAM-U4-4.1-S	Student Journal Unit 4 Version 4.1: "Measurement"	\$9.75	0	\$0.00
M-TAM-U5-4.1-S	Student Journal Unit 5 Version 4.1: "Patterns and Functions Introduction to Algebra"	\$9.75	0	\$0.00
M-TAM-POD1-4.1-S	Student Journal Problems of the Day 1st Semester Version 4.1	\$8.75	0	\$0.00
M-TAM-POD2-4.1-S	Student Journal Problems of the Day 2nd Semester Version 4.1	\$8.75	0	\$0.00
	Professional Development partnership with Riverton High School	\$1,445.00	1	\$1,445.00

Grand Total \$12,588.65

NATRONA

COUNTY SCHOOLS

TO: Board of Trustees

FROM: Joel Dvorak, Superintendent

DATE: April 26, 2010

SUBJECT: Recommendation for Kindergarten Through 8th grade Science Adoption (Second Round)

RECOMMENDATION: I recommend the Board of Trustees review, on first reading, the adoption of the listed science materials for grades kindergarten through third and eighth grade.

RATIONALE: In 2009, Trustees approved a district-wide adoption of science for kindergarten through grade nine. At that time, it was asked that Curriculum & Instruction conduct a PDSA on the implementation of inquiry-based science kits. As a result, new kits are recommended for five grade levels. Seventh and eighth grade teachers requested supplemental materials and alignment work to support their curriculum.

Science literacy in the form of informational texts and science note-booking are in development and will be brought before the Board a later date. This is the third and last phase of the science adoption.

**Instructional Materials Adoption Plan for
K-9 Science
Natrona County School District
March 16, 2009**

For the purpose of this adoption, Science is defined as K-12 students working on the three (3) State and NCSD#1 approved standards.

1. Background

NCSD has been on a rotating curriculum adoption cycle for many years. Curriculum and Instruction (C & I) began preparing for a science adoption in 2005-2006. The following activities outline the process used.

On March and April 2009 the Board approved phase one of the science adoption.

- It was recommended by the publisher that life sciences not be taught the first year due to the need to order live specimens. As a result, most grades chose physical or earth science.
- Review of the current kits were made and suggested adjustments occurred before selecting year 2 kits.

Phase two of the science adoption includes biology kits for grade K-3 and supplemental materials for grade 8 to support their curriculum. These will be additional microscopes.

Phase three will occur at a later date and will include science literacy that is tied to a kit and grade level in the form of informational text, and science notebooks. These will be brought in front of the Board, along with their plan for implementation.

This adoption has closely followed the new learning resources selection policy and regulations recently approved by the Board. Adoptions will now follow a Plan, Do, Study, Act process of researching, piloting, scaling, implementing and evaluating learning resources.

Notebooks containing research, communications with teachers and principals, meeting minutes, sign-in sheets, professional development, and other preparatory materials are available at the Fairgrounds Center and in Curriculum and Instruction offices

2. Data-based Profile

2008 was the first year of science testing by PAWS. Grades 4, 8, and 11 were assessed. These scores provide the baseline by which we will measure student achievement in science. The results are below. As 2009 was just the second year of science assessment and the first round of kits had not yet been deployed, it again speaks to the fact that science materials were greatly needed. The percentages are those that are advanced and proficient.

	Spring 2008	Spring 2009
Grade 4	51.4%	49.3%
Grade8	51.3%	41.4%

3. **Research Review-** The science adoption team used the same research that was used in the 2009-10 adoption.

Article Reference	Key Learnings
Education Week, “Why We Need District-Based Reform”, Supovitz, J., November 26, 2007	Substantial research and craft knowledge exist about what practices are more effective than others, and what practices can be advantageously used for students at particular developmental levels and in particular contextual situations. Educational leaders who do not use this knowledge to develop a clear vision of what instruction should look like—and then enact that vision in their schools—are virtually ensuring uneven quality and effectiveness.
“What Do We Know About Young Learners?”, Wesson, K.	Concrete learning experiences (for both children <i>and</i> adults) provide the most substantive basis for concept development, conceptual understanding, and concept extension. The more passive the learning experience is, not only will <i>less</i> information be learned quantitatively, but concept understanding and recall will also remain at the level of “surface knowledge”. The more static and inflexible (brain antagonistic) the learning medium, the more passive and temporary the learning will be. Teaching with brain-considerate approaches can raise learning expectations.
<i>National Science Education Standards</i> , National Research Council, 1996	The <i>NSES</i> recognizes inquiry as both a learning goal and a teaching method. To that end, the content standards for the Science as Inquiry section in the <i>NSES</i> include both abilities and understandings of inquiry. The <i>NSES</i> identifies five essential elements of inquiry teaching and learning that apply across all grade levels.
A Randomized Study of the Effects of Scaffolded Guided-Inquiry Instruction on Student Achievement in Science, Vanosdall, R., Klentschy, M., Hedges, L., Weisbaum, K., 2007	The use of inquiry-based teaching strategies has long been emphasized as the foundation of system reform in science education. This series of experimental and quasi-experimental studies tests the effects of a scaffolded guided-inquiry instructional system on student achievement, specifically kit-based instruction and textbook-based instruction. The mean pretest scores for all groups were nearly identical. Two randomized experiments demonstrated that scaffolded guided-inquiry used in conjunction with kit-based materials dramatically improved fifth grade science achievement compared to either text-based instruction or instruction using kit-based materials alone.

<p>“The Effect of Inquiry-Based Science Teaching on Standardized Reading Scores”, Valdez, J., 2001</p>	<p>Study results include the fact that students using FOSS for 4 years scored higher on SAT9 reading and science tests than students with less or no exposure to FOSS.</p>
<p>“Research on FOSS and Other Hands-on Science Programs”, Lowry, L., 2003</p>	<p>A bibliography that summarizes summary studies of early hands-on science programs, current research on hands-on science, reviews of textbook science curricula, and the effect of hands-on science upon other subject areas (reading, other language arts, and mathematics).</p>

4. Criteria chosen for Materials Review

The science vertical team did another review of the essential curriculum and its alignment to the Wyoming State and Natrona County School District science standards in March 2009. They used the same criteria described in the 2009-10 adoption last April.

The team looked at the offerings of the five NSF-recommended companies that offer excellent resources in inquiry-based science and ordered samples from each. Kits were organized in the old Ft. Caspar (now Fairgrounds Center) gym by grade level and publisher. Teachers were invited to visit and review the materials any time since the beginning of April 2010. The location and dates and times available for review were advertised in the science adoption team meeting minutes to all K-8 teachers and principals via email. Evaluation comments were solicited.

5. Staff Development

The district received two federal Title IIB grants to support teacher understanding of what this looks like. More than 50% of our K-8 teachers received training by McREL in Fall 2008, for three half days on teaching science using inquiry. Fully 100% were trained on their kits by January 2010.

- 1) Last summer teachers wishing to learn the pedagogy and the deeper content knowledge to better help the student’s learn using the kits attended two days offered numerous times throughout the summers. It was open to all K-8 teachers of science. A BOCES grant funded the instructors for these credit-bearing classes
- 2) Very few of our teachers used the materials “experts” at each grade level even though these experts were available. Creating school support personnel is in the process now to help at each school site. There were very few problems outside of time constraints that teachers reported.

- 3) During the summer of 2010 the BOCES grant will be used to offer additional credit bearing classes

The district created a refurbishment center in the Fairgrounds Center gymnasium to maintain and store the kits. The teachers really availed themselves of the support. . It has freed schools and departments from having to allocate dollars for science materials. This center also scheduled kits and arranged for delivery and pick-up of the kits for each teacher. Thanks to the surveys of teachers as they used the kits, the major problem of enough time for science was addresses by lengthening the rotations to a full semester for each kit. Each year teachers will continue to be asked to evaluate the kit that was taught for adequacy of resources and coverage of the essential curriculum. We are committed to ongoing scrutiny of science curricula and the learning resources that will support them.

