

SUMMARY of PROCEEDINGS



JOINT EDUCATION COMMITTEE

COMMITTEE MEETING INFORMATION

August 21-22, 2025
Thyra Thomson State Office Building, Round House Conference Room, 3rd Floor, Room 3024
444 W Collins Drive
Casper, Wyoming

COMMITTEE MEMBERS PRESENT

Senator Wendy Schuler, Co-chairwoman
Representative Ocean Andrew, Co-chairman
Senator Evie Brennan
Senator Jared Olsen
Senator Chris Rothfuss
Senator Charles Scott
Representative Laurie Bratten
Representative McKay Erickson
Representative Joel Guggenmos
Representative Tom Kelly
Representative Martha Lawley
Representative Daniel Singh
Representative Tomi Strock
Representative JD Williams

LEGISLATIVE SERVICE OFFICE STAFF

Tania Hytrek, Operations Administrator
Matthew Willmarth, Senior School Finance Analyst
Ashley Phillips, Legislative Editor

OTHERS PRESENT AT MEETING

Please refer to [Appendix 1-02](#) to review the Committee Sign-in Sheet for a list of other individuals who attended the meeting.

The Committee Meeting Summary of Proceedings (meeting minutes) is prepared by the Legislative Service Office (LSO) and is the official record of the proceedings of a legislative committee meeting. This document does not represent a transcript of the meeting; it is a digest of the meeting and provides a record of official actions taken by the Committee. All meeting materials and handouts provided to the Committee by the Legislative Service Office, public officials, lobbyists, and the public are on file at the Legislative Service Office and are part of the official record of the meeting. An index of these materials is provided at the end of this document and these materials are on file at the Legislative Service Office. For more information or to review meeting materials, please contact the Legislative Service Office at (307) 777-7881 or by e-mail at lso@wyoleg.gov. The Summary of Proceedings for each legislative committee meeting can be found on the Wyoming Legislature's website at www.wyoleg.gov.

EXECUTIVE SUMMARY

The Joint Education Interim Committee (Committee) met to consider draft legislation regarding student discipline, teacher recruitment and retention, the reading assessment and intervention program, charter schools, the Hathaway Scholarship Program, and the Wyoming's Tomorrow Scholarship Program. The Committee also received information from the Wyoming Department of Education (WDE), the Wyoming Education Association (WEA), the Professional Teaching Standards Board (PTSB), and the University of Wyoming (UW), in response to requests made at the May 28-29 meeting.

The Committee voted to sponsor 26LSO-0095, Wyoming's tomorrow scholarship program amendments, for the 2026 Budget Session and created working groups for 26LSO-0094, Hathaway lump sum merit scholarship; 26LSO-0096, Use of the Hathaway scholarship at private institutions; and 26LSO-0092, Reading assessment and intervention amendments. The Committee carried forward 26LSO-0088, K-12 public school discipline, to the November meeting. The Committee also requested the following bill drafts for consideration at the November meeting:

- Amend the Hathaway Scholarship Program requirements to be the minimum grade point average or a minimum score on a college entrance examination;
- Increase awards under the Hathaway Scholarship Program by 59.5 percent to \$5,360, \$4,020, and \$2,680 for the Honors, Performance, and Opportunity/Provisional Opportunity scholarships, respectively;
- Create a literacy division with positions and appropriations as recommended by the WDE;
- Amend the state authorized charter school application timeline as recommended by the Wyoming Charter School Authorizing Board;
- Ensure a student in its resident school district is able to participate in middle school activities; and
- Require school districts to allow a resident student to enroll part-time and take classes.

The meeting can be viewed on the Legislature's YouTube channel within the [Committee's playlist](#).

CALL TO ORDER (THURSDAY, AUGUST 21, 2025)

Co-chairwoman Schuler called the meeting to order at 8:33 AM. The following sections summarize the Committee proceedings by topic. Please refer to [Appendix 1-01](#) to review the Committee Meeting Agenda.

