The Board of Trustees of School District No. Two, in the County of Sweetwater and the State of Wyoming, met in regular session on September 13, 2016 at the Central Administration Building, Green River, Wyoming pursuant to notice and due call given each member of the Board of Trustees of said District. Brenda Roosa, Chairperson of the Board and a member thereof called the meeting to order at 7:01 p.m. The following members of the Board were present:

Brenda Roosa
Absent:
Robin Steiss
John Malone
Sherie Smith
Steve Core
Brad Cutler
Ann Rudoff

Others present were: Donna Little-Kaumo, Jamie Christensen, Darren Howard, Sheryl Wilson, Lu Kasper, Jen Figensen, Bert Lamb, Alan Demaret, Joseph Hamel, Greg Figenser, Linda Gojak, Linda Martin, Jason Fuss, Oscar Barton, Laurie Moody, Gayle Kendall, Stacey Court, Anne Marie Covey, Rhiannon Doak, Jennifer Duran, Steven Lake, Tony Beardsley, Charmi Martinez, Suzi Simmons, Matt Mikkelsen, Ralph Obrey, Lisa Robison, Darren Heslep, Sandy Bowling, Pete Brandjord and Bonnie Nielson.

1. OPENING ITEMS

1.01 Call to Order

The meeting was called to order by Chairperson Brenda Roosa at 7:01PM.

1.02 Roll Call/Pledge of Allegiance

2. VISITORS, DELEGATIONS, CORRESPONDENCE

2.01 Public Comments

Anthony Beardsley, commented that as an Activities Director for the District, he wanted to give kudos and make a comment about Greg Farnsworth, Technology Supervisor and the District Technology team as they have done a wonderful job for Beardsley at the State track meet as the team was able to get the meet up and running when it was desperate. Over the summer the team has helped Beardsley with many things and this Fall the team has pulled through for Beardsley on
several occasions. Beardsley thinks that sometimes the Technology team doesn’t get the credit that they deserve, but the team has been doing an outstanding job. Beardsley would also like to give Doug Hamel, Facilities Manager, Darrell Clement and the maintenance crew a round of applause as well. This fall, Beardsley has asked the maintenance crew to really work hard and they have done an outstanding job as the District has hosted college soccer games and last week Beardsley doesn’t think that there was a minute where there wasn’t something going on and the crew was doing everything. So both the Technology Department and Maintenance Department, Beardsley would just like to thank them real quick.

2.02 Recognition of 1st Place Bus Driver from the State Bus Rodeo (Martinez)

Charmi Martinez, Transportation Assistant Supervisor, stated that at the beginning of the summer, “we” go to a Bus Safety Rodeo in Casper, Wyoming and the whole State is there and paperwork is being passed out right now regarding some of the things that the bus drivers have to go through up there. The District bus drivers work really hard, they practice really hard and Martinez has backtracked two years ago and one of the District’s drivers did win this award and Martinez was away on a medical emergency so she was not able to present this award at the Board meeting, but Pat Merchant won the award two years ago in the “D” class division. “D” class division means the flat nose, snugged nose buses. Tonight Martinez would like to present Laura Pearson with her first place plaque, and all of the bus drivers go through a lot of stuff to get here and it is a real sport, so congratulations. Pearson also receives a jacket for this honor.

2.02 Presentation by the Child Development Center (Kasper)

Lu Kasper, Director of the Child Development Center (CDC), stated that she appreciates the fact that she is after Transportation because the District Transportation staff is incredible and Kasper will tell the Board a little bit more about that. Kasper mostly was coming tonight to thank the Board for being so amazing to the CDC this year and then Superintendent Little-Kaumo asked if Kasper would share a little bit about what the CDC does as an overview.

The CDC Mission is to improve the quality of life of all children and their families through early childhood education. CDC is funded through Federal government, State government and then fundraising and donations. CDC has to match whatever the government gives CDC with a 3% donation rate and so the CDC really has to get out there and actively do some fundraising. These are some of the partners that work with us: WIC, local businesses, library system, community nursing, parents as teachers, Sweetwater County School Districts #1 and #2, Head Start, Wyoming Department of Family Services, Memorial Hospital, Southwest Counseling, pediatricians and doctors and the families.