This adoption was dynamic. Literacy and writing (notebooking) in science hopefully will be added during the 2011-2012 school year.

6. Collaboration

Over the last three years, Curriculum and Instruction has been very collaborative in preparing for this adoption.

- All decisions were made through the science leadership team and was communicated throughout the district.
- Ongoing training of the science leaders and visitation of other science refurbishment centers has taken place over the last year.

7. Connection to the Science standards and PAWS assessment descriptions

The Wyoming state and District science standards and benchmarks, as well as the NCSDE essential curriculum, were the basis for the kit selections. These documents were all created from National Science Foundation (NSF), National Science Teachers Association (NSTA) and American Association for Advancement in Science Project 2061 recommendations.

The state assessment (PAWS) consists of questions that ask students to explain scientific results from a hypothetical science experiment. It is based entirely on the Five Essential Elements of Inquiry as designed by the NSTA. It is a compilation of understandings from the grades preceding the assessment, that is, Grades K-4 for the 4th grade assessment, Grades 5-8 for the 8th grade assessment, and Grades 9-11 for the 11th grade assessment. These science kits develop great science vocabulary that is crucial to reading a test which is what a student must also need to do well on PAWS.

The District will continue to work to establish the critical science understandings and essential questions that align with the essential curriculum. This work will help teachers understand the progression of conceptual knowledge that will support science learning for students.

8. Materials Selected Menu

A list of materials requesting to be purchased is attached as Appendix D.

9. Policy Checklist for Science materials adoption: Policy Code 6232

- The materials are aligned to the state and district standards.
- The materials chosen support the curriculum and are intended to meet personal needs of users.
- The materials reflect high standards of quality in:
presentation, physical format, educational significance
readability, authenticity, artistic quality and/or literary style
factual content, technical quality
popular appeal, reputation of the producer, and authoritativeness.
- The materials are appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the targeted students.
- The materials provide a background of information which will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- We have surveyed the faculty about the need for science materials.
- A selection committee was formed that had no pressure from any source.
- The selection committee sought the advice of teachers.
- These document items have been discussed with the staff and the school ratings were agreed upon before any agreement on science materials purchasing was begun.

10. Include a list of the committee members who were involved with this adoption decision.

A monthly meeting was held for the science adoption team with subcommittee reports. Minutes and agendas are in the notebooks currently in the Science Depot.

Science Vertical Team (Open to all)	School		
Vicki Foster*	Dir. Of Content & Delivery	Doris Waddell	Principal, Park
KarenSue McCutcheon	Woods Learning Ctr.	Polly Beebout	CY JHS
Gene Smith	Dean Morgan JHS	Jason Katzman	Casper College
Linda Husk	Dean Morgan JHS	Beth Bergslien	Park
Jeff Brewster	Ed. Tech.	Brant Jungt	Casper Classical
Jeneen Hill*	Kelly Walsh HS	Academy	
Val Sigmon	Poison Spider	Liz Harris	Verda James
Emily King*	CSF	Ashley Sigmon	Verda James
Michele Wistisen	Planetarium Super.	Jim Gaither	Wood Learning Ctr.
Hazel Scharosch	Alcova	Jessica Cousineau	Science Depot
Dave Herman	Dir. Of Ed. Tech.		

*denotes original leadership team



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Fax: 866-619-4303
barbara.alonzo@schooloutfitters.com

Quote

Quote # QUO212637

Valid through: May 22, 2010
Page 1 of 1

Bill To Natrona County School District No 1 Dr. Emily King 970 N Glenn Rd Casper, WY 82601-1635 USA Phone: 1 (307) 253-5244 Fax: 1 (000) 000-0000 Email: emily_king@natronaschools.org	Ship To Natrona County School District No 1 Dr. Emily King 970 N Glenn Rd Casper, WY 82601-1635 USA Phone: 1 (307) 253-5244 Fax: 1 (000) 000-0000 Email: emily_king@natronaschools.org
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SKU #	Description	Qty	List	% off	Your Cost	Ext. Cost
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ESTIMATED DELIVERY FOR THIS ITEM IS 27 BUSINESS DAYS AFTER PAYMENT CONFIRMATION.						
2. KEN-T-1050	KENA DIGITAL SCOPE	100	\$289.00	16.66%	\$240.83	\$24,083.00
ESTIMATED DELIVERY FOR THIS ITEM IS 27 BUSINESS DAYS AFTER PAYMENT CONFIRMATION.						

Shipping & Handling Breakdown

These charges make up your shipping & handling total:			SubTotal:	\$41,733.00
Items shipping from:	Shipping Via:	Cost:	Shipping & Handling:	\$0.00
Ken-A-Vision	CH Robinson Worldwide	\$0.00	Sales Tax:	\$0.00
Shipping & Handling Total:			Grand Total:	\$41,733.00

Important notes about this quote:

Shipping is dock to dock or tail gate and does not include unloading or delivery to the door. Lead times may lengthen without notice during the summer months. Thank you!~ Barbara (Direct Toll Free 866-619-5303 Fax 866-619-4303)

All quotations are for tailgate delivery, F.O.B. factory, unless otherwise noted.
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1012480	KIT FOSS PLANTS & ANIMALS CR09	Kit	\$ 809.00	40	\$ 32,360.00
742-0030	FOSS GR1 REFIL PLNTS&ANMLS CA CR07/NTL CR09	Refill	\$ 29.00	40	1,160.00
270-4550	LM FOSS CA PLANTS & ANIMALS SET/2	LM	\$ 73.05	120	8,766.00
1012441	TG FOSS PLANTS & ANIMALS CR09	TG	\$ 199.00	40	7,960.00
742-5019	KIT FOSS HUMAN BODY CR05	Kit	\$ 545.00	40	21,800.00
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742-3272	TOOL KIT FOSS HUMAN BODY CR00	Toolkit	\$ 33.00	40	1,320.00
442-5075	TG FOSS CR05 HUMAN BODY	TG	\$ 179.00	40	7,160.00
Middle School Kit					
742-5041	KIT FOSS POP & ECO CR05	Kit	\$ 2,500.00	2	5,000.00
442-2725	FOSS MS TG POPS&ECO	TG	\$ 199.00	2	398.00
270-4379	LM FOSS POP&ECO MINI ECO SET/6	LM	\$ 299.05	2	598.10
270-4380	LM FOSS POP & ECO 30 MILKWEED BUGS/EA	LM	\$ 38.05	2	76.10

*Residents of AL, AZ, AR, CA, CO, FL, GA, IL, IN, IA, LA, MD, MA, MI, MN, NJ, NY, NC, OH, OK, PA, SC, TN, TX, UT, VA, WA, WV and Canada, add applicable sales tax.
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Safe Schools Healthy Students Presents: NCSD Data Highlights

NCSD Leadership Seminar

2010.4.21

ABSTRACT

During this current project year significant evaluation work was conducted including student and staff surveys and a review of district data. Due to time limitations and to establish a focus point for discussion, we will limit our presentation to the findings from just two of the data sources: The Youth Survey and the district disciplinary infraction database. Following is a summary of the more significant findings.

Safe Schools Healthy Students

Natrona County School District

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Statutory Requirements: Progress made toward each GPRA (Government Performance and Results Act, 1993), are summarized below and provided in detail in Section A of the government report every six months.