APPROVAL OF MINUTES

Minutes from the May 28-29, 2025 Committee meeting were approved.

HIGHER EDUCATION

26LSO-0094, Hathaway lump sum merit scholarship.

Tania Hytrek, Operations Administrator, Legislative Service Office (LSO), presented 26LSO-0094, Hathaway lump sum merit scholarship. See [Appendix 2-01](#). Ms. Hytrek explained the bill draft replaces per-semester awards with a single upfront payment. The bill draft also allows students to use the scholarship for up to 20 years after first becoming eligible, eliminates satisfactory academic progress required to maintain scholarship eligibility, with limited exceptions, eliminates six credit-hour enrollment requirements, and repeals statutes to conform with the new structure of the program. She noted the bill must be reconciled with 26LSO-0096, Use of the Hathaway at private institutions, if both are advanced, since both significantly amend the same statutes.

Matthew Willmarth, Senior School Finance Analyst, LSO, explained the fiscal impact of 26LSO-0094, Hathaway lump sum merit scholarship is indeterminable. See [Appendix 2-02](#). Mr. Willmarth explained

extending eligibility from four to 20 years makes student usage unpredictable, and eliminating satisfactory academic progress requirements could increase expenditures by allowing students who would otherwise lose eligibility to continue drawing funds. He noted the lower-tier scholarship recipients might spend more upfront under the lump sum model. Mr. Willmarth provided tables comparing tuition and fees at UW and community colleges since 2006 with current scholarship amounts, pointing out that a Wyoming Community College Commission policy adopted in academic year 2019–20, increasing the credit-hour cap from 12 to 15, accounting for 25 percent of the recent tuition growth. The Committee requested LSO investigate inflationary factors affecting post-secondary education costs.

Public Comment

Dicky Shanor, Chief of Staff, and Nish Goicolea, Chief Policy Officer, WDE, discussed feedback gathered from scholarship coordinators at UW and the community colleges, expressing concerns regarding use of the lump sum scholarship, questions about disbursement timelines, and the continued availability of needs-based aid. Ms. Goicolea noted potential administrative burdens in tracking 20 years of eligibility across thousands of students and raised the possibility of conflicts with federal financial aid calculations. The Committee requested the WDE provide data on the relationship between socio-economic status and scholarship award levels and the utilization of the Hathaway Scholarship over time, including the needs-based scholarship.

Erin Taylor, Executive Director, Wyoming Association of Community College Trustees, and Dr. Laurel Ballard, Deputy Director, Chief Academic & Student Services Officer, Wyoming Community College Commission (WCCC), discussed the Hathaway Scholarship requirements. Dr. Ballard responded to Committee inquiries about potentially amending the Wyoming's Tomorrow Scholarship Program to accomplish the Committee's goals. Dr. Paige Fenton-Hughes, Interim Executive Director, WCCC, provided current expenditure data and upcoming budget requests for the Wyoming Works Program.

Mike Smith, Vice President Governmental Affairs and Community Engagement, UW, provided statistics on UW's enrollment, Hathaway Scholarship awards, and student debt.

Chase Christensen, Superintendent, Sheridan County School District Number Three (Sheridan #3), encouraged the Committee to consider how UW tuition is being presented to Wyoming high school graduates.

Paula Medina, President, Associated Students of the University of Wyoming, described her experience as a Wyoming high school graduate and Hathaway Honors recipient.

Committee Directives

The Committee created a working group with Co-chairman Andrew, Representative Lawley, and Senator Rothfuss to review potential modifications to 26LSO-0094, Hathway lump sum merit scholarship, before the November Committee meeting.

The Committee requested two new bill drafts for consideration at the November meeting. The first bill draft would amend the Hathaway Scholarship Program requirements to be the minimum grade point average or a minimum score on a college entrance examination and the second bill draft would increase the Hathaway Scholarship Program awards by 59.5 percent to \$5,360, \$4,020, and \$2,680 for the Honors, Performance, and Opportunity/Provisional Opportunity scholarships, respectively.