The CDC is an early childhood developmental center and work with children who have disabilities and is also a regular preschool. CDC works in the classroom on all of the areas that are specifically focused on for the kids that have special needs; and the main focus is communication, social and emotional, fine and gross motor skills, pre-academic and self help skills. CDC is required and actually the school districts are required to do “Child Find” and CDC does that for the school districts and identify, locate and evaluate babies to age five. CDC determines eligibility and needs and if needed specialized instruction and their related services. This is very similar to what is done
in the school districts. CDC serves students ages 0 to 5 years olds and Kasper didn’t realize all that CDC does until she became a part of that. CDC is divided into two programs: Part C are the babies to their 3rd birthday and Part B are the preschoolers.

For the babies to three, once they are identified as having a need, CDC does not serve them at the Center unless it is at the request of a parent. The CDC Family Service Coordinators (FSC) goes to the home to provide services, as do the occupational therapist, the speech teachers and the physical therapists. All children are assessed in all 5 area, as that is a requirement of the State, and in the early childhood, if a student qualifies for services they are put into place through an Individualized Family Service Plan (IFSP) because that plan involves very specifically the family. All services are provided in the home or child care facility but there are some parents that do not want CDC to come into the homes as some of the homes are kind of uncomfortable to go too, but CDC does go to the home if they can and there are some people the Kasper always tries to send two people to go too. Again, CDC is there to provide support to the parents as a lot of the kid’s needs are due to the parents just not knowing how to talk to their children.

CDC also has 3 year old classrooms and 4 year old classrooms. The 3 year old classrooms are unique in that if the student has a birthday after September 15th in that school year and they turn 4, the students can stay in the 3 year old classroom the rest of that school year. The student would come off of an IFSP and now have an Individualized Education Plan (IEP) at any time during the year. CDC can have little ones that are baby threes who have just turned three yesterday and kids that are four in the classroom. This can cause some interesting issues, so what CDC did was present a three year old class so that the focus could be on social development and learning through play. There is not an actual amount of pencil and paper kinds of things with the three year olds because Kasper does not think that that is appropriate, but there is a lot of “hands on” and experimental kinds of things. When the three year olds are finished and are sent on to the four and five year old classes the children should be able to listen to a whole story of three to four minutes, play and share with their peers, color and cut and use the tools correctly, know their colors and shapes and county to five, follow 1 step directions well which can be kind of a stretch at times and understand some of the educational vocabulary as it relates to reading, writing and math.

A child that turns 4 before September 15th can be in the preschool and pre-K class. During the year the CDC doesn’t have much of a transition and it is a little more stable in these classes, and the kids that move in or the kids that have been screened if there is space, are added. Students in the Pre-K classes work on pre reading, pre math, social skills, fine and gross motor skills and communication. Last year CDC worked with both of the schools districts and Sheryl Wilson, Curriculum Director, was a big part of it as well as the kindergarten teachers, to come up with common skills that “we” wanted for kindergarten readiness. Jennifer Figenser, Assistant Director at the CDC, and a couple of the teachers worked on a Curriculum Map based on those common skills and that is what the CDC is focusing on this year. CDC is spending a lot of time on phonemic awareness and pre math concepts, as a lot of the CDC teachers didn’t really know the importance of some of those pre reading and pre math concepts and are really excited about all of this. The social workers are working with individual children and are helping with social skills in the classroom.
There are some changes at the CDC, as Kasper is sure that people have read in the newspaper that the State cut funding by 18.5%, which was a pretty big hit, and Kasper probably almost had a nervous breakdown but Kasper made it. CDC had to eliminate their contract with STAR Transit and that significantly reduced the number of kids that CDC could transport, which made some people really upset. So Kasper contacted Superintendent Little-Kaumo and she said let me see what I can do. CDC has cut three administrative positions and those responsibilities were spread out amongst administrative staff. Two classrooms were eliminated so the class sizes are bigger and 9 support positions were not filled that were opened due to retirements and resignation.