- *GPRA #1: The percentage of 9-12th grade students not going to school on 1 or more days during the past 30 days because they felt unsafe at school or on their way to and from school decreasing from 6% to 3% by August 2011.* The percentage of students has not changed significantly, moving from 6.1% (baseline) to 6.2% during the most recent (Fall 2009) Youth Survey data. On average, we are looking for a 1% decline each program year. The project is not currently demonstrating progress toward achieving this goal.
- *GPRA #2: Percentage of 9-12th grade students who have been in a physical fight on school property in the previous 12 months decreasing by 30% by August 2011 (averaging 8% each year).* The percentage of students has declined from 14.9% (baseline) to 13.0% (Fall 2009). This amounts to a 12.8% decline (1.9%/14.9%). On average, we are looking for an 8% decline each year. The project is demonstrating significant progress towards achieving this goal.
- *GPRA #3: The percentage of 6-12th grade students who report current (30-day) marijuana use decreasing 30% by August 2011 (averaging 8% each year).* The percentage of students has declined from 11.8% (baseline) to 9.8% (Fall 2009). This amounts to a 17.0% decline (2.0%/11.8%). On average, we are looking for an 8% decline each year. The project is demonstrating significant progress towards achieving this goal.
- *GPRA #4: Percentage of 6-12th grade students who report current (30-day) alcohol use decreasing 30% by August 2011 (averaging 8% each year).* The percentage of students has declined from 34.1% (baseline) to 19.5% (Fall 2009). This amounts to a 42.8% decline (14.6%/34.1%). On average, we are looking for an 8% decline each year. The project is demonstrating significant progress toward achieving this goal.
- *GPRA#5: The percentage of students who receive school-based mental health services will increase by 10% annually from baseline.* The percentage of students has increased from 3.34% (baseline) to 3.55% (Spring 2009). This amounts to a 6.3% increase (0.21%/3.34%). On average, we are looking for a 10% increase each year. While headed in the right direction and demonstrating progress, this project fell short of its yearly target.
- *GPRA#6: The percentage of student referrals that result in mental health services being provided in the community will increase by 10% annually from baseline.* The percentage of students has increased from 0% (baseline) to 9.34% (Spring 2009). This amounts to a significant increase. On average, we are looking for a 10% increase year. However, we are not able to calculate the percent increase because the baseline value was 0%. Thus, in future analysis, we will look for a 10% (minimum) improvement of 0.93% each project year. The project is demonstrating significant progress toward achieving this goal.

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- (1) **Youth Survey:** This survey is a compilation of questions from the Youth Risk Behavior Survey and the Prevention Needs Assessment. The Youth Survey was administered in the Fall 2009 including responses from 2,607 students in grades 6-12. This relatively large sample size allows us greater certainty in the representativeness of the data. The survey is currently being administered again this spring.
- **Student Safety:**
 - 7.6% of students did not go to school in the past 30 days because they felt unsafe either at school or on their way to and from school. This percentage was highest for the lower grades (11.7% of 6th graders) and lower for the upper grades (6.0% for Seniors).
 - 15.2% of students were in a physical fight on school property within the last 12 months. This percentage was higher for the lower grades (17.4% of 6th graders) and lower for the upper grades (11.2% of Seniors).

 - Generally, the fear of going to school is a direct result of bullying. Physical fights are a result of bullying and/or inappropriate conflict resolution skills and/or anger management. District response to bullying should include a several pronged approach including: social-emotional learning where students prone to bullying activities learn alternative behavior and the effects of their behavior and students prone to victimization learn coping and 'defense' strategies. The social-emotional learning also encompasses anger management and teaching students how to resolve conflicts in a more appropriate manner. Staff learns and employs appropriate PBS-based prevention and intervention strategies (Positive Behavioral Interventions and Supports).

 - **Substance Abuse:**
 - 10.1% of students used marijuana in the past 30 days. This percentage is highest for the upper grades (24.5% of Seniors) and lowest for the lower grades (0.5% of 6th graders).
 - 19.9% of students drank alcohol in the past 30 days. This percentage is highest for the upper grades (48.0% for Seniors) and lowest for the lower grades (3.9% of 6th graders). This statistic is particularly troubling because teen alcohol use is close to becoming the norm (i.e., more than 50%).
 - 11.8% of students smoked cigarettes in the past 30 days. This percentage is highest for the upper grades (43% of Seniors) and lowest for the lower grades (1.4% of 6th graders).
 - 13.2% of students perceive adults in their neighborhood as 'accepting' of kids their age smoking marijuana (answered 'not at all wrong' or 'a little bit wrong'). This percentage is highest for the upper grades (25.7% of Seniors) and lowest for the lower grades (4.4% of 6th graders).
 - 18.9% of students perceive adults in their neighborhood as 'accepting' of kids their age drinking alcohol (answered 'not at all wrong' or 'a little bit wrong'). This percentage is highest for the upper grades (39.3% of Seniors) and lowest for the lower grades (6.2% of 6th graders).
 - 17.4% of students perceive adults in their neighborhood as 'accepting' of kids their age smoking cigarettes (answered 'not at all wrong', or 'a little bit wrong'). This percentage is highest for the upper grades (40% of Seniors) and lowest for the lower grades (7.8% of 6th graders).

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- Generally, we are seeing dramatic increases in substance abuse and perceived adult ‘acceptance’ of this use as students get older. For the older students, alcohol use and tobacco use are close to becoming ‘normal’, meaning that it is close to the 50% threshold. This signals a more difficult task for the district in pushing back these trends, as the behavior is most likely symptomatic of a more pervasive community acceptance and/or use/abuse of substances. In addition to the social-emotional learning curriculum which educates students on the effects of substance abuse and which provide guidance on avoiding substance abuse through healthy alternatives, greater community and outreach activities are recommended.
- Suicide:
 - 16.2% of students reported that they seriously considered committing suicide in the past 12 months. The rate was highest for 9th through 11th graders averaging around 20% and lowest for 6th graders at 8.5%.
 - 9.1% of students reported that they attempted suicide 1 or more times during the past 12 months. This was highest for the 9th through 11th graders averaging around 12% and lowest for 6th graders (5%) and seniors (6.6%).
- Lessons in Sociology: Nationally, 50% is the normative value for both the risk and protective factors. Ideally, we would like to see percentages higher than 50% for protective factors, and lower than 50% for the risk factors. Clearly those risk factors that are below 50% and those protective factors above 50% are considered strengths, the inverse being problem areas. Within this framework we find the following:
 - 35.6% of students, responding to 6 questions of adult and police attitudes and actions, perceive *community laws and norms as favorable to drug use* (including alcohol). This percentage is highest for the upper grades (42.1% for Juniors and 38.8% for Seniors) and lowest for the lower grades (26.3% of 6th graders). All grade levels are below the 50% mark indicating that, our problems are not as great as the national average or that we are doing a better job of helping our students perceive our laws and norms as being unfavorable to drug use.
 - 62.4% of students, responding to four situational questions, indicate that they have adequate *social skills protective factors* in place. This percentage is highest for the lower grades (70.1% of 6th graders) and lowest for the upper grades (48.9% for Juniors and 57.2% for Seniors). Only the juniors drop below the normative value.
 - 62.9% of students, responding to 7 questions about their participation in school, indicate a *low commitment to school*. This percentage is highest for the lower grades (71.2% of 6th graders) and lowest for the upper grades (50% of Seniors). Except for the seniors, all grade levels are ‘problematic’.
 - 43.8% of students, responding to 5 questions about anti-social behavior, indicate that their *individual and peer attitudes are favorable to antisocial behavior*. This percentage is highest for the upper grades (53.8% of sophomore and juniors, 46.1% of seniors) and

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lowest for the lower grades (36.4% of 6th graders). Sophomores and juniors are identified as 'problematic'. Within the data, and of particular concern is that 33.9% of students think that picking a fight with someone is 'ok' (answered 23.7% "a little bit wrong" and 10.2% "not at all wrong"). Sophomores were the most likely to consider fighting as acceptable with 47.4% responding that it was either 'not at all wrong' or only 'a little bit wrong'.