26LSO-0095, Wyoming's tomorrow scholarship program amendments.

Ms. Hytrek explained 26LSO-0095, Wyoming's tomorrow scholarship program amendments, which eliminates the continuous enrollment requirement for Wyoming's Tomorrow scholarship eligibility. See [Appendix 2-03](#). She explained no session law amendments were needed for the Kickstart program since it was time-limited, and the Wyoming's Tomorrow Endowment account has reached the statutory minimum balance of \$50 million, meaning statutory provisions govern program administration.

Public Comment

Micah Richardson, Association Director of Policy, Wyoming Women's Foundation, stated most community college students are women, many of whom have children and other responsibilities, and eliminating the continuous enrollment requirement would provide needed flexibility for students who may need to pause their education.

Committee Directives

Senator Rothfuss moved, seconded by Representative Singh, that the Committee sponsor 26LSO-0095, Wyoming's tomorrow scholarship program amendments. The motion passed with Senator Scott, Representatives Guggenmos and Strock, and Co-chairman Andrew voting no.

26LSO-0096, Use of the Hathaway scholarship at private institutions.

Ms. Hytrek reviewed 26LSO-0096, Use of the Hathaway scholarship at private institutions, stating it creates a separate scholarship program for students attending private Wyoming post-secondary institutions. See [Appendix 2-04](#). She explained expanding "eligible institution" to include private schools was difficult because Hathaway is tied to semester awards and satisfactory academic progress, while private institutions may operate differently. Ms. Hytrek identified policy issues for the Committee's consideration including the definition of eligible institutions, accreditation standards, and whether religious institutions exempt from state licensure would qualify. She cited possible recipients such as WyoTech, Frontier School of the Bible, and Wyoming Catholic College, noting the institutions' differing tuition models and costs of attendance.

Public Comment

Kyle Washut, President, Wyoming Catholic College, offered to share research and provide background materials on the subject. Mr. Washut emphasized the number of students impacted is relatively small, and these students are often choosing between in-state private schools and out-of-state institutions.

Committee Directives

The Committee created a working group with co-Chairman Andrew and Senator Scott, to review potential modifications to 26LSO-0096, Use of the Hathaway scholarship at private institutions, before the November Committee meeting.

TEACHER RECRUITMENT AND RETENTION**Department of Education Responses to Committee Requests**

Mr. Shanor and Nathan Tedjeske, Chief Innovations Officer, WDE, addressed questions posed by the Committee at its May meeting. See [Appendix 6-01](#). Mr. Shanor reviewed the Education Commission of the States' findings on states passing legislation regarding student discipline and Teacher's Bill of Rights. Mr. Tedjeske described the National Board Certification process for teachers, reporting Wyoming currently has about 472 active certified teachers, each receiving a \$4,000 state stipend totaling roughly \$1.5 million annually. He noted while certification is associated with improved student outcomes, causality remains debated. Mr. Shanor reviewed Wyoming's federal on-time graduation rate and Wyoming's internal

graduation rate and described the differences between the two. The Committee requested all 50 states' graduation rates and where Wyoming ranked compared to other states. Mr. Shanor highlighted rural teacher shortages, noting retention rates of 82–86 percent compared to 87–88 percent in non-rural districts, with concerns centered on pay, administrative support, student behavior, respect, and testing pressures. He stated the WDE is addressing these through apprenticeship and leadership programs with PTSB and UW.

Mr. Shanor outlined State Superintendent of Public Instruction Degenfelder's policy concerns regarding homeschool and education savings account students including non-enrolled students' participation in middle school activities, age requirements for the Steamboat Legacy Scholarship, withdrawal notification to school districts, and homeschool students' participation in classes at public schools.

