



Certification Page Regular and Emergency Rules

Revised September 2016

Emergency Rules *(After completing all of Sections 1 through 3, proceed to Section 5 below)*

Regular Rules

1. General Information

a. Agency/Board Name		
b. Agency/Board Address	c. City	d. Zip Code
e. Name of Agency Liaison	f. Agency Liaison Telephone Number	
g. Agency Liaison Email Address	h. Adoption Date	
i. Program		

2. Legislative Enactment

For purposes of this Section 2, "new" only applies to regular rules promulgated in response to a Wyoming legislative enactment not previously addressed in whole or in part by prior rulemaking and does not include rules adopted in response to a federal mandate.

a. Are these rules new as per the above description and the definition of "new" in Chapter 1 of the Rules on Rules?

No. Yes. Please provide the Enrolled Act Numbers and Years Enacted:

3. Rule Type and Information

a. Provide the Chapter Number, Title, and Proposed Action for Each Chapter.
(Please use the Additional Rule Information form for more than 10 chapters and attach it to this certification)

Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
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Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed
Chapter Number:	Chapter Name:	<input type="checkbox"/> New <input type="checkbox"/> Amended <input type="checkbox"/> Repealed

3. State Government Notice of Intended Rulemaking

a. Date on which the Proposed Rule Packet (consisting of the Notice of Intent as per W.S. 16-3-103(a), Statement of Principal Reasons, strike and underscore format and a clean copy of each chapter of rules were:

- approved as to form by the Registrar of Rules; and
- provided to the Legislative Service Office and Attorney General:

4. Public Notice of Intended Rulemaking

a. Notice was mailed 45 days in advance to all persons who made a timely request for advance notice. No. Yes. N/A

b. A public hearing was held on the proposed rules. No. Yes. Please complete the boxes below.

Date:	Time:	City:	Location:

c. If applicable, describe the emergency which requires promulgation of these rules without providing notice or an opportunity for a public hearing:

5. Final Filing of Rules

a. Date on which the Certification Page with original signatures and final rules were sent to the Attorney General's Office for the Governor's signature: **Uploaded to SoS system on July 16, 2018**

b. Date on which final rules were approved as to form by the Secretary of State and sent to the Legislative Service Office:

c. The Statement of Reasons is attached to this certification.

6. Agency/Board Certification

The undersigned certifies that the foregoing information is correct.

Signature of Authorized Individual	<i>Walt Wilcox</i> (with initials in circle) 7/12/18
Printed Name of Signatory	Walt Wilcox
Signatory Title	Chairman, State Board of Education
Date of Signature	July 12, 2018

7. Governor's Certification

I have reviewed these rules and determined that they:

1. Are within the scope of the statutory authority delegated to the adopting agency;
2. Appear to be within the scope of the legislative purpose of the statutory authority; and, if emergency rules,
3. Are necessary and that I concur in the finding that they are an emergency.

Therefore, I approve the same.

Governor's Signature	
Date of Signature	

Chapter 6
District and School Accreditation

STATEMENT OF REASONS

The proposed revisions to the Chapter 6 rules are intended to define the expectations for state accreditation and provide detail as to the process by which Wyoming school districts and the schools within districts are annually accredited by the Wyoming State Board of Education.

The Chapter 6 rules were last adopted in 2005 and are inclusive of several components of the Federal Elementary and Secondary Education Act of 2001, “No Child Left Behind” or NCLB. These components became outdated with the passage of the 2015 revision titled the “Every Student Succeeds Act” or ESSA. While the 2005 rules detail the requirements for accreditation and the consequences for reduced accreditation level, there is no explanation of the accreditation *process* for schools or districts.

In addition, changes in Wyoming statute since 2005 create changes that must be included in the Accreditation rules. Based on current laws, the major focus of accreditation is the district, rather than individual schools. Consequently, the first necessary modification is to change the Chapter 6 title from “School Accreditation” to “District and School Accreditation.”

By meeting the regulations set forth in the proposed rules, Wyoming districts ensure that processes are in place to meet statutory requirements intended to improve student learning and ensure equity of opportunity to learn.

Name (First & Last)	Town of Residence	Email address or Phone #	My comment is...	Agency Response
Marguerite Herman	CHEYENNE	marguerite.herman@gmail.com	Accreditation should include standards for student health, at the very least with staffing of school nurses and optimally laying out the basics of policies to promote health and addressing health issues.	<p>The proposed rules include a requirement that personnel and processes are in place to ensure physical and mental health needs of all students are met.</p> <p>No Change</p>
Marguerite Herman	Cheyenne	marguerite.herman@gmail.com	This Chapter includes requirements of boards to evaluate superintendents. I would like to see that requirement applied to boards of charter schools, which have CEOs that act in the role of superintendent. They are public schools, and their management should be evaluated.	<p>Requirements for Wyoming charter schools can be found in Education Rules, Chapter 32.</p> <p>No Change</p>

Chapter 6

District and School Accreditation

Section 1. Authority. These rules are promulgated by the Wyoming State Board of Education and the Wyoming Department of Education under the authority of W.S. 21-2-304(a)(i), W.S. 21-2-202(a)(i), and W.S. 21-2-202(c).

Section 2. Purpose. These rules establish the state accreditation requirements for all Wyoming schools and districts.

Section 3. Definitions.

(a) “Accountability” means the system of school performance ratings established by the Wyoming Accountability in Education Act.

(b) “Accountability Framework” means the Wyoming Comprehensive Accountability Framework: Phase 1. National Center for the Improvement of Educational Assessment. (January 31, 2012) incorporated by reference into Wyoming statute per W.S. 21-2-304(a)(vi), W.S. 21-2-204(f), and W.S. 21-2-204(k).

(c) “Accreditation” means a process by which each district and each school within the district annually self-reports and is monitored by the state in order to assure compliance with statutes that are intended to improve student learning and ensure equity of opportunity to learn.

(d) “Accreditation Criteria” means the requirements established in this chapter that all districts and the schools governed by these districts must meet, as applicable, to be accredited by the State Board.

(e) “Annual Accreditation Report” means a required document with attestations and links to documents submitted annually to the Department by districts that verifies adherence to the accreditation criteria.

(f) “Compliance” means meeting or adhering to the requirements of statutes and regulations.

(g) “Evidence” means annual reports, documents, web sites, data, surveys, and other artifacts used to verify adherence to the accreditation criteria.

(h) “Instructional Core” means an education model that illustrates the relationship between the teacher, the content, and active learning or student engagement.

(i) “Improvement Plan” means a document that includes goals and strategies to meet performance objectives.

(j) “Proprietary” means a process or product that is used, produced, or marketed under exclusive legal right of any business, agency, or non-profit organization.

(k) “Statewide System of Support” means state and district assistance intended to increase school performance in accordance with W.S. § 21-2-204(h).

(l) “Verification” means confirmation that all Wyoming districts and the schools governed by these districts have met the Wyoming accreditation criteria.

(m) “Wyoming Accountability in Education Act” (WAEA) means the Wyoming school accountability system established by W.S. § 21-2-204.

(n) “Wyoming High School Activities Association” (WHSAA) means an organization that promotes, coordinates, and controls interscholastic activities in Wyoming.

Section 4. Accreditation in General. The State Board shall accredit Wyoming districts and the schools governed by these districts based on adherence to all applicable laws, rules, and regulations, including the Wyoming Accountability Framework, based on the recommendation of the Department.

(a) The process for accreditation of Wyoming districts and the schools governed by these districts shall include:

(i) Attestation through an accreditation report submitted to the Department by November 1 annually by the district superintendent that the district and all schools governed by the district meet the accreditation criteria.

(ii) Annual verification of district compliance with all applicable laws, rules, and regulations through review of documents, data and other evidence by the Department aligned to the accreditation criteria.

(iii) A review of the District Assessment System (DAS) every five years by the Department.

(iv) The accreditation status of the district or individual schools may be lowered by the State Board based on school performance as measured by the Wyoming Accountability in Education Act in accordance with Section 6 of this chapter.

(b) All documents and data submitted to the Department, as well as other Department verification processes, shall be considered as evidence for accreditation to reduce duplicative reporting requirements.

(c) Findings of noncompliance shall be reviewed with district superintendents annually by March 1. District superintendents shall be given until May 1 to satisfactorily address the findings without negatively impacting the accreditation level of the district or any school governed by the district.