- 49.3% of students, responding to 3 questions about anti-social behavior, indicate that their *parents attitudes are favorable toward antisocial behavior*. This percentage is highest for the 9th grade (62.0%; 58.4% for Sophomores, 56.6% for Juniors, 52% for Seniors) and lowest for the 6th graders (32.3%; 39.1% for 7th graders, 54.4% for 8th graders). Starting at 8th grade, students' perception of parental attitudes is 'problematic', being above 50%. Within the data and of particular concern is that 17.2% of students reported that their parents were 'ok' with them picking a fight with another student (answered: 13.2% 'a little bit wrong', and 4.0% 'not wrong at all'.) This is highest at 11th grade with 28.6% of students reporting parental 'acceptance'.
- But a more important question, as stressed by those who designed the original survey is "what is acceptable and healthy to our district?" What leads to the trends of decreasing protective factors and increasing risk factors as student's progress through the grade levels? Likewise, what preventive and interventive actions should the district take? These are the beginning questions.

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Discipline Data: The following is a review of the district disciplinary records. First, a quick glance at the type of data collected and how it is currently being categorized:

<p><u>Disruption of the Education Process</u></p> <ul style="list-style-type: none"> • <u>Active disruption</u> <ul style="list-style-type: none"> ○ Defiance (DEF) ○ Disorderly conduct (DOC) ○ Class disruption (CLD) ○ Misconduct (MSC) ○ Profanity (PRO) ○ Cheating (CHT) • <u>Passive disruption</u> <ul style="list-style-type: none"> ○ Gang (GNG) ○ Dress code (DCD) ○ No materials (NMT) ○ Not working (NWK) ○ Truant (TRU) ○ Skip Detention (SDT) 	<p><u>Unstructured Areas / Common areas</u></p> <ul style="list-style-type: none"> • Bus Infraction (BUS) • Playground violation (PGV) • Rough play (RPL) 	<p><u>Aggression Against Another</u></p> <ul style="list-style-type: none"> • Homicide (HOM) • Kidnap/abduction (KID) • Weapons Possession (WPO) • Battery/Assault (BAT) • Fighting (FIT) • Threat/intimidation (TRE)
<p><u>Property</u></p> <ul style="list-style-type: none"> • <u>Taking of Property</u> <ul style="list-style-type: none"> ○ Burglary (BRK) ○ Motor vehicle theft (MVT) ○ Robbery (ROB) ○ Larceny/theft/stealing (STL) • <u>Destruction / Violation of Property</u> <ul style="list-style-type: none"> ○ Arson (ARS) ○ Vandalism (VAN) ○ Trespassing (TRS) 	<p><u>Substance Use/Abuse</u></p> <ul style="list-style-type: none"> • Alcohol (ALC) • Drugs excluding alcohol (DRG) • Tobacco Possession/use (TBC) 	<p><u>Sex Offenses</u></p> <ul style="list-style-type: none"> • Sexual battery (SXB) • Sexual harassment (SXH) • Sex Offense (SXO) <p><u>Other Major Offences</u></p> <ul style="list-style-type: none"> • Other major offense/Unc/ (OMU)

Next, an idea of the number of infractions that occur in the district:

Month	Number of Disciplinary Infractions				
	2005-06	2006-07	2007-08	2008-09	2009-10*
Student population →	11,443	11,566	11,686	11,692	11,818
August	44	0	581	420	353
September	1,612	1,367	2,006	1,816	1,553
October	1,870	2,056	2,201	2,093	1,435
November	1,720	1,546	2,025	1,801	663
December	1,038	1,215	1,398	1,471	
January	1,741	1,709	1,309	927	
February	1,644	2,222	2,141	2,166	
March	2,398	2,199	1,241	1,184	
April	1,582	1,604	1,982	2,199	
May	1,910	2,140	1,438	1,735	
June	24	226	0	29	
Total	15,583	16,284	16,322	15,841	

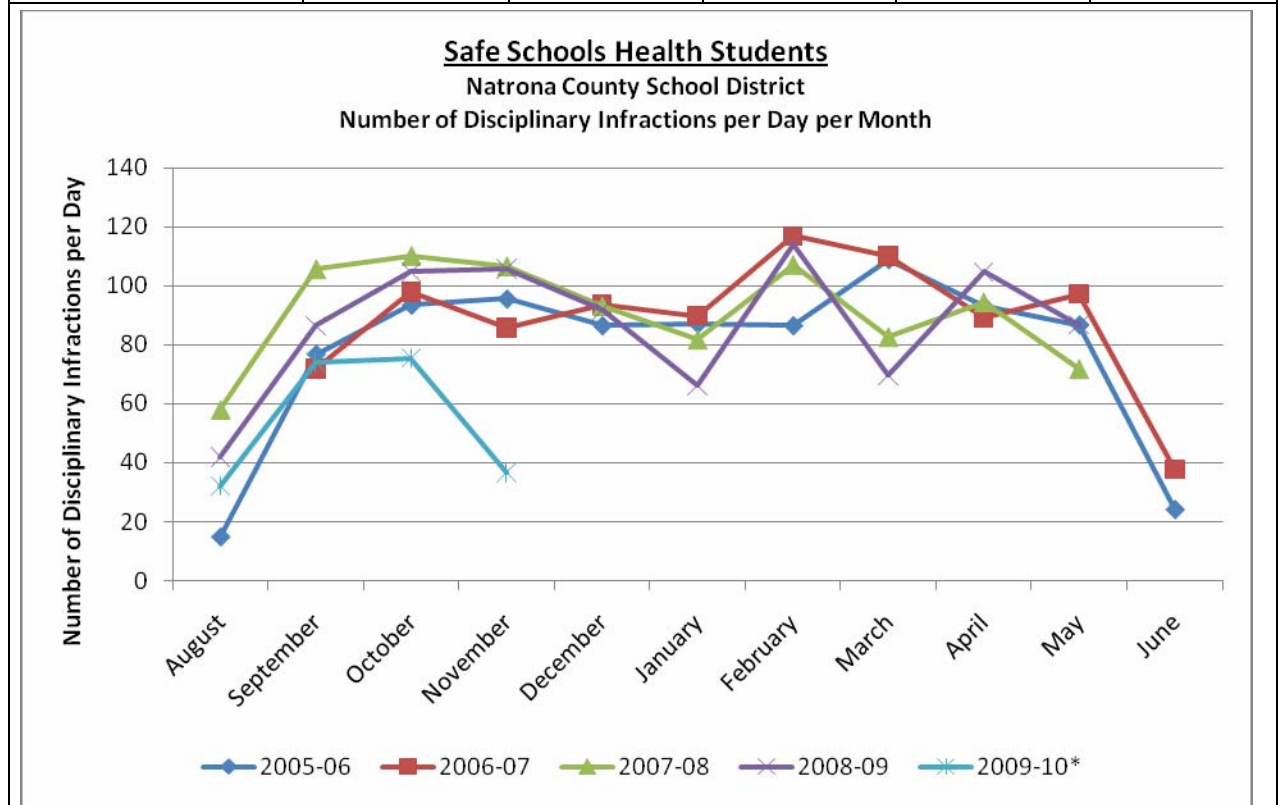
Safe Schools Healthy Students

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Normalizing the data across the months for the number of instructional days we get an idea of the number of infractions that occur on an average day each month. We see that there is a rapid increase, followed by a leveling-off, of sorts over time. We also notice, that so far, the 2009-10 trend looks different.

Month	Number of Disciplinary Infractions per Instructional Day				
	2005-06	2006-07	2007-08	2008-09	2009-10*
Population** →	11,443	11,566	11,686	11,692	11,818
August	14.7		58.1	42.0	32.1
September	76.8	71.9	105.6	86.5	74.0
October	93.5	97.9	110.1	104.7	75.5
November	95.6	85.9	106.6	105.9	36.8
December	86.5	93.5	93.2	91.9	
January	87.1	89.9	81.8	66.2	
February	86.5	116.9	107.1	114.0	
March	109.0	110.0	82.7	69.6	
April	93.1	89.1	94.4	104.7	
May	86.8	97.3	71.9	86.8	
June	24.0	37.7			
Total	89.0	93.1	93.3	90.5	



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To assist in answering the above questions, it may be helpful to understand how many of the student body are involved. How many students account for the majority of the disciplinary infractions? Students identified as those who would benefit from Tier II and III level services are those obtaining two or more disciplinary infractions each year. Normally, 20% of the student body are involved. Our data show this percentage with the average Tier II/III student having 6 infractions per year.