Wyoming Education Association Responses to Committee Requests

Tate Mullen, Government Relations Director, and Kim Amen, President, WEA, presented findings from Education Week's State of Teaching 2025 report, supplemented with Wyoming-specific data. See [Appendix 6-02](#). They explained that while national concerns apply everywhere, the data show issues are especially acute in Wyoming. Mr. Mullen emphasized teacher morale as a critical issue and linked morale directly to recruitment and retention. He identified staffing shortages as the number one factor depressing morale, noting shortages increase workload, reduce planning periods, force teachers to cover for colleagues, exacerbate substitute shortages, and worsen classroom management challenges. Mr. Mullen stressed that these shortages have been persistent across districts and tied to multiple causes, including pay, working conditions, respect for the profession, and administrative support. He and Ms. Amen urged the committee to consider which issues might be resolved at the local level and which require statewide policy action. The Committee requested the percentage of substitute teachers filling vacancies in school districts on a full-time, part-time, and temporary basis.

Public Comment

Brendan O'Connor, Executive Director, PTSB, responded to the Committee's questions and explained the requirements for substitute teacher licensure.

Jeff Jones, Superintendent, Sheridan County School District Number One (Sheridan #1), described the fast-track substitute teacher program implemented in Sheridan #1 to increase its pool of substitute teachers and provided context on district graduation rates.

Colby Gull, managing director of the Trustees Education Initiative, UW, explained the qualities of an effective teacher mentor and described the impacts of UW's teacher mentoring training model.

Superintendent Christensen, Sheridan #3, highlighted teacher compensation as another potential factor when considering teacher recruitment and retention.

Boyd Brown, Executive Director, Wyoming Association of School Administrators, reminded the Committee there are shortages in other staffing areas in school districts.

READING ASSESSMENT AND INTERVENTION

26LSO-0092, Reading assessment and intervention amendments.

Ms. Hytrek presented 26LSO-0092, Reading assessment and intervention amendments, explaining the bill draft expands screening, strengthens intervention and reporting requirements, and clarifies statutory language. See [Appendix 7-01](#). She reminded the Committee the reading assessment and intervention program has been studied by the Committee for approximately five years, and the bill draft is guided by Senator Scott's drafting instructions. Ms. Hytrek explained the bill draft modifies screening requirements

to identify reading difficulties, including a provision extending screening from K–3 to K–12. The draft also incorporates multi-tiered intervention requirements, creates a new division within the WDE to support implementation of the program with a placeholder for an appropriation, and restructures statutory language to improve readability and citation. She suggested the Committee consider defining "reading difficulties" to include dyslexia and related deficiencies, to simplify repeated statutory references. The bill draft requires districts to report the percentage of students demonstrating "appropriate reading competence," defined as students reading at a district-determined appropriate level on screening tools, or for grade three, meeting or exceeding state English Language Arts proficiency benchmarks. The bill draft directs the WDE to compile these reports, present findings to the Committee, and post the findings publicly.

Public Comment

Representative Julie Jarvis, House District 57, provided feedback on 26LSO-0092, Reading assessment and intervention amendments, and information on the science of reading. See [Appendix 7-03](#), [Appendix 7-04](#), and [Appendix 7-05](#). Representative Jarvis highlighted the critical role of vocabulary instruction, the need for ongoing professional development, and the shortcomings of teacher preparation programs in equipping educators to deliver comprehensive reading instruction.

Gay Wilson, Kari Roden, Megan Hesser, and Chandel Pine, WYO Right to Read, spoke about their experience as parents and guardians of children with reading difficulties, expressed support for the Committee's work in K-3 literacy, and encouraged the Committee to continue working on this issue. See [Appendix 7-06](#).

Mr. Shanor directed the Committee to the handouts the WDE provided for the literacy cabinet's feedback on 26LSO-0092, Reading assessment and intervention amendments. See [Appendix 7-07](#) and [Appendix 7-08](#).