When Kasper started at the CDC there was a ratio of students on an IEP vs. those not on an IEP was approximately 90% to 10%. CDC now has a 50% to 50% split, with regular ed and special ed. This is really important because “you” have to have kids who model the appropriate skills and it is also one of the State’s requirements.

CDC is so fortunate to have Alan Demaret, Special Services Director, to allow CDC to borrow some of the staff to do some special trainings for CDC and loan CDC some information and even some equipment as CDC can’t afford all of the necessary equipment. Kasper also wanted the Board to know that Linda Martin, Food Services Director, is also helping CDC in contracting some plates and dishes that CDC was doing through Sweetwater School District #1, but they could no longer help us. CDC purchases through this District which gives the CDC some of that bulk discount, so thank you Linda Martin.

The final thing is that School District #2 has donated 2 school buses to CDC, and Kasper knows that the Board all know this, but “you” have no idea the impact that it has had on CDC’s community and it will have more so when CDC receives the second bus which will be in a couple of weeks. So CDC would just like to thank the District so much for their support.

Robin Steiss commented that she spent a couple of days going to both of the CDC centers, as Steiss is on their Board, but it was most enlightening thing to watch those kids with the transitions in the classrooms, everything was so well organized and the kids were happy and having a good time and learning and there was a lot of consistency in the learning. Steiss knows that in years past when Steiss has gone there, Steiss did not see a lot of that as each class kind of functioned as their own entity and each time that Steiss went to a different room she could see repeats of what was being taught in the other rooms. This was very engaging as the kids were involved, the teachers were so great and caring and Steiss walked out of there just feeling good, so thank you for letting me come.

Kasper again wanted to thank “you” all as it has been awesome and “you” have made me cry and nobody does that.

Chairperson Roosa responded “thank you so much.”

2.04 “Gimme A Break” Drawing (Little-Kaumo)

Superintendent Little-Kaumo stated that the winner for this month is Nancy Core at Central Office. Superintendent Little-Kaumo will be doing Core’s job for a day and Core will be getting a day off.
Robin Steiss commented to not tell Steve Core when the day off is.

Steve Core thought that she might want to donate that day back, which Chairperson Roosa commented that she will let Nancy Core know that he said that!

3. **APPROVAL OF AGENDA**

3.01 Approval of Agenda

Sherie Smith moved, seconded by Robin Steiss.

Chairperson Roosa stated that there are two additional items that need to be added to the agenda. Steve Core moved, seconded by Robin Steiss to amend the agenda under bid requests 8.04-Consider Approval of Wood Chip Quote at Washington Elementary School and 8.05-Hear Update on Wolves Stadium Track Expansion Joint and Surface. Motion carried unanimously.

There is a motion and a second on the approval of the agenda on the floor, motion carried unanimously.

4. **CONSENT AGENDA ITEMS**

4.01 Approval of Consent Agenda Items 4.01 through 4.06

John Malone moved, seconded by Ann Rudoff to approve the consent agenda items 4.01 through 4.06. Motion carried unanimously.

5. **DISTRICT GOALS AND LEADERSHIP ACTIVITIES**

5.01 Hear Update on Wyoming School Board Association Fall Roundup

Chairperson Roosa stated that the Board had an amazing meeting with the Wyoming School Board Association Fall Roundup. The District hosted several districts this year instead of just Sweetwater County School District #1 and #2; and if anybody would like to offer comments on how they felt it went as the WSBA did a great job on presenting where “we” are at.

Brad Cutler commented that Brian Farmer from the WSBA always does a good job and there was some good discussions and good dynamics that Farmer tries to create. Cutler things that the WSBA really wants to help and are wanting ideas and “we” tried to give a few of those.

Chairperson Roosa stated that Farmer is an attorney so he talks a lot, but he did have a lot of good information.
5.02 Reminder of Wyoming School Board Association Annual Conference
November 16-18, 2016 in Casper, Wyoming.