Year	Number of students in District	Students with 2 or more Disciplinary Infractions TIER II and III		Disciplinary Infractions	
		#	%	#	#/student
2008-09	11,692	2389	20.4%	14376	6.02

Finally, to gain an understanding of the problematic areas, we look at the number of infractions within each discipline category. Clearly, active disruptions are the most common infractions followed by passive disruptions, misbehavior in unstructured/common areas, and aggressive acts.

Discipline Category	Yearly Total Number of Disciplinary Infractions for Each Code			
	2005-06	2006-07	2007-08	2008-09
1. Active Disruption	10,222	10,664	10,292	10,250
2. Passive Disruption	2,272	2,190	1,895	2,193
3. Unstructured Areas/Common Areas	1,165	1,136	1,262	950
4. Aggression Against Another	1,057	1,320	1,678	1,166
5. Taking of Property	123	132	128	172
6. Destruction /Violation of Property	128	126	132	105
7. Substance Use/Abuse	332	329	377	412
8. Sex Offences	136	160	104	130
9. Other Major Offences	148	227	326	153
10. BEST/PBS*				310

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Questions we have begun asking ourselves in regard to the discipline data:

- (1) The 2009-10 academic year is thus far demonstrating a different trend. Does this difference reflect the efforts of the SSHS project?
- (2) What school and non-school activities and/or circumstances account for the trends (ups and downs) in the number of disciplinary infractions each month and each year?
- (3) In what ways, if any, should the district design their prevention and intervention efforts to accommodate these trends?
- (4) How many services and what types of services should be offered to the Tier II/III students?
- (5) At what point do we consider the number of infractions in each category to be:
 - a. Minimal:
 - b. Expected/Reasonable:
 - c. Acceptable but higher than expected:
 - d. Alarming/Red Flag:
 - e. Dangerous:
- (6) What kinds of preventive and interventive actions, if any, should be taken at each of the above 'infraction ratings'?

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Other major points of data for future discussion and presentation:

- (1) **PECIS:** The Prevention Education Curriculum Implementation Survey was administered in September 2009 and again in January 2010, and currently this April 2010. Results of the survey provide information on the degree to which the SEL (Social Emotional Learning) and PBIS curriculum materials are implemented in the classroom. Results indicate an increasing use of the recommended curriculum in the classroom, but implementation is below the needs of the project and below the fidelity requirements of the curriculum. Further work is being done to better identify (and reinforce/support) those teachers and staff that should be using the SEL curriculum materials as well as clearly defining the amount of time that should be allotted to the SEL and the areas in the curriculum that should be of greater focus.
- (2) **School Climate Survey:** Designed to query the “health” of the school climate. The School Climate Survey was administered to district teachers and staff in September 2009. Results indicate a healthy school climate but with growing concern with student problems and behaviors (questions 57-69). A comparison between growing staff concern with student behaviors and results of the YS are noted. It was observed that while student behaviors, as reported by students on the YS appear to be improving, staff concerns are growing. It was decided that both of these are due, in large part, to the efforts of the SSHS project to bring attention to these matters and to pursue an effective course of prevention and intervention.
- (3) **Safety & Security Checklist:** Designed to query the safety and security of each school. The administration of this survey has proceeded over the course of this current academic year. Results will be available towards the end of the current academic year.
- (4) **REM Staff Survey:** Readiness and Emergency Management Survey queries the degree to which district staff are both aware of the district emergency policies and procedures and their ability to utilize them to respond to an emergency. The survey was completed in October 2009. Results indicate that staff, on average, are ‘moderately’ able to respond to district emergency situations. Greater focus on the project in this area is recommended including emergency training and knowledge of district policies and procedures, and drills.
- (5) **District Mental Health Data from the CWCC:** Extensive work is being done in obtaining, and analyzing the mental health referral and service data. While we have a good understanding of the referral data, we are gathering data to better understand the student discharges.
- (6) **Prevention Education Student Quiz:** We are currently in the process of developing and adopting a student quiz that will be administered at the end of the SEL curriculum to assess the degree to which students learned the ‘essentials’ taught in the SEL curriculum. Results will be used as a formative measure, in addition to the PECIS, to determine the fidelity of the treatment. It is anticipated that the quiz will be administered Spring 2010.

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How we are addressing our students needs based in the data:

Student Safety:

- Student Advocates (4.5)
- Mentor (4.2 & 4.2)
- Peer Helping Program (4.1 & 4.2)
- PBIS Identify & Report (1.2)
- Prevention Education (1.3 & 4.6)
- Bully Curriculum (2.2 & 2.3)
- Family Resource Center (4.1 & 4.2)
- Vidcasts: Just In Time Learning to Identify, Work With & Refer (4.1 & 4.2)
- School Climate staff Discussion (4.3)

Substance:

- Additional CWCC Counselors (3.4, 3.5, 3.6, 3.7 5.3)
- Student Advocates (4.5)
- Additional NCSD Counselors (3.4, 3.5, 3.6, 3.7)
- Party Patrol (3.4, 3.5, 3.6, 3.7)
- At Risk Referral (3.4, 3.5, 3.6, 3.7)
- PBIS Identify & Report (1.2)
- Prevention Education (1.3)
- Family Resource Center (3.4, 3.5, 3.6, 3.7)
- CMCA- Mobilizing Communities for Change (3.3)

Suicide:

- Additional CWCC Counselors (3.4, 3.5, 3.6, 3.7, 5.7, 5.8)
- Case Management/teams & student plans/At Risk process (5.7)
- Provide school-based mental health services (5.7 & 5.8)
- Additional NCSD Counselors (3.4, 3.5, 3.6, 3.7)
- Suicide Curriculum (5.7 & 5.8)

Mental Health:

- CWCC Counselor services (5.3)
- Define school-based mental health (5.3)
- CWCC Counselor @ Roosevelt, Frontier and FRC (5.3, 5.4, 5.5, 5.6)
- NCSD/SSHS Counselors run groups (5.3 & 5.4)
- Mental Health Policies (5.1 & 5.4)
- Mental Health Referral Process (5.1)
- Family Resource Center referrals (5.3, 5.4, 5.5, 5.6)
- Training for staff to recognize mental health issues (5)

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Kinder:

- Summer Experience (6.1 & 6.2)
- Teddy Bear Folders (6.1 & 6.2)
- Al's Pals (6.1 & 6.2)
- Foundational Skills (6.1 & 6.2)
- Behavior Readiness Inventory (6.1 & 6.2)

Building/Physical Safety:

- Student Advocates (2.1)
- Education for Student Advocates (2.1)
- Assess major safety & security issues @ each school (2.1)
- Update Crisis Management Plans @ each school (2.1)
- Train school staff to respond to crisis situations (2.1)
- Critical Response Kits to buildings (2.1)
- Purchase/install safety equipment as needed (2.1)
- Kinder Bags 2009 (2.1)
- Anti-bullying curriculum (2.2 & 2.3)
- Anti-bullying policy (2.2 & 2.3)

Systems Work:

- At Risk Process (Goal 1 & 5.6)
- Web of Resources (4.4)
- Mental Health Option in At Risk Process (5.2)
- At Risk coordinators (5.2)
- PBIS (Goal 1)
- Curriculum Implementation, re: Substance (3.1 & 3.2)
- Suicide Prevention Training (5.7 & 5.8)
- Substance Abuse Policy – review/revise (1.1)