(d) The Department shall annually make an accreditation recommendation to the State Board for all Wyoming districts and the schools governed by these districts.

(e) The duration of accreditation shall be for one year, from July 1 to the following year on June 30.

(f) The accreditation level shall be the accreditation level for the next year unless an exception is granted by the State Board.

(g) The Department shall maintain a list of accredited Wyoming schools on the Department website.

(h) No Wyoming district or the schools governed by a district shall, as a condition for state accreditation, be required to participate in any proprietary continuous improvement or school improvement process provided by the Department beyond that required by the System of Support per W.S. § 21-2-204(h) and through Federal regulations.

(i) Each district will host an on-site external review of the district and schools within the district at least once every five (5) years with the purpose of reviewing selected accreditation criteria, including the district assessment system. This includes a review of the assessment system by the Department, and may include a review of other aspects of the district system by the Department, or an external systems review by a Department-approved third-party vendor.

Section 5. Accreditation Criteria. The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

(a) District Board. Oversight and governance for the district is provided by an elected board of trustees that determines the district purpose and goals, operates in an ethical manner, maintains up-to-date, publicly available policies and documents, and employs and evaluates a superintendent who serves as the chief administrator for the district.

(i) Board Members and Operations. An elected board provides oversight and governance for the district, establishes district policy, operates within established board duties, and adheres to a code of conduct and a code of ethics.

(ii) District Purpose and Goals. The board develops a widely shared purpose and goals, or strategic plan for the district that conveys high expectations for learning for all staff and students and is focused on improving the instructional core.

(iii) District Superintendent. A hired superintendent serves as the chief administrative officer, and implements district procedures in a cohesive manner consistent with statute, board policies, and the district strategic plan. The superintendent is evaluated by the District Board.

(b) District Leadership. District administrators, including principals, manage district operations and provide instructional guidance. District administrators are evaluated in a manner

consistent with Wyoming statute and regulations. The district superintendent or their representative provides assistance with school improvement planning and resource allocation for schools that need improvement.

(i) District and School Accreditation. District and school leaders annually self-evaluate to ensure the district and all schools within the district meet all applicable Wyoming accreditation criteria and the aligned requirements of statute.

(ii) District Leader Evaluation. District and school leaders are evaluated by the district superintendent in a manner consistent with statute and board policy. This includes annual submission of a review of the district leader evaluation system for districts with schools that are partially meeting and not meeting expectations per W.S. 21-2-204(h)(v) & (vi).

(iii) School Improvement Representative. The district superintendent or a designated representative provides assistance with improvement planning and resource allocation for schools identified as in need of improvement through the Wyoming accountability system.

(c) School Leadership. Principals provide administrative management and instructional leadership, including the evaluation of teachers and other instructional staff in accordance with Wyoming regulations, for the school(s) to which they are assigned.

(i) Principal Roles and Responsibilities. The district defines the roles and responsibilities of principals, including establishing a positive culture, instructional leadership, and school administration.

(ii) Teacher Evaluation. Teachers are evaluated by principals in a manner consistent with statute and board policy.

(d) Stakeholder Communication and Input. The district and all schools within the district communicate with and solicit input and feedback from stakeholders, and use the input to improve district and school processes.

(e) Employment and Certification. All personnel are hired and evaluated in accordance with Wyoming statute and district policies.

(i) Teacher Employment. District employment policies and practices ensure that quality applicants are hired for all instructional positions.

(ii) Certification and Assignment. All personnel that require certification have a current or pending certificate issued by the Wyoming Professional Teaching Standards Board, and their assignment is consistent with their area of endorsement.

(iii) Education Support Personnel. Education support personnel are employed in a manner consistent with district policy that ensures qualified support staff.

(iv) Compliance Training. District personnel receive compliance training as required by statute.

(f) Professional Development. The district professional development plan is designed to increase the capacity, collaboration, and collective efficacy of instructional staff and leaders to improve the instructional core. Professional development is regularly conducted, is relevant to daily work and content areas, and involves active work among colleagues.

(g) State Assessment and Accountability. All schools in the district administer Wyoming statewide assessments and receive a school performance rating annually in accordance with the Wyoming Accountability in Education Act (WAEA).

(h) School Improvement and Support. Schools identified as partially meeting or not meeting expectations assess needs using WAEA indicator data, write improvement goals aligned with the applicable WAEA indicators, develop improvement plans that are annually approved by the district and submitted to the Department, and participate in the Statewide System of Support if requested to do so by the Department.

(i) Data Review/Needs Assessment. Results from the Wyoming accountability system as well as other data are used to identify school improvement goals and priorities.

(ii) School Improvement Plans. School improvement plans are written, submitted to the district and the Department, implemented, and routinely updated by school leaders and staff for schools designated as in need of improvement.

(iii) Small School Improvement Plans. Schools that do not have at least ten students on at least two WAEA indicators will annually submit an improvement plan to the Department that includes strategies to improve student achievement, growth, and equity.

(iv) Statewide System of Support. Leadership teams for schools designated as priority schools by the Department participate in the system of support in accordance with statute.

(i) Programs, Standards, and Curriculum. Educational programs in the district are sufficient for all students to meet the uniform Wyoming Content and Performance Standards in all content areas.

(i) Education Programs and Standards. The curriculum in all content areas is aligned to and inclusive of the Wyoming Content and Performance Standards.

(ii) Math and Literacy Focus. Math and literacy are a high priority in the elementary grades.

(iii) College and Career Preparation. Coursework and guidance provided is sufficient to prepare students for college, career, and successful citizenship.

(iv) Other Curricular Requirements. The district curriculum addresses other curricular requirements included in Wyoming statute.

(j) District Assessment System. Through a balanced student assessment system, the district verifies that Wyoming Content and Performance Standards are taught and assessed in all content areas. Assessment results are used to set goals, make instructional decisions and monitor student progress. The assessment system is continuously refined and updated by the district, and is formally reviewed every five years by the Department. The assessment system may be reviewed more frequently by the Department for districts with schools that are partially meeting or not meeting expectations.

(k) Instructional Methods. The district has implemented a coherent instructional system and a shared instructional process or framework that defines high leverage teaching methods instructional staff use to engage students in the subject matter in all content areas across the district.

(i) District Instructional System. The district has a coherent approach, model, or system for aligning curriculum, assessment, instruction, learning support and other aspects of the instructional program.

(ii) Instructional Framework. The district has identified high leverage instructional strategies, intended to increase student engagement and active learning that should be observed in all classrooms across the district.

(iii) Teacher Expertise. Individual teacher professional growth is focused on the development of instructional expertise specific to the grade level or content area.

(l) Learning Supports. Assessment results are used to monitor student progress and assign students in need of intervention to multi-tiered supports. The district is in compliance with all State and Federal Special Education laws. The district addresses the individual learning needs of English learners.

(i) Student Learning Support. Individual student needs are addressed through a structured process that includes interventions and enrichment for all students. (i.e. Response to Intervention or Multi-Tiered System of Support).

(ii) Reading Assessment and Intervention. The district reading assessment and intervention plan includes multi-tiered supports, a screening program, progress monitoring, individual student reading plans, and individual school plans in accordance with W.S. 21-3-401.

(iii) Students with Disabilities. Specialized staff, differentiated instruction, and evidence-based interventions are provided for Students with Disabilities in accordance with Wyoming and Federal statute.

(iv) English Learners. The district provides support by qualified staff to address language barriers for English learners.

(v) Gifted and Talented. The district offers instruction that addresses the individual learning needs of gifted students.

(vi) Student Support Services. The district offers additional student supports including guidance counseling and social services, and instruction for hospitalized and homebound students.

(vii) Family Engagement. The district has adopted and implemented strategies to engage families at all levels in their children's learning.

(m) At-Risk and Dropout Prevention. The district has an early warning system to identify at-risk students, and has implemented dropout prevention strategies.

(i) Early Warning Systems. The district has data systems in place to monitor factors that are early predictors of dropout.

(ii) Compulsory Attendance. The district and all schools monitor student absenteeism and intervene as soon as a student becomes chronically absent.

(iii) Dropout Prevention Strategies. The district has implemented dropout prevention strategies.