Chairperson Roosa asked the Board members to please let Superintendent Little-Kaumo know if they are planning to go to the Annual Fall Conference.

5.03 Granger Meet and Greet, October 5th, 2016 at 6:00PM

Chairperson Roosa announced that the November Board meeting will be changed to Monday, November 7, 2016 due to the election; so if everyone would please make a note of that.

5.04 Board Governance Training (Roosa)

Chairperson Roosa stated that this month’s Board Governance Training was on communicating the Board’s commitment to learner’s and learning. Chairperson Roosa thought that the article was just wonderful, but really liked the five things that were talked about regarding the members of an effective Board, and recognizing the importance of working together.

1) Give our full attention to each other,
2) Ask questions to clarify,
3) Paraphrase to make sure that we hear what everybody is saying,
4) Aware of body language, as sometimes body language does speak louder than words,
5) Assume the person is speaking with a positive intent; and
6) Separate the emotion from the message.

Chairperson Roosa thought that this was just a great reminder.

John Malone commented that what “we” do on just starting the meeting like “we” do and this is probably the only meeting that “we” will have all year that “we” don’t have students recognized for whatever. That sends two messages:

1) “We” appreciate that and to be real blunt with you, it makes parents feel real good to know that their child is being recognized, to know that their child is succeeding; and
2) To be really blunt with you, you can’t buy that kind of public relations as it either happens or it doesn’t. Malone is proud that “we” do it.

Transportation was recognized tonight and I’m sure that the next 9 months “we” will do it each month also.

Chairperson Roosa stated that for next month there is a handout regarding “Leading in a Changing Environment.” Obviously there are a lot of changes in “our” environment right now and so this will be discussed next month.
6. **PERSONNEL**

6.01 Consider Approval of Internship Request for a Certified Staff Study Leave (Fuss)

Jason Fuss, Human Resource Director, stated that he brings forward to the Board for their consideration of approval for the internship request that is shown on Board Docs.

Brad Cutler moved, seconded by Robin Steiss to approve the internship request for a certified staff study leave by Tammy Noble. Motion carries.

7. **CURRICULUM, INSTRUCTION AND ASSESSMENT**

7.01 Hear Update on Green River High School and Expedition Academy ACT Test Results (Howard/Obray)

Darren Howard, Principal of Green River High School, commented that what he would like to do tonight is share some ACT data and really focus on the area of growth. The information that is shown below is really dealing with this year’s current senior class and how they have grown over the past three years.

When the seniors came in as freshman, and they took what is called the Explore test, which is part of the ACT suite, you can see below where the students scored in each subject area. If you look at the composite score, it was a 16.9 average within “our” school. Now the national average is kind of a misnomer because it is really a control group, meaning that not all kids are tested across the nation. This is probably a control group of approximately 100 students or so, but you can see where “we” tested compared to the kids that did test across the nation. So as freshman, “they” scored a composite of 16.9 in those areas.
So as a sophomore, the students come in and take the plan test that again is in the ACT suite, and as you can see across all areas “we” continue to grow and have bumped up the composite score in each academic area and the overall composite score was 17.9.

Last year as juniors, they all come in and “they” take the ACT and this is where “we” scored. “We” did not put the national average on there because not all states require that every student take the ACT, like Wyoming does according to Statute. So what “we” did was “we” took a comparison to where “we” are at in the State. You can see that in most areas, “we” are right there at the State average or just slightly below the State average. Again, the average composite score of 19.5 is still showing that there is still growth in this cohort of kids and that is what we are looking for. “We” are comparing apples to apples, so that when kids come in, “we” look at where the kids tested as freshmen and where they are going to end as seniors on their growth. “We” are not quite at the State average, but “we” are getting there and we are working there. The important thing is that the kids composite scores start as 16 and “we” are now at a 19.5 composite score, so there is growth over the three years.
The slide below will show you a five year average and this is not this year’s senior class, this is last year’s senior class. But if you look at the rolling 5 year average of “our” ACT at Green River High School, in 2012 “we” were .7 behind the State average, 2013 “we” were .7 behind the State average, in 2014 it bumped up to .8 on the State average, but then “we” get into 2015 and 2016, you can see that “we” are really closing the gap. Howard really doesn’t like the bar graph and he tried to put it into a line graph for you, but it was just messy. So you can see that “we” are chasing that State average and “we” are gaining on that target. The senior class will probably see a slight bump because they will probably be about a .3 or a .5 for next year, but this is the rolling average for the past five years of “our” ACT.