NATRONA

COUNTY SCHOOLS

SUPERINTENDENT'S OFFICE

970 N. GLENN RD. * CASPER, WY 82601 * FAX: (307) 253-5333* WWW.NATRONASCHOOLS.ORG

TO: Board of Trustees
FROM: Dr. Joel Dvorak, Superintendent
DATE: April 26, 2010
SUBJECT: Grant Awards

RECOMMENDATION: I recommend that the Board of Trustees accept the following grants:

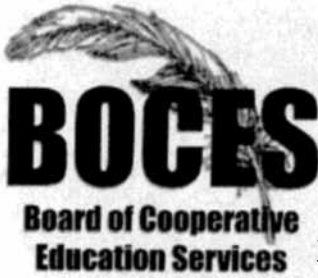
1. The BOCES Board awarded the following grant to Natrona School District working in partnership with Casper College:

Digital Media Arts - \$28,588

Project Directors: NCS D – Sheila McHattie
Rod Kennedy

Casper College – June Roys

2. The Wyoming Arts Council awarded the Cultural Kaleidoscope – Australian Kaleidoscope grant to Mills Elementary School in the amount of \$744. The grant will be under the direction of Laura Kearns, Mills Elementary School Tutor, Curriculum and Instruction Department of Natrona County School District.
3. The Wyoming Department of Education issued an Eat Smart. Play Hard Team Nutrition PTO Campaign Payment Funding to Dean Morgan Junior High in the amount of \$100. The program is under the direction of Walt Wilcox, DMJH Principal, Curriculum and Instruction Department of Natrona County School District.



March 31st, 2010

Re: Digital Media Arts

ID: 71013



Project Co-Directors: NCSD – Sheila McHattie, Rod Kennedy
Casper College – June Roys



The BOCES Board has approved your request for \$28,588.00 to fund the Digital Media Arts Grant.

The procedures for exercising your approved grant are as follows:

- All equipment, supplies, software, and travel expenses must be purchased with a BOCES LPO, when possible. On an LPO, the grant director will sign as the authorized employee. Submit all purchasing documents to Janet Hoyt who will code them to the correct grant. If an item cannot be purchased with a BOCES LPO, it may be purchased with CC funds or NCSD funds. NCSD LPO's must be submitted to Janet Hoyt for authorization prior to submission to the NCSD business office.
- Be sure to put the above grant ID number on all paperwork and turn it in to the BOCES Office two weeks prior to the monthly board meeting to assure prompt payment. Checks are only processed once a month. The board meeting schedule can be found at www.caspercollege.edu/boces and click on the Board Meeting Schedule link.

If you have any questions or would like additional information, please feel free to contact me at any time.

Sincerely,

A handwritten signature in cursive script that reads "Janet Hoyt".

Janet Hoyt, LCSW
BOCES Manager
CC Administration Building
307-268-3309
Janet_Hoyt@ncsd.k12.wy.us

cc: Kathy Nottingham
Theresa McCoy
Katie McMillan

**Central Wyoming Board of Cooperative Educational
Services
Application for B.O.C.E.S. Grant**

FY: 2010
October February April
Written by: CC NCSD

The Mission of BOCES

Central Wyoming Board of cooperative Educational Services (BOCES) exists to provide the citizens of Natrona County and Central Wyoming quality educational services which can not be provided as effectively or efficiently by the Natrona County Schools or Casper College when provided independently. The primary mission of BOCES is three-fold:

- a. to meet the educational needs of the community by training adult learners in programs leading to undergraduate and graduate education degrees earned in Casper,
- b. to meet the educational needs of high school students through cooperative articulated programs in technical and academic areas where students earn college credit while still enrolled in high school, and
- c. to meet the ongoing needs of the community by serving as a catalyst for the development and implementation of innovative programs benefiting both educational institutions, the business community, and the general citizenry.

Project Title: Digital Media Arts

Target Audience: Natrona County HS Students/CC Digital Art Students

Number to be served: Estimate of 225 directly involved through classes and additional students involved with planetarium projects and CC pre-service teachers

Amount Requested: \$ 28,588.00.00

Project Dates: Spring Semester 2010-Spring Semester 2011

How does the project meet the BOCES mission statement?

When most people think about art, they think about the traditional artist such as painters, sculptors, and illustrators. But for those who have an eye for detail there are many other choices to consider. Their artistic creativity can be expressed in many ways. *Digital Art Design* careers offer our students variety and greatly enhance their career opportunities.

This project will meet the B.O.C.E.S. mission by helping students to develop the higher technical skills they will need to prepare for innovative career pathways in the digital media arts: graphic design, animation, photography, and 3d modeling. Students who are successful in this program will clearly see professional pathway connections that link NCHS, Casper College, and the business community. This will be accomplished in four (4) ways.

- The courses offered in this program are closely aligned to the CC Art program. Through the proposed curriculum, NCHS students will develop a strong foundation in technical and artistic skills that will ensure their future success at CC. In addition, pre-service teachers who observe in the Art Programs at NCHS will have an opportunity to work with an instructor who is highly qualified in digital media including animation.
- In addition, the Digital Arts program students will work with the Casper Planetarium to enhance the planetarium program. NC students will assist personnel at the planetarium in producing animations used in their educational programs. As part of their class requirements, students will also produce their own animations to show case to the community.
- The NC lab will become a teaching lab where students will teach other students, instructors, and community members current animation, photography and graphic design technical processes. The exchange of ideas will provide an atmosphere for life-long learning.
- Students participating in the program will job shadow in local businesses that use different forms of digital media. These experiences will give students an opportunity to reflect on potential digital media career pathways. There are numerous businesses in our community who can provide this service to our students.
- Opportunities for student internships within the local business community will be pursued.

In addition, the Casper College Visual Arts Lab will receive upgrades so that students in both locations will have comparable programs for their Digital design Classes.

What community needs does this project fulfill?

This project will provide a number of benefits to our local community. First it will link our NCHS students with the business community. Students have the opportunity to learn from leaders in business and to reflect on potential careers in the field; the business community will have the opportunity to work with our students providing hands

on opportunities. This chance for business and student to work one-on-one may help to encourage our young people to live and work in our community.

In addition, to the work that will enhance the planetarium shows, the artwork created by students enrolled in the project will be showcased in the community galleries and businesses. These activities will enrich not only the student's educational opportunities but also cultural opportunities in the community.

Please obtain the appropriate signatures:

**Project Co-Directors:
Natrona County School District #1**

Name & Title	Signature	School/Dept
Sheila McHattie		NCHS
Rod Kennedy		Casper Planetarium

Casper College

Name & Title	Signature	School/Dept
June Roys		Casper College Art (Graphic Design) Instructor

CC Grants Office: _____

CC Department Head: _____

CC Dean: _____

CC Vice President of Academic Affairs: _____

CC Vice President of Student Services: _____

NCSD Associate Superintendent: _____

Building Administrator: _____

<p>FISCAL AGENT Responsible for Payment: _____</p> <p>Signature: _____</p>

Total Project Budget: \$ 21,588.00

	B.O.C.E.S.		Other Funding Sources		
	Compensation	Fringe	Source	Amount	% of Total Budget
Human Services Compensation					
A. Project Director					
B. Administrative					
C. Other Key Participants					
D. Contracts					
TOTAL					
Support Services					
A. Travel/Per Diem	2,188.00				
B. Phone/Postage					
C. Supplies/Printing					
D. Publicity					
E. Materials	15,000.00				
F. Rental Space					
G. Equipment	11,400.00				
H. Other					
TOTAL	\$ 28,588.00				

BUDGET NARRATIVE

Travel to review state-of-the-art Digital Arts programs that work with industry standard curriculum, software and equipment at the Rocky Mountain College of Art and Design and Smokey Flats High School in Denver. Travel will include five (5) people: four (4) from the district and one (1) from CC.