(n) School Culture, Climate, and Safety. The district has a plan for promoting positive school culture and learning environments that are safe, orderly, and conducive to learning for all students.

(i) School Culture and Climate. The culture and climate in all schools is designed to ensure positive relationships and decrease harassment, intimidation, and bullying.

(ii) School Safety. All schools use multiple strategies to ensure the physical safety of students. These are defined in a district crisis management plan.

(o) Student Activities. Students are encouraged to participate in activities, clubs, organizations, field trips, and school-sponsored events that extend learning beyond the classroom. WHSAA sanctioned activities and athletics are made available to all high school-age individuals that reside in the district.

(p) High School Graduation. High school graduates satisfactorily complete coursework that meets or exceeds the minimum requirements established by the State Board.

(q) Technology and Media. District technology includes internet connectivity. Technology, library, and media services meet the research, learning, and information management needs of students and staff.

(r) Virtual Education. If virtual education is provided by the district, the virtual courses meet all state requirements in accordance with Chapter 41 Rules and Regulations.

(s) Buildings and Facilities. All schools and other district buildings are constructed and maintained in accordance with Wyoming School Facilities Department guidelines and other regulations that govern the safety and security of Wyoming public buildings.

(t) Student Health. Personnel and processes, including prevention programs, are in place to address the physical and mental health needs of all students enrolled in the district.

(u) Calendars and Schedules. The number of school days, hours of student teacher contact, alternative calendars, days of observance and mourning, scheduled holidays, and reports of school closure are in accordance with Wyoming statute, rules and regulations.

(v) Transportation. The district provides student transportation to and from school and provides student transportation for interscholastic activities in accordance with applicable laws, rules, and regulations.

(w) Food Services. The district adheres to Wyoming and Federal regulations and guidelines related to the sanitation of food service facilities and the quality and nutritional value of food provided to students. Free and reduced cost meals are provided based on the income of parents or guardians.

(x) Finance and Data. District finances are managed and routinely audited in accordance with Wyoming and Federal regulations, and accurate data are collected and reported to the Department in a timely manner.

(y) Student Information Management. Student information, records, identification, attendance calculations, enrollment and transfers are conducted in accordance with statute.

Section 6. Accreditation Status. All public school districts and schools within those districts shall be granted accreditation levels by the State Board.

(a) One of the following accreditation levels shall be granted by the State Board on an annual basis:

(i) Accredited. The district has met all applicable state accreditation criteria based on the Department annual review of evidence or the most recent external review. With the exception of schools identified as accredited with support in accordance with Section 7 of this chapter, the school accreditation level shall be the same as the district accreditation level.

(ii) Accredited With Follow-up. The district has not met one or more of the applicable accreditation criterion, and has not addressed the concern during the grace period described in Section 4(c) of this chapter. Districts that are accredited with follow-up will be

recommended for full accreditation to the state board upon Department verification that the district has met the criteria.

(iii) Accredited With Support. The district failed to meet one or more of the applicable criteria for more than one year. Schools and districts may also be accredited with support based on WAEA school performance level in accordance with Section 6 of this chapter. A district or school may remain at the level of accredited with support indefinitely.

(iv) Non-Accredited. Upon the recommendation of the Department and a majority vote of the State Board, a district that has been at the level of accredited with support for two or more years may be designated as non-accredited by the State Board.

(A) This decision shall be based on refusal or inability of the district to address the issues of non-compliance that caused the district to be at the level of accredited with support and shall not be based solely on school performance.

(B) The State Board may raise the status of a district from *non-accredited* to *accredited with support* based on a majority vote if the district has addressed the issues of non-compliance in a manner deemed satisfactory by the Department.

(C) The State Board and State Superintendent may take appropriate administrative action against any Wyoming district or any school governed by the district for non-accreditation.

Section 7. School Accreditation Status.

(a) The State Board may lower the annual accreditation status for an individual school based on WAEA school performance level per W.S. § 21-2-304(b)(ii). This shall include:

(i) An accreditation status of “accredited with support” for any school that is not meeting expectations for three or more consecutive more years. The first year of identification will be 2020-21 with the initial accountability level derived from the spring 2018 state assessment.

(ii) An accreditation status of “accredited with support” for any district in which every school in the district is not meeting expectations for three or more consecutive years. The first year of identification will be 2020-21 with the initial accountability level derived from the spring 2018 state assessment.

Chapter 6

District and School Accreditation

Section 1. Authority. These rules and regulations are promulgated pursuant to the Wyoming Education Code of 1969 (as amended 1999) by the Wyoming State Board of Education and the Wyoming Department of Education under the authority of (W.S. 21-2-304 (a)(i) and W.S. 21-2-202(c)(ii)).

Section 2. Applicability Purpose. These rules and regulations pertain to the evaluation and accreditation of public schools (K-12). With these rules and regulations, it is the intention of this agency to establish minimum standards with which public schools (K-12) must comply establish the state accreditation requirements for all Wyoming schools and districts.

Section 3. Promulgation, Amendment, or Repeal of Rules. Any amendments to these rules shall become effective as provided by the Wyoming Administrative Procedure Act. (W.S. 16-3-101 through 16-3-115).

Section 4 3. Definitions.

(a) Accreditation. A process by which each school district and each school within the district assesses itself and is monitored by the state in order to identify strengths, plan and implement improvement, assure legal compliance and assure the public that districts are providing educational programs sufficient to enable students to demonstrate proficiency in state and locally determined content and performance standards. (W.S. 21-2-304 (a)(ii) and W.S. 21-9-101(b)) “Accountability” means the system of school performance ratings established by the Wyoming Accountability in Education Act.

(b) Adequate Yearly Progress (AYP). A series of performance goals that every public school, public school district, and the state must achieve within special timeframes in order to meet the 100% proficiency goal established by the federal No Child Left Behind Act of 2001 (NCLB) “Accountability Framework” means the Wyoming Comprehensive Accountability Framework: Phase 1. National Center for the Improvement of Educational Assessment. (January 31, 2012) incorporated by reference into Wyoming statute per W.S. 21-2-304(a)(vi), W.S. 21-2-204(f), and W.S. 21-2-204(k).

(c) At-Risk Students. School age individuals who exhibit behaviors that place the student at risk of experiencing educational failure. (W.S. 21-2-202 (a)(xviii) and (xix), and W.S. 21-9-101(e)) “Accreditation” means a process by which each district and each school within the district annually self-reports and is monitored by the state in order to assure compliance with statutes that are intended to improve student learning and ensure equity of opportunity to learn.

(d) Benchmark Standard. A statement of skills and knowledge to be demonstrated at a specified grade or at the end of a specified range of grades. Benchmarks are used as checkpoints to monitor progress along a continuum of grades from kindergarten through grade-12 “Accreditation Criteria” means the requirements established in this chapter that all districts and

the schools governed by these districts must meet, as applicable, to be accredited by the State Board.

~~(e) Common Core of Knowledge. Areas of knowledge each student is expected to achieve at levels established by the district standards aligned to state standards. (W.S. 21-2-304(a)(iii))~~ “Annual Accreditation Report” means a required document with attestations and links to documents submitted annually to the Department by districts that verifies adherence to the accreditation criteria.

~~(f) Common Core of Skills. Skills each student is expected to demonstrate at levels established by the district standards aligned to state standards. These skills may be integrated into the Common Core of Knowledge standards. (W.S. 21-2-304(a)(iii))~~ “Compliance” means meeting or adhering to the requirements of statutes and regulations.

~~(g) Compliance. Documenting that the district adheres to applicable statutes and regulations~~ “Evidence” means annual reports, documents, web sites, data, surveys, and other artifacts used to verify adherence to the accreditation criteria.

~~(h) District Improvement Plan. A document developed by a public school district that serves as a blueprint for continuous improvement and progress toward school and student achievement objectives~~ “Instructional Core” means an education model that illustrates the relationship between the teacher, the content, and active learning or student engagement.

~~(i) Elementary and Secondary Education Act (ESEA). The federal education statute originally passed by the U.S. Congress in 1965, that authorizes many of the major federal education programs, including Title I, and has been reauthorized by Congress several times, most recently by the No Child Left Behind Act of 2001 (NCLB)~~ “Improvement Plan” means a document that includes goals and strategies to meet performance objectives.