Structured Literacy in Teacher Education and Certification

Mr. O'Connor; Jenna Shim, Dean of the College of Education; Leslie Rush, Wyoming Excellence Chair in Literacy, College of Education; Kim Gustafson, Executive Director Literacy Research Center and Clinic; and Cynthia Brock, Wyoming Excellence in Higher Education Endowed Chair in Literacy Education, College of Education, UW, testified on the integration of structured literacy into teacher preparation and certification. See [Appendix 7-02](#). Mr. O'Connor highlighted the PTSB uses International Literacy Association standards for reviewing the literacy the reading program endorsement program at UW and noted the PTSB is currently reviewing the International Dyslexia Association standards.

Dean Shim provided a brief background on the College of Education's preparation of licensed teachers. Dr. Rush clarified that "Structured Literacy" is a trademarked term of the International Dyslexia Association but emphasized UW programs already incorporate its core elements: systematic and explicit instruction that integrates listening, speaking, reading, and writing. Dr. Brock explained how the components of Structured Literacy are integrated into the College of Education coursework. Dr. Rush expressed willingness to work with the Committee on amendments to 26LSO-0092, Reading assessment and intervention amendments.

Committee Directives

The Committee created a working group with Senator Rothfuss, Representative Lawley, Representative Jarvis, and representatives from WDE, UW, PTSB, and WYO Right to Read, to review potential modifications to 26LSO-0092, Reading assessment and intervention amendments, before the November Committee meeting.

The Committee also requested a bill draft creating a literacy division in the WDE and providing appropriations.

CHARTER SCHOOLS

26LSO-0093, K-12 public charter school amendments.

The Committee did not take action on 26LSO-0093, K-12 public charter school amendments. See [Appendix 10-01](#).

Public Comment

John Wahler, Executive Director; Fred Von Ahrens, Vice Chairman, Wyoming Charter School Authorizing Board; and Kari Cline, Executive Director, Wyoming Association of Public Charter Schools, proposed amendments to the charter school statutes, changing the application and review timeline. See [Appendix 10-02](#).

Committee Directives

The Committee requested a bill draft implementing the proposed changes to the application and review timeline.

MEETING RECESS

The Committee recessed at 6:12 PM.

CALL TO ORDER (FRIDAY, AUGUST 22, 2025)

Co-chairwoman Schuler called the meeting to order at 8:33 AM.

SCHOOL DISCIPLINE

26LSO-0088, K-12 public school discipline.

Ms. Hytrek presented 26LSO-0088, K-12 public school discipline, noting drafting instructions were provided by Co-chairman Andrew. See [Appendix 13-01](#). Ms. Hytrek explained the bill draft establishes statewide standards for student discipline and makes significant changes to school district authority. The bill prohibits school districts from withholding diplomas as a form of punishment and requires the State Board of Education to adopt rules governing the use of reasonable force by school district employees to remove students when necessary. The draft also modifies the scope of civil and criminal immunity for school districts, codifies procedures on suspension, expulsion, restraint, and seclusion, and makes a series of conforming statutory amendments. Ms. Hytrek noted provisions within the bill draft may be duplicative of protections afforded under the Wyoming Governmental Claims Act.

26LSO-0091, K-12 public school teacher bill of rights.

Ms. Hytrek presented 26LSO-0091, K-12 public school teacher bill of rights, reminding the Committee the WEA was asked to provide drafting instructions to the LSO. See [Appendix 13-02](#) and [Appendix 13-03](#). Ms. Hytrek stated, unlike 26LSO-0088, K-12 public school discipline, which centers on district-level frameworks and immunity issues, 26LSO-0091, K-12 public school teacher bill of rights, focuses on classroom authority and teacher protections. The bill draft reinforces teachers' rights to manage classrooms, sets clearer procedures for reporting and documenting disruptive behavior, and encourages the use of alternative discipline methods beyond suspension and expulsion. The bill draft also strengthens statutory support for teachers repeatedly facing student misconduct and provides more explicit due process protections for students.