Mileage: .50 per mile for one vehicle @ 580 miles (round trip) = \$ 240.00

Lodging for 2 nights:	1,000.00
Meals for 2 days:	348.00
Substitute teacher for 2 days:	600.00

Materials: for 25 stations @ NCHS

1. Final Cut Studio..... \$ 2,200.00
2. Maya Animation software..... 4,800.00
3. Photomatrix HDR software..... 1,000.00

The amount for each of the above list software is current vendor quote.

Materials: for 15 computers at Casper College

1. MAC OS X 10.6 Snow Leopard \$28.13 per computer X 15 computers = \$ 421.95
2. ADOBE Creative Suite 4 Design Premium: \$398.99 for each computer X 15 computers = \$ 5,984.85
3. ADOBE CS\$ Maintenance: \$66.82 per computer X 15 computers = \$1,002.30

The college has paid for the operating system (Snow Leopard from CDW-G), the Adobe CS\$ upgrade from CS3, and the software that allows for the upgrades.

Equipment: seven (7) computer system upgrades (NCHS)

PROJECT DETAILS

1. Brief description of the project and its activities:

This project will help to build a Digital Media Arts Program at Natrona County High School. As a result of these opportunities, learners will be provided with 21st century skills vital for success in our global community. This program will support curricula that prepare students for careers in photography, graphic design, animation, industrial design, and gaming design. The program will align with the CC program, and other art specific colleges that are members of National Portfolio Day Association and accredited by the National Association of Schools of Art and Design.

Project directors have envisioned this program developing in three stages.

Phase one (1) has been completed. Activities involved in this phase included:

- A consultant from Rocky Mountain College of Art and Design was engaged by NCSD. The consultant instructed the NCHS project director and staff on how to

equip a lab for 3-d modeling and on how to approach the development of the first phase of the 3-d modeling curriculum.

- Created the photography program
- Dollars from the district purchased high end digital cameras and printers.
- The district purchased Photoshop software
- An instructor was hired with specific skill sets to teach animation. This instructor (Tony Elmore) also a degree in animation with an emphasis on graphic design.

The result of this first phase is the creation of a communication lab which meets current industry standards.

Phase two (2) will progress with the following activities.

- Add the Maya animation software component to the Digital Design Program.
- Add Final Cut Pro Digital Editing software to the Digital Design Program.
- Add Photomatrix HDR software
- Upgrade approximately six (6) lab computers to run the new software.
- Implement digital media curricula that align with CC, Rocky Mountain College of Art and Design, the Casper Planetarium and state art standards.
- Provide the opportunity for instructors to travel to Smokey Hills High School and Rocky Mountain College of Art and Design in Denver, Colorado to observe their Digital Media Arts Programs. These schools will provide insight into the creation of a state-of-the-art program at NCHS that focuses on industry standard curriculum and equipment. Instructors will be able to research animation rendering systems.
- Collaborate with planetarium staff to establish authentic program connections.
- For the college, the visual arts lab will upgrade software.

Phase three (3):

- Implement a rendering system for the animation component in the Digital Media Arts Program that will support the programs at NCHS and the Casper Planetarium. (A rendering farm (cluster) is a group of computers with a very large processors that are linked together in order to make large file data into full motion imagery.

The program will focus on two elements: Computer Assisted Design and Photography. In the Computer Assisted Art Class, students will master graphic design and animation software by participating in the following activities.

- A series of project-based experiences that are designed to build skills in an incremental structure sequence that allows students to obtain mastery in a wide spectrum of design skills.
- Students will learn the computer program illustrators, Flash and Photoshop

- Students will create promotional advertisements, logo designs, develop their own business identity, and create personal expressive designs.
- Job shadow in local businesses that produce advertising linking them to real world careers in this field.
- Work with industry standard animation software.
- Participate in an annual animation festival showcasing the animations created by students.
- Students will assist the planetarium in the production of animations.
- Students will research careers in Digital Media Arts and create a personal inventory and career pathway plan.

The partnership with the planetarium will evolve and strengthen as the program develops.

The photography program will begin with a semester course focusing on the basic digital camera operations and the use of the software, Photoshop. The students will:

- Create photographs that demonstrate an in depth understanding of photographic composition.

At the second level, students will engage in activities for two semesters. These include:

- The mastery of composition skills
- Technical use of cameras
- Introduction of raw format technology and large format printing
- Job shadowing in local businesses to become familiar with real world problems as they relate to photographic careers.

Each individual participant in our digital media arts program will create a portfolio that **meets rigorous expectations** that align with state and college entrance standards.

2. List the goals of the project:

The project goals that will result from the activities described in question one (1) are: (Student Goals)

- Students in all curricular areas in the Digital Media Program will demonstrate a basic understanding of the fundamentals of design as it relates to specific components of their area of study
- Students will demonstrate a fundamental understanding of software languages that are currently used in the Digital Media Industry.
- Students will master 3d modeling, special effects, and animation processes.
- Students will build individual portfolio plans that meet college entrance standards in graphic arts, animation, gaming, and photography programs.

- Students will build strong literacy skills.
- Build real world connections to the career pathways through the job shadowing experiences.

(Program Goals)

- Provide students with the software and equipment that will provide them with learning experiences that are current with industry standards.
- Enhance the Casper Planetarium program by building a stronger working relationship between the two programs.
- Align curricula with the CC program and with the art colleges that are members of National Portfolio Day Association and accredited by the National Association of Schools of Art and Design.
- Assist students with pathway plans that work with the Hathaway opportunities. Expose them to the opportunities through CC and those post secondary art schools that have current articulations with the college.

3. List the expected outcomes of the project:

(Student Outcomes)

- Students will develop lifelong skills in creative problem solving, innovative thinking, management, and teambuilding.
- Students will identify career interests and create a college pathway plan that will support their career goals.
- Students will build strong connections to their school as well as to the community as a result of the personal and career interests they develop.

(Program Outcomes)

- Build a Digital Media Arts program at Natrona County High School that creates an environment which will prepare students to live and successfully work in a changing technical world.
- Create authentic learning experiences for students that support strong foundation skill development necessary to be successful in the Digital Media Arts career pathway.
- Creation of a career pathway for students in the Digital Media Arts Industries at NCHS that include links to Casper College Arts Programs and to the local business community.
- Create a partnership with the Casper Planetarium resulting in hands-on opportunities for students.

4. List the project co-directors, and duties and responsibilities of each:

The project directors will include Sheila McHattie, NCHS Fine Arts Instructor, June Roys, CC Art (Graphic Design) Instructor, and Rod Kennedy, Casper Planetarium Education Coordinator. Ms. McHattie will be the primary director on this project. Her duties will include: (1) direct the purchase and installation of the software and equipment upgrade; (2) arranging the travel for professional development purposes to Denver; (3) coordinating with Casper College Art Department to complete the interschool activities including possible student involvement.

Rod Kennedy will be principally involved with the student activities planned at the planetarium and in the planning for phase three which includes the rendering farm. June Roys will work with Ms. McHattie to help encourage district students who will move on to Casper College upon HS graduation. She will also be involved in the student portfolio evaluation team.

This program has the potential of bringing additional students from Natrona County to the arts program by being a part of the educational pathway for our students in digital media arts. Students that participate in the NCHS program begin to build an interest in the digital arts including graphic design, animation, photography, and 3-d modeling. They can continue to build their basic knowledge required for a degree in these areas at CC. CC has an articulation agreement with the Rocky Mountain College of Art and Design (RMCAD) where students can move directly into these specialized programs having taken all of their core or basic requirements at Casper College. RMCAD is a very expensive school. Students who choose Casper will benefit by having strong fundamental skills that are accepted at RMCAD. The NCHS program will serve as a feeder program to CC and later RMCAD.