~~(j) Fixed Costs. Costs that are essential to the operation of the school and district facilities that cannot be reduced or eliminated, and over which districts have limited control. These include utility costs and essential facilities repairs. They may also include repairs and construction required by law and safety regulations. (W.S. 21-15-115)~~ “Proprietary” means a process or product that is used, produced, or marketed under exclusive legal right of any business, agency, or non-profit organization.

~~(k) Guidance Services. Services which include the following major functions:~~ “Statewide System of Support” means state and district assistance intended to increase school performance in accordance with W.S. § 21-2-204(h).

~~(i) Counseling individual and small groups of students. Diagnostic testing results along with other pertinent information may be used as aides in the counseling process.~~

~~(ii) Consultation with school staff and with parents about the general welfare of students as individuals in the classroom and in the total school environment.~~

~~(iii) Coordination of guidance services within, between, and among schools, between school and community, and between school and referral agencies in the community.~~

~~(l) Health Services. An organized program provided by qualified personnel to: identify potential and existing health problems among students; provide injury and illness prevention services and emergency care; provide procedures for referral to other health care providers and community agencies; protect confidentiality of all health information; provide for the safe handling, storage and administration of both prescription and over the counter medications; and promote the health and wellbeing of all students “Verification” means confirmation that all Wyoming districts and the schools governed by these districts have met the Wyoming accreditation criteria.~~

~~(m) Media Services. An organized program to provide all students with access to resources which include all print, non print and electronic information and educational resource materials which aid in supporting the teaching learning process “Wyoming Accountability in Education Act” (WAEA) means the Wyoming school accountability system established by W.S. § 21-2-204.~~

~~(n) Parent, Student and Local Community Involvement. The participation by parents, local community, and students, when appropriate, in helping to support the development and implementation of student content and performance standards and school improvement goals “Wyoming High School Activities Association” (WHSAA) means an organization that promotes, coordinates, and controls interscholastic activities in Wyoming.~~

~~(o) Professional Development. A process involving evaluation, identification of needs, and planned activities for individuals, schools and the entire district designed to improve those elements of professional knowledge and skills that affect student learning. The process includes:~~

~~(i) Evaluation of professional development needs. The determination of professional development needs through a needs assessment, school improvement plans and teacher evaluations (W.S. 21-2-304).~~

~~(ii) Planned activities. Related professional development opportunities for initial study and direct instruction, follow up training, and in class practice with administrative support and feedback.~~

~~(iii) Monitoring of results. The examination of in class practice and student learning results as identified by school improvement plans to determine the impact of professional development.~~

~~(p) Program. Any or all of the district sponsored or district supported educational opportunities for students, either within or beyond the school day. (W.S. 21-3-110(a)(xv)).~~

~~(q) Public School. An entity created or chartered by a local district board which provides education free of charge to students ages 5 to 21. (W.S. 21-13-101(a)(iv)(vi)(vii) and~~

(xvi), and W.S. 21-4-301).

~~(f) Public School District. A governmental subdivision whose function is to provide for the education of persons in grades K-12 (or as otherwise legally authorized) in a geographic area defined by the Wyoming State Committee on School District Organization. (W.S. 21-13-101(a)(iii)).~~

~~(g) Reliable Measure. An assessment from which similar scores are obtained when the same procedure is used with the same students on different occasions, on different tasks measuring the same skill, and from different independent assessors.~~

~~(h) School Improvement Plan. A document developed by a public school that serves as a blueprint for continuous improvement and progress toward school and student achievement objectives.~~

~~(i) School Restructuring Plan. An addendum of the School Improvement Plan that serves as a blueprint for more systemic reform, consistent with federal law.~~

~~(j) Student Content Standard. A statement that specifies what students must know and be able to do in the areas identified by the Common Core of Knowledge and the Common Core of Skills.~~

~~(k) Student Performance Standard. A definition of how good is good enough to constitute a proficient performance on a set of content standards. This definition may include the following components:~~

~~(i) Performance levels. Labels for each level of achievement.~~

~~(ii) Performance descriptors. Describes performance at each level.~~

~~(iii) Sample student work. Examples of student work from a representative sample of all students that illustrate the full range of performance at each performance level.~~

~~(iv) Cut scores. Demarcation between adjacent levels of performance.~~

~~(l) Title I. The Elementary and Secondary Education Act program, reauthorized under the No Child Left Behind Act, that focuses on improving the academic achievement of disadvantaged students by providing federal funds to qualified schools to help academically disadvantaged students reach, at a minimum, proficiency on challenging state academic standards and state academic assessments.~~

~~(m) Valid Measure. An assessment that is a relevant and representative sample of the content area being measured. This determination includes the adequacy and appropriateness of the interpretation that is to be made from the assessment results.~~

~~(n) Wyoming State Accountability Workbook. The document, officially known as~~

~~the Consolidated State Application Accountability Workbook, required by the Department of Education, that describes how the state will comply with federal law, including a description of how annual determinations of Adequate Yearly Progress will be made for every public school and public school district.~~

Section 5 4. Wyoming Statutes Accreditation in General. ~~All public school districts, and the schools and personnel within those districts, must comply with the applicable statutes of the State of Wyoming~~ The State Board shall accredit Wyoming districts and the schools governed by these districts based on adherence to all applicable laws, rules, and regulations, including the Wyoming Accountability Framework, based on the recommendation of the Department.

(a) The process for accreditation of Wyoming districts and the schools governed by these districts shall include:

(i) Attestation through an accreditation report submitted to the Department by November 1 annually by the district superintendent that the district and all schools governed by the district meet the accreditation criteria.

(ii) Annual verification of district compliance with all applicable laws, rules, and regulations through review of documents, data and other evidence by the Department aligned to the accreditation criteria.

(iii) A review of the District Assessment System (DAS) every five years by the Department.

(iv) The accreditation status of the district or individual schools may be lowered by the State Board based on school performance as measured by the Wyoming Accountability in Education Act in accordance with Section 6 of this chapter.

(b) All documents and data submitted to the Department, as well as other Department verification processes, shall be considered as evidence for accreditation to reduce duplicative reporting requirements.

(c) Findings of noncompliance shall be reviewed with district superintendents annually by March 1. District superintendents shall be given until May 1 to satisfactorily address the findings without negatively impacting the accreditation level of the district or any school governed by the district.

(d) The Department shall annually make an accreditation recommendation to the State Board for all Wyoming districts and the schools governed by these districts.

(e) The duration of accreditation shall be for one year, from July 1 to the following year on June 30.

(f) The accreditation level shall be the accreditation level for the next year unless an exception is granted by the State Board.

(g) The Department shall maintain a list of accredited Wyoming schools on the Department website.

(h) No Wyoming district or the schools governed by a district shall, as a condition for state accreditation, be required to participate in any proprietary continuous improvement or school improvement process provided by the Department beyond that required by the System of Support per W.S. § 21-2-204(h) and through Federal regulations.

(i) Each district will host an on-site external review of the district and schools within the district at least once every five (5) years with the purpose of reviewing selected accreditation criteria, including the district assessment system. This includes a review of the assessment system by the Department, and may include a review of other aspects of the district system by the Department, or an external systems review by a Department-approved third-party vendor.

Section 6 5. Wyoming State Board of Education Policies and Regulations- Accreditation Criteria. All public school districts, and the schools and personnel within those districts, must comply with applicable Wyoming State Board rules. (W.S. 21-2-304) The accreditation criteria and the aligned indicators summarize the requirements for Wyoming districts and schools governed by Wyoming districts.

(a) District Board. Oversight and governance for the district is provided by an elected board of trustees that determines the district purpose and goals, operates in an ethical manner, maintains up-to-date, publicly available policies and documents, and employs and evaluates a superintendent who serves as the chief administrator for the district.

(i) Board Members and Operations. An elected board provides oversight and governance for the district, establishes district policy, operates within established board duties, and adheres to a code of conduct and a code of ethics.

(ii) District Purpose and Goals. The board develops a widely shared purpose and goals, or strategic plan for the district that conveys high expectations for learning for all staff and students and is focused on improving the instructional core.

(iii) District Superintendent. A hired superintendent serves as the chief administrative officer, and implements district procedures in a cohesive manner consistent with statute, board policies, and the district strategic plan. The superintendent is evaluated by the District Board.