Public Comment

Mr. Shanor and Mr. Tedjeske, WDE, expressed appreciation on behalf of State Superintendent of Public Instruction Degenfelder for the Committee's work on school discipline and proposed amendments to incorporate provisions of 26LSO-0091, K-12 public school teacher bill of rights into 26LSO-0088, K-12 public school discipline. See [Appendix 13-08](#).

Mr. Mullen and Ms. Amen, WEA, provided context for the bill drafting instructions and suggested ways to improve the bill drafts. See [Appendix 13-04](#), [Appendix 13-05](#), and [Appendix 13-06](#).

Superintendent Jones and Superintendent Christensen expressed concerns about overly prescriptive legislation that could interfere with local school district policies and create impractical requirements, particularly for small rural school districts. Both superintendents indicated the larger problem in their school districts was absenteeism. Superintendent Jones suggested the Committee clarify language regarding district employees' authority to discipline students.

Jenifer Hopkins and Sarah Bieber testified that the proposed discipline bills could shift responsibilities away from families and expand government authority and encouraged the Committee consider strengthening classroom support while preserving the role of parents. Ms. Bieber asked the Committee to consider whether either bill draft directly addressed the discipline concerns that originally led to the request for legislation.

Brian Farmer, Executive Director, Wyoming School Boards Association (WSBA), presented survey results collected after the Committee's May meeting. See [Appendix 13-07](#). Mr. Farmer explained the questions were open-ended to capture candid feedback and the WSBA also reviewed how other states have legislated on discipline.

Dr. Brown explained how discipline systems flow from state statutes to state rules and regulations, down to school district policies, school handbooks, discipline matrices, and finally classroom management plans and cautioned against trying to prescribe a uniform matrix in statute.

Committee Directives

The Committee forwarded 26LSO-0088, K-12 public school discipline, to the November meeting and directed LSO to incorporate the amendments proposed by the WDE and work with Mr. Jones to clarify school district employees' authority to discipline students.

26LSO-0089, K-12 public school disciplinary policies and procedures.

Ms. Hytrek presented 26LSO-0089, K-12 public disciplinary policies and procedures, which amends W.S. 21-2-202 to require the State Superintendent of Public Instruction to develop model student discipline policies by July 1, 2026. See [Appendix 15-01](#). She clarified school districts would not be required to adopt these models, existing law already requires school districts to have discipline policies, and the bill primarily provides clear legislative authority and optional guidance, which may be useful for smaller school districts.

Public Comment

Mr. Shanor stated Superintendent Degenfelder preferred to use 26LSO-0088, K-12 public school discipline as the vehicle for new discipline policies.

Dr. Brown offered to help develop model discipline policies if the Committee moved this bill draft forward.

Committee Directives

The Committee took no action on 26LSO-0089, K-12 public school disciplinary policies and procedures.

26LSO-0090, K-12 categorical grant to assist in student success.

Ashley Phillips, Legislative Editor, LSO, presented 26LSO-0090, K-12 categorical grant to assist in student success. See [Appendix 15-02](#). Ms. Phillips explained the bill would create a two-year, non-codified categorical grant program to fund professional development for all school district employees who may impact student success, focusing on understanding student strengths, addressing non-academic barriers, and identifying student needs inside and outside the classroom. She noted the amount to be awarded and whether to award grants based on an average daily membership or a flat per school district amount are policy decisions for the Committee.

Public Comment

Mr. Farmer; Dr. Brown; Jenna Thomas, Moorcroft Secondary School parent; and Havelly Bauersachs, Douglas Upper Elementary School teacher, expressed support for the bill draft and discussed successes with the Building Assets Reducing Risks program.

Kelly Bridges expressed concerns with the bill draft, including a lack of definition for student success and an expansion of teacher duties.

Committee Directives

The Committee took no action on 26LSO-0090, K-12 categorical grant to assist in student success.