Chairperson Roosa asked Howard if he felt that “they” were heading in the right direction and Howard responded that “we” are heading in the right direction, “we” are working hard and “we” continue to be proud of “our” graduation rate. Our freshmen passing their courses continue to be successful and “our” attendance is well, so “we” are moving there and “we” are chasing it.

Brad Cutler asked Howard if he had to define one reason, can Howard identify something that definitely “you” know has helped to move them forward. Howard commented that there are a couple of things as “we” always compare apples to apples so each cohort of kids are different; you know that “we” are going to come in at a couple of different levels that “we” have to grow and as long as “we” are moving that forward. But Howard thinks that the academic intervention period is important and Howard thinks that the focus specifically on student engagement and specific learning targets that has been the District’s initiative the last couple of years has helped. Howard thinks that “we” have offered a lot of ACT prep to “our” students that they have taken advantage of through the library. “We” are working with the County library right now to do some on-line tutoring and some ACT prep with them, so that kids can have access to that 24 hours if they need too, as well.

Ralph Obray, Principal of Expedition Academy, thank you for allowing me to share data from Expedition Academy. Before we get into the actual data, the ACT as most of you know, is a curriculum based college readiness test that focuses on English, Math, Reading, Science and
Writing is an option piece; it is a college readiness benchmark score in each of the areas. As you look at the numbers on the chart below, Obray asked Howard for permission to show these numbers to the Board prior to this presentation. As you can see, Expedition Academy is chasing Green River High School and the State average, and generally the students that “we” get and that come to Expedition Academy are behind when “we” get them. They are chasing extra credits, they are in credit recovery and they are not coming to “us” because they are 4.00 students and are on the Dean’s list; that is not an excuse but that is just the world that “we” are living in at Expedition. One of the good models that “we” like to follow and gives us direct results is the MAP testing that is done during the fall, winter and spring and those results help us to give “our” students immediate feedback and it helps “us” see growth from when “we” get the students from fall to the spring. Our students are transient and last year “we” picked up almost 20 new students after Christmas and graduated 21 students that brought us down to the 30’s and now “we” back up to 51 students. It is a big flux of students to come in and out of “our” doors and they are from Freshman to Seniors.

Also some of the determining factors that “we” look at and Expedition Academy has usually been a school of 10th thru 12th grades students, but “we” have taken on a few Freshman the last few years. If “we” can get those Freshman to pass all of their credits at the Freshman year, they have a 70% chance of graduating from high school with a diploma versus if they do not earn those credits as a Freshman the significant of not getting that diploma is huge. So all of “our” Freshman that came in both last year and this year earned all of the credit that they could as Freshman coming in and that is a good point that “we” like to look at.

### 2015-2016 ASPIRE and ACT

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<th>Grade 09 -- ASPIRE</th>
<th>Math</th>
<th># Tested</th>
<th>Average</th>
<th>Grade 10 -- ASPIRE</th>
<th>Math</th>
<th># Tested</th>
<th>Average</th>
<th>Grade 11 -- ACT</th>
<th>Math</th>
<th># Tested</th>
<th>Average</th>
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<td>14.1</td>
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<td></td>
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</tbody>
</table>