(b) District Leadership. District administrators, including principals, manage district operations and provide instructional guidance. District administrators are evaluated in a manner consistent with Wyoming statute and regulations. The district superintendent or their

representative provides assistance with school improvement planning and resource allocation for schools that need improvement.

(i) District and School Accreditation. District and school leaders annually self-evaluate to ensure the district and all schools within the district meet all applicable Wyoming accreditation criteria and the aligned requirements of statute.

(ii) District Leader Evaluation. District and school leaders are evaluated by the district superintendent in a manner consistent with statute and board policy. This includes annual submission of a review of the district leader evaluation system for districts with schools that are partially meeting and not meeting expectations per W.S. 21-2-204(h)(v) & (vi).

(iii) School Improvement Representative. The district superintendent or a designated representative provides assistance with improvement planning and resource allocation for schools identified as in need of improvement through the Wyoming accountability system.

(c) School Leadership. Principals provide administrative management and instructional leadership, including the evaluation of teachers and other instructional staff in accordance with Wyoming regulations, for the school(s) to which they are assigned.

(i) Principal Roles and Responsibilities. The district defines the roles and responsibilities of principals, including establishing a positive culture, instructional leadership, and school administration.

(ii) Teacher Evaluation. Teachers are evaluated by principals in a manner consistent with statute and board policy.

(d) Stakeholder Communication and Input. The district and all schools within the district communicate with and solicit input and feedback from stakeholders, and use the input to improve district and school processes.

(e) Employment and Certification. All personnel are hired and evaluated in accordance with Wyoming statute and district policies.

(i) Teacher Employment. District employment policies and practices ensure that quality applicants are hired for all instructional positions.

(ii) Certification and Assignment. All personnel that require certification have a current or pending certificate issued by the Wyoming Professional Teaching Standards Board, and their assignment is consistent with their area of endorsement.

(iii) Education Support Personnel. Education support personnel are employed in a manner consistent with district policy that ensures qualified support staff.

(iv) Compliance Training. District personnel receive compliance training as required by statute.

(f) Professional Development. The district professional development plan is designed to increase the capacity, collaboration, and collective efficacy of instructional staff and leaders to improve the instructional core. Professional development is regularly conducted, is relevant to daily work and content areas, and involves active work among colleagues.

(g) State Assessment and Accountability. All schools in the district administer Wyoming statewide assessments and receive a school performance rating annually in accordance with the Wyoming Accountability in Education Act (WAEA).

(h) School Improvement and Support. Schools identified as partially meeting or not meeting expectations assess needs using WAEA indicator data, write improvement goals aligned with the applicable WAEA indicators, develop improvement plans that are annually approved by the district and submitted to the Department, and participate in the Statewide System of Support if requested to do so by the Department.

(i) Data Review/Needs Assessment. Results from the Wyoming accountability system as well as other data are used to identify school improvement goals and priorities.

(ii) School Improvement Plans. School improvement plans are written, submitted to the district and the Department, implemented, and routinely updated by school leaders and staff for schools designated as in need of improvement.

(iii) Small School Improvement Plans. Schools that do not have at least ten students on at least two WAEA indicators will annually submit an improvement plan to the Department that includes strategies to improve student achievement, growth, and equity.

(iv) Statewide System of Support. Leadership teams for schools designated as priority schools by the Department participate in the system of support in accordance with statute.

(i) Programs, Standards, and Curriculum. Educational programs in the district are sufficient for all students to meet the uniform Wyoming Content and Performance Standards in all content areas.

(i) Education Programs and Standards. The curriculum in all content areas is aligned to and inclusive of the Wyoming Content and Performance Standards.

(ii) Math and Literacy Focus. Math and literacy are a high priority in the elementary grades.

(iii) College and Career Preparation. Coursework and guidance provided is sufficient to prepare students for college, career, and successful citizenship.

(iv) Other Curricular Requirements. The district curriculum addresses other curricular requirements included in Wyoming statute.

(j) District Assessment System. Through a balanced student assessment system, the district verifies that Wyoming Content and Performance Standards are taught and assessed in all content areas. Assessment results are used to set goals, make instructional decisions and monitor student progress. The assessment system is continuously refined and updated by the district, and is formally reviewed every five years by the Department. The assessment system may be reviewed more frequently by the Department for districts with schools that are partially meeting or not meeting expectations.

(k) Instructional Methods. The district has implemented a coherent instructional system and a shared instructional process or framework that defines high leverage teaching methods instructional staff use to engage students in the subject matter in all content areas across the district.

(i) District Instructional System. The district has a coherent approach, model, or system for aligning curriculum, assessment, instruction, learning support and other aspects of the instructional program.

(ii) Instructional Framework. The district has identified high leverage instructional strategies, intended to increase student engagement and active learning that should be observed in all classrooms across the district.

(iii) Teacher Expertise. Individual teacher professional growth is focused on the development of instructional expertise specific to the grade level or content area.

(l) Learning Supports. Assessment results are used to monitor student progress and assign students in need of intervention to multi-tiered supports. The district is in compliance with all State and Federal Special Education laws. The district addresses the individual learning needs of English learners.

(i) Student Learning Support. Individual student needs are addressed through a structured process that includes interventions and enrichment for all students. (i.e. Response to Intervention or Multi-Tiered System of Support).

(ii) Reading Assessment and Intervention. The district reading assessment and intervention plan includes multi-tiered supports, a screening program, progress monitoring, individual student reading plans, and individual school plans in accordance with W.S. 21-3-401.

(iii) Students with Disabilities. Specialized staff, differentiated instruction, and evidence-based interventions are provided for Students with Disabilities in accordance with Wyoming and Federal statute.

(iv) English Learners. The district provides support by qualified staff to address language barriers for English learners.

(v) Gifted and Talented. The district offers instruction that addresses the individual learning needs of gifted students.

(vi) Student Support Services. The district offers additional student supports including guidance counseling and social services, and instruction for hospitalized and homebound students.

(vii) Family Engagement. The district has adopted and implemented strategies to engage families at all levels in their children's learning.

(m) At-Risk and Dropout Prevention. The district has an early warning system to identify at-risk students, and has implemented dropout prevention strategies.

(i) Early Warning Systems. The district has data systems in place to monitor factors that are early predictors of dropout.

(ii) Compulsory Attendance. The district and all schools monitor student absenteeism and intervene as soon as a student becomes chronically absent.

(iii) Dropout Prevention Strategies. The district has implemented dropout prevention strategies.

(n) School Culture, Climate, and Safety. The district has a plan for promoting positive school culture and learning environments that are safe, orderly, and conducive to learning for all students.

(i) School Culture and Climate. The culture and climate in all schools is designed to ensure positive relationships and decrease harassment, intimidation, and bullying.

(ii) School Safety. All schools use multiple strategies to ensure the physical safety of students. These are defined in a district crisis management plan.

(o) Student Activities. Students are encouraged to participate in activities, clubs, organizations, field trips, and school-sponsored events that extend learning beyond the classroom. WHSAA sanctioned activities and athletics are made available to all high school-age individuals that reside in the district.

(p) High School Graduation. High school graduates satisfactorily complete coursework that meets or exceeds the minimum requirements established by the State Board.

(q) Technology and Media. District technology includes internet connectivity. Technology, library, and media services meet the research, learning, and information management needs of students and staff.

(r) Virtual Education. If virtual education is provided by the district, the virtual courses meet all state requirements in accordance with Chapter 41 Rules and Regulations.

(s) Buildings and Facilities. All schools and other district buildings are constructed and maintained in accordance with Wyoming School Facilities Department guidelines and other regulations that govern the safety and security of Wyoming public buildings.

(t) Student Health. Personnel and processes, including prevention programs, are in place to address the physical and mental health needs of all students enrolled in the district.

(u) Calendars and Schedules. The number of school days, hours of student teacher contact, alternative calendars, days of observance and mourning, scheduled holidays, and reports of school closure are in accordance with Wyoming statute, rules and regulations.

(v) Transportation. The district provides student transportation to and from school and provides student transportation for interscholastic activities in accordance with applicable laws, rules, and regulations.

(w) Food Services. The district adheres to Wyoming and Federal regulations and guidelines related to the sanitation of food service facilities and the quality and nutritional value of food provided to students. Free and reduced cost meals are provided based on the income of parents or guardians.