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION POLICY DISCUSSIONS

Mr. Shanor reviewed Superintendent Degenfelder's policy concerns. See [Appendix 6-01](#), pages 7-9.

Committee Directives

The Committee requested two additional bill drafts for consideration at the November meeting. The first bill draft would ensure a student in its resident school district is able to participate in middle school activities, and the second bill draft would require school districts to allow a resident student to enroll part-time and take classes.

MEETING ADJOURNMENT

There being no further business, Co-chairman Andrew adjourned the meeting at 2:36 PM.

Respectfully submitted,

Senator Wendy Schuler, Co-chairwoman

Committee Meeting Materials Index

Index Number	Agenda Item	Document Description	Document Provider
1-01		Agenda	Legislative Service Office
1-02		Sign-In Sheet	Legislative Service Office
2-01	Higher Education	26LSO-0094 v0.6 Hathaway lump sum merit scholarship.	Legislative Service Office
2-02	Higher Education	Fact Sheet: Hathaway Scholarship Program and 26LSO-0094 WD 0.6, Hathaway lump sum merit scholarship	Legislative Service Office
2-03	Higher Education	26LSO-0095 v0.4 Wyoming's tomorrow scholarship program amendments.	Legislative Service Office
2-04	Higher Education	26LSO-0096 v0.4 Use of the Hathaway scholarship at private institutions.	Legislative Service Office
6-01	Teacher Recruitment and Retention	Responses to Committee Requests	Wyoming Department of Education
6-02	Teacher Recruitment and Retention	Teacher Recruitment, Retention, and Morale	Wyoming Education Association
7-01	Reading Assessment and Intervention	26LSO-0092 v0.6 Reading assessment and intervention amendments.	Legislative Service Office
7-02	Reading Assessment and Intervention	Literacy Teacher Education and Certification Memo	Professional Teaching Standards Board and the University of Wyoming
7-03	Reading Assessment and Intervention	Learning to Read Flow Chart and Table	Representative Jarvis
7-04	Reading Assessment and Intervention	Comments on 26LSO-0092	Representative Jarvis
7-05	Reading Assessment and Intervention	Class Dibels Charts	Representative Jarvis

Index Number	Agenda Item	Document Description	Document Provider
7-06	Reading Assessment and Intervention	Informational Packet	WYO Right to Read
7-07	Reading Assessment and Intervention	Literacy Cabinet Feedback on 26LSO-0092	Wyoming Department of Education
7-08	Reading Assessment and Intervention	Comparison of Literacy Cabinet Feedback and 26LSO-0092	Wyoming Department of Education
10-01	Charter Schools	26LSO-0093 v0.6 K-12 public charter school amendments.	Legislative Service Office
10-02	Charter Schools	Proposed Amendments	Wyoming Association of Public Charter Schools
13-01	School Discipline	26LSO-0088 v0.7 K-12 public school discipline.	Legislative Service Office
13-02	School Discipline	26LSO-0091 v0.6 K-12 public school teacher bill of rights.	Legislative Service Office
13-03	School Discipline	WEA Teacher Bill of Rights Drafting Instructions	Legislative Service Office
13-04	School Discipline	Laramie County School District Number One Elementary Discipline Matrix	Wyoming Education Association
13-05	School Discipline	Laramie County School District Number One Secondary Discipline Matrix	Wyoming Education Association
13-06	School Discipline	National Education Policy Center School Discipline Report	Wyoming Education Association
13-07	School Discipline	School Discipline Survey	Wyoming School Boards Association
13-08	School Discipline	Recommended Changes to LSO26-0088	Wyoming Department of Education
15-01	School Discipline Continued	26LSO-0089 v0.4 K-12 public school disciplinary policies and procedures.	Legislative Service Office
15-02	School Discipline Continued	26LSO-0090 v0.6 K-12 categorical grant to assist in student success.	Legislative Service Office