On the five year rolling average, this is graph shows the individual scores with it and as you can see down the right side is the composite score. Like Obray has said, it is in flux, from 2011-2012 to 2012-2013 “we” were up a point, then down a tenth the up and back down and last year “we” grew. A lot of this depends on the students that “we” get and last year “we” had a pretty good group of students and one student coming in can make a huge difference in “our” tests scores and for which “we” were very grateful for last year. “We” had a couple of students that came in from out-of-state and liked Expedition and they helped us out greatly; but at the same time it can go the other way just a quickly.
Some of the things that “we” try to focus on, on trying to do the things that “we” do is that once a week “we” focus on ACT prep with the advisory classes with all of “our” students and “we” also take a lot of pride on working with “our” in asking them “what if.” What will be the result if “you” do “your” very best, what if “you” are here every day school, what if “you” go and show integrity and trust and do all of those things that are right and every day “we” work with kids in that way and to do their best. One of the funny things, and if you would note from the data at the bottom of the chart, 16.3 for the Math, most of the Math that is tested in the ACT is not where “our” students get to by their Junior year, so that is a great credit to “our” math instructor, Mr. Phil Harder, who has gotten those kids prepared and have done quite well on the ACT. Also, Miss Gee getting the students prepared in the Reading section as well; Obray appreciates their efforts as well. “We” also work with kids who take the tests seriously and Obray thinks that “we” have made a great impact the last couple of years instead of just going in and marking the answers. Take it seriously and take pride in “our” school and “our” community and the students have done a great job in doing that.

**Expedition Academy Five Year ACT Scores**

<table>
<thead>
<tr>
<th>Students Tested</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science</th>
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<tr>
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<tr>
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<td>13.8</td>
<td>15.5</td>
<td>17.5</td>
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</tr>
<tr>
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<td>12.8</td>
<td>15.3</td>
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<tr>
<td>15-16 ACT</td>
<td>16</td>
<td>14.1</td>
<td>16.3</td>
<td>16.2</td>
<td>15.4</td>
</tr>
</tbody>
</table>

One of the last things that Obray would like to share with the Board tonight, is that from last year’s graduating class, “we” had 28 Seniors listed with “our” school and of those 28, “we” had 8 early graduates, 7 who were on time, 7 who were 5th year graduates, 1 8th year graduate, 3 who dropped and 2 who were placed or transferred by local law enforcement. Out of those students, 11 entered the work force, 6 are now enrolled at Western Wyoming Community College, 1 was married, 1 is at a career and technical trade school in beauty school, 1 completed their CAN, 2 are entered into Job Corp, 3 dropped and 2 were transferred by the courts.

That is kind of a quick overview and a little bit more than just “our” ACT test scores.

Steve Core commented that Mr. Obray that is part of the story that needs to be told about what happens to these kids after they get out of high school and those are impressive numbers and Core likes to hear that. You had 28 and there are only 3 that “you really aren’t sure what is going on and that is great and it is good stuff. Obray commented that of those 3, “we” actually have 1 that returned this fall, 1 that moved to Laramie, Wyoming that “we” can’t get into contact with and the other student “we” were actually able to get enrolled back in Casper, Wyoming so hopefully the students can continue. Core responded good job.
Hear Update on Middle College Track at Green River High School (Howard)

Darren Howard, Principal of Green River High School, commented that one of the things that “we” are really excited about at Green River High School this year is the Middle College Track. This has been kind of the vision for the past three or four years and “we’ve” had this idea that when “we” first started talking about it “we” came up with what would it look like if “we” could get an early college program, meaning that kids would get 64 credits and graduate from Green River High School with a diploma and an Associate’s degree. After looking into this and after numerous meetings and a lot of logistics, it was a real challenge and one of the ideas that came out of countless meetings was this Middle College program that would get the students half way to their Associates degree. This was just a lot of hard work by “our” counselors, the administrative staff, Assistant Superintendent Jamie Christensen, the administrative staff at Western Wyoming Community College and a lot of putting your heads together and working on a lot of collaboration. Howard has invited Coty Nikont, Counselor at Green River High School, who really helped “us” lead the way. Howard remembers leaving one of the meetings and saying man every time that “we” have a meeting “we” leave with more questions than answers, so “we” just need to get our heads together and get this thing going and say what is this going to look like. To the counseling offices credit, as the staff jumped in with both feet and “they” have the first track this year starting with some Sophomores and a few Juniors. Howard would like Mr. Nikont to come up and do a nice presentation that he put together for you guys.