(x) Finance and Data. District finances are managed and routinely audited in accordance with Wyoming and Federal regulations, and accurate data are collected and reported to the Department in a timely manner.

(y) Student Information Management. Student information, records, identification, attendance calculations, enrollment and transfers are conducted in accordance with statute.

Section 7 6. Student Standards Accreditation Status. ~~All public school students shall meet the student content and performance standards at the level set by the school district aligned to state standards for:~~ All public school districts and schools within those districts shall be granted accreditation levels by the State Board.

(a) ~~Common Core of Knowledge, emphasizing reading, writing and mathematics in grades one (1) through eight (8): (W.S. 21-9-101(b)(i) and (ii)).~~ One of the following accreditation levels shall be granted by the State Board on an annual basis:

(i) Accredited. The district has met all applicable state accreditation criteria based on the Department annual review of evidence or the most recent external review. With the exception of schools identified as accredited with support in accordance with Section 7 of this chapter, the school accreditation level shall be the same as the district accreditation level.

(ii) Accredited With Follow-up. The district has not met one or more of the applicable accreditation criterion, and has not addressed the concern during the grace period

described in Section 4(c) of this chapter. Districts that are accredited with follow-up will be recommended for full accreditation to the state board upon Department verification that the district has met the criteria.

(iii) Accredited With Support. The district failed to meet one or more of the applicable criteria for more than one year. Schools and districts may also be accredited with support based on WAEA school performance level in accordance with Section 6 of this chapter. A district or school may remain at the level of accredited with support indefinitely.

(iv) Non-Accredited. Upon the recommendation of the Department and a majority vote of the State Board, a district that has been at the level of accredited with support for two or more years may be designated as non-accredited by the State Board.

(A) This decision shall be based on refusal or inability of the district to address the issues of non-compliance that caused the district to be at the level of accredited with support and shall not be based solely on school performance.

(B) The State Board may raise the status of a district from *non-accredited to accredited with support* based on a majority vote if the district has addressed the issues of non-compliance in a manner deemed satisfactory by the Department.

(C) The State Board and State Superintendent may take appropriate administrative action against any Wyoming district or any school governed by the district for non-accreditation.

(b) ~~Common Core of Skills. (W.S. 21-9-101(b)(iii)).~~

(c) ~~The district shall involve parents, community, and professional staff in developing student content and performance standards in the common core of knowledge and skills through an officially adopted planning process reinforced by board of trustee policies. Districts may choose to adopt state standards using the board of trustees' official process that includes involving parents, community, and professional staff. (W.S. 21-9-101(b)).~~

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

(i) ~~Planned strategies for intervening with students who fail to demonstrate proficiency on standards; and~~

(ii) ~~Planned strategies for academically challenging students who consistently exceed standards.~~

(e) ~~The district shall adopt and implement strategies to monitor the teaching of standards. (W.S. 21-3-110(a)(xvii), (xviii), and (xix)).~~

Section 8 7. Student Assessment School Accreditation Status.

~~(a) The state shall have a system of assessments aligned with state standards, consistent with the requirements of state and federal law. This assessment system shall be designed in accordance with standards of professional technical quality, as described in Section 8(f)(iii)(A) through (E), and be capable of generating results for all identifiable subgroups within each public school and public school district (W.S. 21-2-304(a)(iv) and (v)). The State Board may lower the annual accreditation status for an individual school based on WAEA school performance level per W.S. § 21-2-304(b)(ii). This shall include:~~

~~(i) An accreditation status of “accredited with support” for any school that is not meeting expectations for three or more consecutive more years. The first year of identification will be 2020-21 with the initial accountability level derived from the spring 2018 state assessment.~~

~~(ii) An accreditation status of “accredited with support” for any district in which every school in the district is not meeting expectations for three or more consecutive years. The first year of identification will be 2020-21 with the initial accountability level derived from the spring 2018 state assessment.~~

~~(b) For the 2004-2005 school year, each district shall ensure that all students in fourth, eighth, and eleventh grades participate in the Wyoming Comprehensive Assessment System (WyCAS).~~

~~(c) Beginning with the 2005-2006 school year, the state assessment system shall include and each district shall implement an assessment of student performance in reading, writing, and mathematics at grades three through eight and at grade 11.~~

~~(d) Beginning with the 2007-2008 school year, the state assessment system shall include and each district shall implement an assessment of student performance in science at least once in each of grades three through five, grades six through eight, and grades ten through twelve.~~

~~(e) The district shall ensure that all students enrolled in the grades required to be assessed participate in the assessment system in one of three ways (W.S. 21-2-304(a)(v) and W.S. 21-3-110(a)(xxiv)):~~

~~(i) In the general assessment with no accommodations;~~

~~(ii) In the general assessment with appropriate accommodations; or~~

~~(iii) In the alternate assessment.~~

~~(f) The district shall design and implement a district assessment system to measure student performance relative to district content and performance standards aligned to state standards. At a minimum, the district assessment system shall be designed to determine whether all students have had equality of educational opportunity to learn the content and skills~~

~~represented in the standards and to the level established by the performance standards. This assessment system shall be designed in accordance with standards of professional technical quality, as set forth in Section 8(f)(iii)(A) through (E), and be capable of generating results for all identifiable subgroups within the district (W.S. 21-2-304(a)(iv) and (v), and W.S. 21-3-110(a)(xxiv)).~~

~~(i) In order to evaluate equality of educational opportunity, the assessment system shall be implemented uniformly across the district.~~

~~(ii) Among other measures, the district shall incorporate the state assessment system into its district assessment system by using state assessment results to measure the Wyoming Content and Performance Standards in mathematics, reading, and writing for fourth, eighth, and eleventh grade students.~~

~~(iii) The system shall be designed and implemented so that inferences pertaining to equality of educational opportunity can be supported by the assessment system. The system shall be designed to meet the following technical requirements, all of which contribute to documenting the validity of the overall district assessment system.~~

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

~~(B) Consistency the assessment system should be designed and implemented in such a way so that inferences drawn from the results of the assessments are consistent and not dependent on error due to raters or the quality of the assessments. While the focus is on the system, in order to meet this requirement, individual assessments within the system will need to be designed to yield consistent results, in terms of error due to raters, tasks, administration conditions, and occasions.~~

~~(C) Fairness the assessment system should be designed so that it is not biased against any group of students. As such, appropriate accommodations should be used so students with disabilities and Limited English Proficient students have fair access to the assessment system. As stated in Section 8(e)(i), (ii) and (iii) herein, multiple assessment formats should be employed in the assessment system which will contribute to improving the fairness of the system.~~

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

~~(E) Descriptions of what constitutes proficient performance shall be clearly articulated and shall be correlated with the performance descriptors found in the Wyoming Content and Performance Standards. The cut scores that delineate the various~~

performance levels on each assessment shall be tied to these district performance descriptors and shall be based on research or best practices.

(g) ~~The district shall have a board approved process in which student performance results are identified, monitored, and reported (W.S. 21-2-202(a)(xiv) and W.S. 21-2-304(a)(v)).~~

(i) ~~The district shall distribute a uniform state report widely to its patrons in addition to other results from the district's assessment system as deemed appropriate by the district.~~

(ii) ~~The district shall report the results of the district assessment system to the Wyoming Department of Education. Disaggregated results shall be reported for any of the following subgroups that include 10 or more students: gender, ethnicity, economic status, mobility indicators, disability status, and other appropriate for the given locale. These disaggregated results shall be used to determine if all groups of students have been provided adequate opportunities to acquire the knowledge and skills necessary for meeting the graduation standards.~~

(h) ~~In order for the State Board of Education to accredit school districts, each district will submit to the Wyoming Department of Education the following information at least 45 days prior to its scheduled accreditation visit:~~

(i) ~~The district assessment plan that indicates the specific grade/course levels assessed, the types of assessments, the specific standards assessed, and a brief description of the assessments;~~

(ii) ~~Evidence of alignment among the standards, benchmarks, and assessments;~~

(iii) ~~Evidence of consistency of the assessment system;~~

(iv) ~~Documentation regarding the fairness of the assessment system;~~

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

(vi) ~~Procedures for ensuring the participation of all students regardless of disability or English language proficiency;~~