5. What are the requirements of this project in terms of:

	Give Specific Detail	Approval from Appropriate Person
Facilities	Classes will take place at NCHS	
Services		
Professional Development	Instructors will be given the opportunity to observe a state-of-the-art media arts program in Denver	
Recruitment	Classes at NCHS will be the first step in the career ladder, with CC the second	
Retention		
Faculty/Staff	Will primarily involve current HS faculty and staff	

HISTORY

6. If the project has been funded previously by BOCES or other entities summarize the benefits from the program, including numbers served by the program:

This is the first time that this project has requested funding from B.O.C.E.S. Funding for the first phase of the project has come from Natrona County School District and the Wyoming Arts Council.

Casper College has provided the cost of software to prepare for the upgrades to the visual arts lab.

7. History of Project Funding

YEAR	AMOUNT	SOURCE

EVALUATION

8. Describe how you will evaluate the effectiveness of the program:

With the assistance of program co-directors, Sheila McHattie will have primary responsibility of the program evaluations. Program Progress and effectiveness will include both quantitative and qualitative evaluation measures.

Quantitative Evaluation Measures: Part of this project is to serve as a career pathway from NCHS to CC to RMCAD or other accredited digital design programs. Project co-directors will collect the number of students who transfer from NCHS to CC. In addition, student goal attainment and academic success will also be monitored.

Qualitative Evaluation Measures: Program co-directors will collect qualitative data for program analysis. Information from program participants, program faculty, and the business participants will be formally collected through an annual survey. Two surveys will be created: one requesting input from students and faculty, and the other requesting business partner feedback. The participant survey will collect qualitative information regarding participants' experiences in the program.

The program co-directors will be responsible for all exit interviews with early exiters. These measures in combination with objective data will provide beneficial information for program improvements.

Students will also receive an external assessment through their portfolio review. This review will meet rigorous standards and will be conducted by a team of professionals from CC, RMCAD, and other accredited professionals to be arranged at a later date.

9. What are your plans to secure permanent funding for this program in the future?

Upon completion of the three phases of the project, the program will require periodic upgrades in order to meet the current industry standards. The cost of these upgrades will be the responsibility of the district (when possible), and grants from sources such the Wyoming Arts Council.

ARTS. PARKS. HISTORY.

Wyoming State Parks & Cultural Resources

Wyoming Arts Council
2320 Capitol Avenue
Cheyenne, WY 82002
307-777-7742

March 4, 2010

Laura Kearns
Mills Elementary School
P. O. Box 268
Mills, WY 82644 0268

Grant Category/#: Open Door #3867992 Amount Awarded: \$744.00
Project Title: OD: The Cultural Kaleidoscope - Australian Kaleidoscope
Project Start/End Dates: 04/15/10 - 04/15/10
Organization EIN:
Fiscal Sponsor and EIN (if applicable): Natrona County School District #1 836000543

Dear Ms. Kearns:

Congratulations! After careful consideration and review, your grant application to the Wyoming Arts Council (WAC) has been approved. Panel comments often provide valuable insight on ways applicants can strengthen future applications, so you may contact the WAC if you would like a staff member to provide you with these comments.

In order to receive WAC and National Endowment for the Arts funding, grant recipients must meet all conditions set down in the enclosed Subgrantee Award Agreement. This Award Agreement is a binding contract between you, as grantee, and the WAC. Please read the Award Agreement before you sign it, and if you used a Fiscal Sponsor, they need to provide one of the signatures.

In addition to the two required signatures, please also fill in the Employer Identification Number (EIN) for the organization the award check should be issued to (this is a Federal Tax ID number, not a State Tax Exempt number). This number is required to enable us to issue your grant payment. One copy of the completed, signed Award Agreement should be returned to the WAC immediately (a self-addressed stamped envelope is enclosed for your convenience,) and you should keep the second copy for your own records.

Organizations receiving this letter have been granted Federal funds. We are required to inform you



Dave Freudenthal, Governor
Milward Simpson, Director

of the source of these Federal funds so that you may meet Federal regulations. For all grants, the CFDA information is as follows: Title: State Arts Agency Partnership Agreements; Number 45.025; Federal Agency: National Endowment for the Arts.

A Wolfs 109b Form is enclosed in your award packet, and should only be filled out by you (or by your Fiscal Sponsor, if applicable) if you need to change how your organization is set up in the State of Wyoming data base, i.e. address, checking/savings account # or if you want to change your payment method (EFT or check). If your organization is not in the State data base, then you will need to fill out a Wolfs 109a Form. Receiving a check from the State during the last 2 years indicates your organization is in the data base. It takes the State Auditor's office up to two weeks to process Wolfs forms, and they do not accept faxed forms, so we recommend you mail them to the WAC asap. Your grant payment cannot be paid until after the Wolfs Form has been processed. Contact the WAC at 777-7743 if you need to receive a Wolfs 109a Form.

WAC and the National Endowment for the Arts logos are available on the WAC web page for publicity purposes. If you need a camera ready sheet of the logos, please contact the WAC and we will be happy to mail them to you. All published material, radio and TV announcements, etc. must include the following credit:

"Supported in part by a grant from the Wyoming Arts Council, through funding from the Wyoming State Legislature and the National Endowment for the Arts."

Failure to comply with the above conditions and those specified in the Subgrantee Award Agreement will result in a loss or return of grant funding.

You are required to submit a Final Report to the WAC within 60 days after your Project End Date. Your Final Report will be released to you electronically on your Project End Date. **WAC GRANTEES WHO FAIL TO SUBMIT THEIR FINAL REPORT BY THE DUE DATE WILL HAVE THEIR ORGANIZATION'S ELIGIBILITY STATUS SUSPENDED, AND FUNDING FOR OTHER GRANT AWARDS DUE TO YOU WILL BE HELD UNTIL THE LATE FINAL REPORT HAS BEEN RECEIVED.** Grantees who have extenuating circumstances that prevent them from submitting their Final Report by the due date may contact the WAC to request an extension.

Attachments for the Final Report may include photographs (via CD, e-mail, slides, etc.), clippings, articles, press releases, evaluation, etc. The WAC welcomes photographs suitable for printing in agency publications. We prefer to receive material digitally, whenever possible, via CD, DVD or JPEG document.

Your Final Report will need to include the method of evaluation you used for your project. Evaluations also provide your organization with critical feedback for planning future projects. Your method(s) of evaluation may include using forms, interviews, the collection of informal statements, or other methods that you think will work best for your organization and project.

The Wyoming Arts Council is pleased to provide assistance to your organization in bringing the arts to Wyoming citizens.

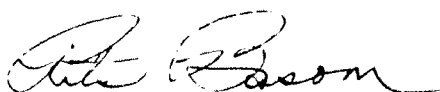
Please feel free to contact the WAC staff if you have any questions or concerns regarding your grant award. We also welcome your comments and suggestions on any WAC's programs.

Congratulations and thank you for participating in the arts in Wyoming!

Sincerely,

A handwritten signature in cursive script that reads "Marirose Morris".

Marirose Morris
Arts Access Specialist

A handwritten signature in cursive script that reads "Rita Basom".

Rita Basom
Manager/Wyoming Arts Council

Enclosures: Subgrantee Award Agreement (2) and Attachments A and B
State of Wyoming Wolfs 109 Form
Accessibility - Nondiscrimination Survey
Arts Advocacy Tips
WAC Program Brochure



Wyoming Department of Education

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

MEMORANDUM

TO: Eat Smart. Play Hard™ Team Nutrition PTO Campaign
Participant

FROM: Susan Benning, Nutrition Programs Accountant

DATE: March 24, 2010

SUBJECT: Eat Smart. Play Hard™ Team Nutrition Participation Payment

Enclosed please find a check in the amount of \$100.00 for the Team Nutrition activity payment for the Dean Morgan Junior High School PTO. This funding is provided by the Federal USDA, Food and Nutrition Service (CFDA#10.574).

For questions or concerns regarding this project, please contact Susie Barrett, USDA Team Nutrition Program Coordinator. For any fiscal questions, please contact me at 307-777-6280 or sbenni@educ.state.wy.us.

Enclosures