Coty Nikont, Counselor at Green River High School, commented that to really kind of kick things off with the Middle College program, Nikont wanted to go through some definitions real quick and explain a few things. Mr. Howard has already touched on the differences between Early College and Middle College; so with Early College “you” are really looking at getting a student an Associate’s degree by the time that the student graduates from high school; which is a total of 64 credits. The Early College, which Mr. Howard said that “we” had to back off of that as it was just a little bit too ambitious to jump in that far in one year and get it up and running. So “we” back off and put together a Middle College program aiming to get 32 college credits by the time a student graduates from high school. Giving the students an opportunity to complete their college in 3 years rather than the 4 years. There might still be some goals to look at the Early College program, but right now “we” just want to try this Middle College and see how it goes before “we” reach that in the future.

Another definition is the difference between dual credit and concurrent credit classes. Nikont gets that question a lot from parents asking aren’t these classes the same thing, which they are really similar. Dual credit is basically a class that is taught by a college professor in which the high school is agreeing to award credit for. Concurrent classes are classes that are taught by “our” high school faculty in which the college is agreeing to award credit for.

A big questions that has come from a lot of people is, why the push for dual and concurrent courses? The number one reason is parents and community as it is really becoming an expectation amongst the parents and the community for students to be allowed this opportunity to take college courses in high school and to get that head start on their college career. The second reason is that it is State Law and “we” are fortunate enough to have John Freeman here in town who is always at the school and is always advising “us” on what “we” need to be doing and how “we” are to be
moving forward. Freeman actually brought this to “our” attention that Wyoming State Statute Senate Enrolled Act 52, which basically the act says that students in high school across the State of Wyoming should have the opportunity to complete up to 12 college credits during their high school career. Finally, and probably the most important is that it is good for the students and that is always what “we” are looking at, at Green River High School and in Sweetwater County #2; what is best for the students. So what the data shows is that students who take Dual or Concurrent classes and can successfully complete them are more likely to enroll in college and more likely to earn their degree.

So the big questions last year and this year in a lot of the meetings that were done as counselors, how are “we” going to select students who want to participate in this, because “we” kind of figured that if this was put out there, there was going to be a huge demand for it. So the counselors had to be pretty clear on the guidelines and the selection process in order to see what that would entail. So last year the counselors took a look at all of the students that were enrolled in Honors/Advanced courses, grade point average and the students most current MAP scores in Reading and Mathematics. So from all of those data points, the three of us counselors sat down and “they” met for over three hours that day just going through the lists and evaluating different students and looking at more data when “we” needed it and “we” came up with a list of 25 students. During registration, the counselors offered this to all 25 students and of those 25 students, 20 students elected to participate which the counselors feel was a good solid cohort moving forward. Looking for the selection process for next year 2017-2018, “we” have met and have decided to add in the ACT Aspire data. This will just give “us” one more data point to look at and make sure that “we” are getting the most well rounded students in the program.

So how are “we” going to get to the 32 credits and listed below is the course of study that “we” have come up with and Mrs. Doak, Special Education Coordinator, has had a huge hand in this last year in meeting with the Distance Outreach program at Western Wyoming Community College (Western) and trying to look at what was going to be the most transferrable courses, general electives and also what progression “we” would like the students to take through high school. So what we have right now is the following:

**Sophomore Year:** Will start the 2nd semester of this year COMM 1030 – Interpersonal Communications and HLED 1003 – Wellness.

**Junior Year:** ENGL 1010 – English Composition I and ENGL 1020 – English Composition II, SOC 1000 – Sociological Principles and POLS 1000 – American and Wyoming Government, and this should meet the student’s Senior government requirement as well.

**Senior Year:** Is kind of up in the air right now as “we” have some ideas of what “we” would like that to look like such as MATH 1400 – College Algebra, MATH 1405 – Trigonometry, but that is still under an evaluation process at this point. So “we” are really wanting the students to get a math class, but what gets tricky there is what math level are the students at and how do “we” meet the needs of 20 different students with the math levels. “We” would also want to look at Science opportunities and possible more Communication courses as well. At the University of Wyoming right now, Nikont thinks that there are requiring 3 Communication classes of some sort and English 1010 and 1020
and General Communications classes meet those requirements, so there will be more
discussion around that.