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

(viii) ~~Sample reports produced from the assessments in the system;~~

(ix) ~~At least three sample assessments from the system which are not~~

~~purchased, standardized assessments; and~~

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

~~**Section 9. — Accountability System.** The state shall have a single statewide accountability system, with rewards and consequences, consistent with the requirements of state and federal law. The Accountability System shall be as defined in the Wyoming State Accountability Workbook, approved by the U.S. Department of Education, and shall include an annual Adequate Yearly Progress (AYP) determination, based primarily on the results of state assessments, for every public school and public school district. (W.S. 21-2-304(a)(vi)). The Accountability System shall be designed to provide valid and reliable accountability determinations that can help promote continuous improvement in raising student achievement and closing achievement gaps.~~

~~**Section 10. — Rewards and Consequences.** The state shall have a system of rewards and consequences for every public school and public school district, consistent with the requirements of state and federal law. (W.S. 21-2-304(a)(vi)(C)(D) and (E)).~~

~~(a) Rewards. Each public school and public school district shall be eligible for rewards based on its annual AYP determination and additional data. Rewards shall be administered by the Wyoming Department of Education and may include:~~

~~(i) Notification to eligible schools and districts, with the option to request further public recognition by the State Department of Education;~~

~~(ii) Encouragement for schools to seek awards (through districts) under Wyoming's Innovative Trust Fund (or other funds established in state law) to support innovative education initiatives that improve student achievement to the extent state funding is available for such purpose;~~

~~(iii) Awards for Title I schools (through districts) under the provisions of NCLB to the extent federal funding is available for such purpose;~~

~~(iv) Consideration for increased local flexibility, consistent with state and federal law.~~

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

~~(i) School Level Consequences~~

(A) ~~Year 1. A school that does not meet AYP in any year shall be expected to undertake, with the participation of the school district, an examination of the AYP determination and an identification of reasons for underperformance. The school shall be expected to address identified issues as part of its annual review and School Improvement Plan development process. The school, at the option of the district, may receive targeted technical assistance to be provided by the state, to the extent available given state capacity and funding.~~

(B) ~~Year 2. A school that does not meet AYP in the same subject for two consecutive years shall be subject to the following improvement consequences:~~

~~(1) If the school is a Title I school, the district shall provide written notice to the parents of each student enrolled in the school of the determination and the resulting consequences.~~

~~(2) For Title I and non Title I schools, not later than three months after identification for improvement, the school with broad-based involvement of parents, school staff and others, shall review and revise its School Improvement Plan to address identified issues and shall obtain district approval of the revised plan. The School Improvement Plan shall cover a 2 year period and shall be implemented expeditiously and in no case later than the beginning of the school year following identification.~~

~~(3) Targeted technical assistance shall be provided by the Wyoming Department of Education and the district for all schools not meeting AYP.~~

~~(4) For Title I schools, consistent with federal law, the school shall target 10% of Title I funds to high-quality professional development. Non-Title I schools shall be encouraged to make professional development activities a focus of the school improvement plan.~~

~~(5) For Title I schools, consistent with federal law, the district shall provide students enrolled in the school the option to transfer to another public school within the district that has not been identified for improvement. The districts may elect to make public school choice available to students enrolled in non Title I schools, with appropriate limitations established by the district.~~

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

~~(1) For Title I schools, consistent with federal law, provide additional tutoring and support services for students, consistent with the supplemental educational services requirements of federal law.~~

~~(2) For Title I and non Title I schools, utilize funds for summer school and remediation efforts to provide additional tutoring and support services for students most at risk of not achieving proficiency goals.~~

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

~~(1) The district shall take one or more corrective actions consistent with state and federal law that are substantially and directly in response to the academic, staffing, curriculum, or other high priority areas in the school. Corrective actions shall include an appropriate educational intervention (including the review, revision, or expansion of a prior intervention) selected by the district from the following corrective action options: place an expert in the school; extend learning time; institute a new curriculum; decrease school management authority; restructure the school's internal organization; replace appropriate staff.~~

~~(2) The district shall publish and disseminate, to parents and to the public, information regarding the corrective action taken at each school.~~

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

~~(1) For Title I and non Title I schools, the district shall undertake a review and revision of the corrective actions undertaken in Year 4, as appropriate, and continue with implementation of the corrective actions.~~

~~(2) For Title I schools, the district shall develop a restructuring plan for the school. The School Restructuring Plan shall follow NCLB guidelines and shall include a fundamental reform at a systemic, governance level that is to be taken by the district to improve student achievement. The district shall obtain approval of the School Restructuring Plan from the State Board of Education and shall prepare to implement the plan at the start of the next school year.~~

~~(3) For Title I and non Title I schools, the district shall undertake a review and revision of the corrective actions undertaken in Year 4, as appropriate.~~

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

~~(1) For Title I schools, the district shall implement the School Restructuring Plan developed and approved in Year 5.~~

~~(2) For non Title I schools, the district shall review, revise, and expand, as appropriate, the corrective actions undertaken in previous years.~~

~~(iii) District Level Consequences:~~

(A) ~~Year 1. A district that does not meet AYP in any year shall be expected to undertake an examination of its AYP determination and an identification of reasons for not meeting AYP. The district shall have the option of receiving targeted technical assistance to be provided by the Wyoming Department of Education to the extent available given state capacity and funding.~~

(B) ~~Year 2. A district that does not meet AYP in the same subject in any two consecutive years shall be subject to the following improvement consequences:~~

(1) ~~Not later than 3 months after identification for improvement, the district, with broad-based involvement of parents, staff, and others, shall develop or revise a District Improvement Plan and shall obtain approval of the plan from the Wyoming Department of Education. The District Improvement Plan shall cover a two-year period and shall be implemented expeditiously and in no case later than the beginning of the school year following identification.~~

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

(C) ~~Year 3. A district that does not meet AYP in the same subject for three consecutive years shall, if not already undertaken, begin implementation of the District Improvement Plan developed and approved in Year 2.~~

(D) ~~Year 4. A district that does not meet AYP in the same subject for four or more consecutive years shall be subject to the consequences applicable to districts in Year 3 as well as the following requirements:~~

(1) ~~For Title I districts, the state shall take one or more corrective action, as required by federal law and acting consistent with state law, from a menu of possible corrective actions.~~

Section 11. — School Improvement. ~~The district shall monitor school improvement planning of its schools and coordinate activities in support of implementing these plans. (W.S. 21-2-304(a)(v)). This process shall include:~~

(a) ~~Identification of district targets for improvement that reflect the common goals of individual school improvement plans based on state assessment system results in conjunction with the districts' assessment results.~~

(b) ~~Coordination of district instructional, human and fiscal resources in support of school improvement plans.~~

(c) ~~Oversight of school improvement goals and activities, including technology, to verify coordination and consistency with the district's technology plan. Each school improvement plan shall include:(i) Improvement goals derived from WyCAS and district~~

annual assessments;

- (ii) ~~Strategies for all students and specific strategies for student subgroups failing to meet the standards;~~
- (iii) ~~Strategies for student learning uses of technology;~~
- (iv) ~~Designated resources in support of the plan; and~~
- (v) ~~Evaluation of student results related to the goals.~~

Section 12. — Professional Development. ~~The district shall demonstrate that professional development relates to student performance. (W.S. 21-2-202(a)(i) and (xx), W.S. 21-2-304(a)(ii), W.S. 21-2-304(a)(v), W.S. 21-3-110(a)(xix), W.S. 21-9-101(b), and 21-9-101(e)). Professional development shall focus on:~~

- (a) ~~The development and implementation of standards and standards-based assessments;~~
- (b) ~~The instructional and student learning uses of technology;~~
- (c) ~~Individual school improvement goals;~~
- (d) ~~Assessed needs based on documented student results; and~~
- (e) ~~Individual professional development goals for teachers in need of improvement.~~

Section 13. — Parent and Community Involvement. ~~The district shall have procedures for involving school personnel, parents and community in decision making (W.S. 21-2-202(a)(ii)). Procedures shall include:~~

- (a) ~~Strategies for implementing standards;~~
- (b) ~~Goal setting and planning for school improvement; and~~
- (c) ~~Identification of budget priorities based on student performance standards~~

Section 14. — At-Risk Students. ~~The district shall have policies and procedures for every school in the district to identify and intervene with at risk students. In addition, all schools shall provide instruction as appropriate through the school curriculum directed at the prevention of at-risk behavior. (W.S. 21-2-202 (a)(xix), W.S. 21-2-304(a)(ii) and 21-9-101(e)). These policies and procedures, at a minimum, shall include:~~

- (a) ~~Mechanisms for coordinating efforts across programs to maximize their effectiveness in preventing academic failure and for accessing the most appropriate program services for each student who exhibits behavior that places the child at risk for school failure.~~

These mechanisms shall include:

- (i) An at risk committee which:
 - (A) Consists of at least two certified regular education teachers, at least one of which is the student's classroom teacher, and the school principal with other staff knowledgeable of at risk programs and strategies acting as consultants to the committee according to the needs of the individual student.
 - (B) Communicates with and includes, to the extent practical, parent(s) of the student discussed.
 - (C) Documents proceedings and communications with parents, and the student's teacher(s), to the extent required by the programs under consideration.
 - (D) Directs, evaluates, and documents the success or failure of the interventions to the extent required by the program for which a student is being considered, prior to making referrals for services outside the regular classroom. Title I student identification may occur with its own set of criteria.
 - (E) Ensures all relevant routine screening procedures, especially hearing and vision, have been completed on a regular basis and results are current for the school year.
- (b) Rules for programs that address the needs of students with disabilities.
- (c) Provision of strategies for students who consistently fail to meet or who exceed standards including:
 - (i) Expeditious referral of students to at risk programs.
 - (ii) Oversight of efforts to increase access of students to corrective and enrichment instruction in addition to that routinely provided in the regular classroom.
- (d) Methods by which the district and schools monitor student learning results, based on student performance standards, for those groups who receive program services.
- (e) Procedures for the district in consultation with the schools to decide whether a program shall continue based upon those results.

Section 15. — School Climate. The district shall adopt a procedure for assessing and reporting school climate on a regularly scheduled basis for school improvement planning purposes. The procedures shall include, at a minimum, assessment of students and staff at all grade levels, and of parents that include the following aspects of school climate:

- (a) School mission and student learning;

- (b) School safety;
- (c) Service provision;
- (d) Equity; and
- (e) Opportunity to learn.

Section 16. — Facilities and Budget. The district shall adopt board of trustee policies that specify how state and district student performance standards have affected planning for facilities and annual budget priorities beyond fixed costs.

(a) The programs provided shall be sufficient for students to meet state and district content and performance standards. (W.S. 21-9-101(b)). Provisions for these programs shall include:

(i) Provisions to implement educational technology per the district technology plan and as necessary for delivery of instruction in the standards. (W.S. 21-9-101(b)(i)(M); (W.S. 21-9-101(b)(iii)(C); and W.S. 21-15-115(a)(vii)).

(ii) Textbooks, supplies and/or instructional materials deemed necessary by the district to deliver instruction on the standards. (W.S. 21-9-201).

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

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

Section 17. — Technology. The district shall develop and implement a technology plan that follows the guidelines set forth in the statewide technology plan. (W.S. 21-2-202(a)(xx)). The plan will include:

(a) District policies and procedures for accessing, using and sharing technology and information available through technology;

(b) A statement of the district's vision and mission for the integration in the application of technology into teaching and learning.

(c) Strategies for the establishment of formal partnerships among public and private entities to ensure community participation in the creation and implementation of the plan.

(d) Clear objectives for the integration in and application of technology to the

acquisition and performance of student standards.

(e) ~~An implementation plan that sets actions and timelines for deployment of necessary fiscal and human resources.~~

(f) ~~Professional development to ensure that staff is trained to use the technology to enhance instruction and improve student learning.~~

(g) ~~Evaluation strategies for determining needs and assessing impact of technology on instruction and improvement efforts.~~

(h) ~~Specific strategies for building and maintaining infrastructure and connectivity over time and provisions for sufficient budget to sustain each element of the plan.~~

Section 18. — Graduation Requirements. ~~All students, including an alternative school student, shall master the student content and performance standards aligned to state standards within the common cores of knowledge and skills at the levels set by the State Board of Education. Each student who demonstrates proficiency on the common core of knowledge and skills will be eligible for graduation per the requirements in Wyoming statute. These statutory requirements shall be monitored and enforced through the state accreditation process. (W.S. 21-2-304(a)(iii) and (iv)).~~

Section 19. — Services. ~~All districts shall provide support services. Nothing in this section shall be construed to prohibit school districts and/or schools within a district from providing these support services through partnerships with community agencies. The support services provided for students shall include:~~

(a) ~~Health/Safety Services. The district shall ensure that students are educated in a safe environment that meets all applicable building, health, safety and environmental codes and standards required by law for all public buildings. (W.S. 21-15-115(a)(i)).~~

(i) ~~The district shall provide an organized program provided by qualified personnel to:~~

(A) ~~Identify potential and existing health problems through routine health screening including:~~

(1) ~~Hearing screening for acuity and ontological problems.~~

(2) ~~Vision screening for acuity and color blindness.~~

(B) ~~Immediate and temporary care in case of injury.~~

(C) ~~Provide procedures for referral to other health care providers and community agencies.~~

- (D) ~~Provide procedures for confidentiality of all health information.~~
- (E) ~~Promote the health and wellbeing of all students.~~

~~Provide for the safe handling, storage and administration of both prescription and over-the-counter medications.~~

- (ii) ~~The district ensures that procedures are in place to ensure the following:~~

- (A) ~~Sanitation inspections for kitchens and serving areas are completed by the designated lawful authority and corrective actions required have been completed and documented;~~

- (B) ~~Fire inspections for all buildings and corrective actions required have been completed and documented;~~

- (C) ~~Ensure that eye protection is provided and used according to (W.S. 21-9-203A); and (D) Policies, procedures and practices required by law for the safe operation of student transportation services are adopted and implemented.(W.S. 21-3-131).~~

- (iii) ~~The district shall adopt and implement policies and procedures for managing exposure to common communicable diseases, exposure to blood borne pathogens, implementing Universal Precautions, and maintaining confidentiality of student and employee health information and records.~~

- (iv) ~~The district shall provide annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood borne pathogens. (29 CFR 1910, 1030).~~

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

- (b) ~~Media Services. Districts shall ensure that media resources:~~

- (i) ~~Are available and accessible to all students and staff;~~

- (ii) ~~Are available in sufficient quantity and quality to support the achievement of student content and performance standards;~~

- (iii) ~~Are sufficient to support the development of research and information accessing skills; and~~

- (iv) ~~Provide enhanced access to information technology as described in the district's technology plan and on the timeline specified by the plan.~~

- (c) ~~Guidance Services. The district shall ensure that students have access to~~

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

~~(i) Provide access to responsive services to address issues and concerns that may affect their educational, vocational and career development;~~

~~(ii) Provide assistance to students, beginning no later than eighth grade to develop educational and career plans, and includes assessment and advisement to set short and long term goals; and~~

~~(iii) Provide information about and assistance in determining post-secondary training opportunities.~~

~~**Section 20.—Verification.** All public school districts and the schools and personnel within those districts shall provide verification of compliance with these rules and regulations to the Wyoming State Board of Education annually.~~

~~**Section 21.—Accreditation Status.** All public school districts and schools within those districts shall be granted accreditation levels by the State Board of Education. (W.S. 21-2-202(e), W.S. 21-2-203(e)(ii), W.S. 21-2-304(b)(ii), and W.S. 21-2-305(a)(ii)).~~

~~(a) One of the following accreditation levels shall be granted by the State Board of Education on an annual basis:~~

~~(i) Full Accreditation. The local district and/or the schools within it have met the state accreditation standards in a fully satisfactory manner.~~

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

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

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

~~(v) Non-Accreditation. The local district and/or the schools within it have~~

~~not met the state accreditation standards. The State Board may attach penalties on an individual basis. The local district and/or the schools within it have:~~

~~(A) Consistently failed to complete or make substantial progress towards completing corrective actions on the schedule proposed by the district and accepted by the State Board at the time of citing; Consistently violated regulations; and/or~~

~~(B) Consistently filed delinquent reports required by statute or regulation.~~

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

~~(b) A school district may appeal a status of Non-Accreditation awarded it by the State Board of Education. A district may appeal for a reconsideration of that status to the State Board of Education within 30 days of the receipt of written notice of Non-Accreditation status.~~