With this course and are just trying to take in to consideration what the students will need to do
for their Senior year; and should end up with 30 college credits throughout their high school career.
With that the students will also have the opportunity to take additional concurrent classes or on-
line courses through high school that will gain them more credit. An example would be the Spanish
1010 and Spanish 1020 courses, which the students could gain an additional 8 college credits
through those courses.

Students who are in the Middle College program, which are currently the Sophomores, as the
Juniors are currently enrolled in kind of a hybrid program this year, but the Sophomores will be
looking at taking some sort of a placement test at the end of this year. Conversations are still
taking place on whether “we” are going to have the students do the full ACT or would “we” rather
have them take a new test that is being offered at Western which is the ALEKS placement test.
Essentially this would just meet the need for the prerequisite courses of English 1010 the student’s
need to score at least an 18 on the ACT or a comparable score on the ALEKS. “We” will be
figuring that out and will be testing the Sophomores in the late spring.

With this new program, “we” didn’t want to eliminate opportunities for other students and “we”
didn’t want to only have 20 students within the high school that had the opportunity to take Dual
and Concurrent classes. So all of the previous offerings for Juniors and Seniors will
still be available to them. The students can take up to 10 credits per semester paid for by BOCES.

John Malone stated that he had two quick questions; how does this look on a high school transcript
and then number two how or if it affects the high school grade point? Nikont stated that it will
look the same on the high school transcript as if they were taking high school courses. So English
1010 would be entered in on the transcript as English Composition I, English 1020 would be
English Composition II, and on and on, so “we” will take whatever the course title is and enter it
on the transcript. “We” have also talked about the grade point average and “our” feelings are, at
least at this point, that “we” are going to stick with the typical 4 point scale.

Brad Cutler asked if these particular programs would drive the grade point down, as Cutler could
see a kid being concerned about going this direction, but because of the consequences, we really
don’t have enough data to know yet do we? Nikont responded that “we” don’t have enough data
to say for sure one way or the other, “we” have had that conversation and that is why “we” spent
so much time trying to identify students “we” really felt strongly would be successful in this
program. The majority of these students starting out as Sophomores, had 4.00 and “we” might
have reached down to the 3.8’s, but the students have all solid GPA’s and according to their MAP
scores and their ACT scores, the students have the ability to be very successful.

Cutler asked if Nikont was seeing most Dual activities here or a combination, which Nikont
responded that for the most part it would be considered Dual. But what “we” have done to help
ensure success is to set up a facilitator program where “we” have a teacher that is linked to the
Western Wyoming Community College professor and will be facilitating the class during the
school day in “our” building. So “they” are written in on the blackboard system as a teacher’s aide
and have fully access to the student gradebook, are in constant communication with the teacher and it is similar to what the school has done for the past few years with Spanish 1010, 1020, 2020 and 2040 and have had a lot of success with.

Howard also commented that in answer to your question Mr. Cutler, these students are also required to check in once a week to the Academic Learning Center and the person up at the Academic Learning Center will do a grade check and check on how the student is doing and “we” are not going to let these students be totally blindsided if they fail and those kinds of things. If “we” see them kind of starting to struggle, “we” will evaluate and help them and if “we” don’t feel they belong there, “we” will put them back in to the regular track, but the students are required to check into the Academic Learning Center.

Nikont commented that the counselors are also monitoring the student’s grades and are notified immediately if a student is struggling so that “we” can pull them in and see what is going on.

Cutler asked how long has the school been doing this; which Howard stated that “we” have always offered Dual classes, but this is more for the kids that are going to follow through with it. Cutler commented that this is absolutely awesome and is glad that GRHS is doing this.

Nikont stated that the big thing is that a lot of those students that “we” have being doing this with in the past, if the student enrolls in an on-line class, then the student is given an “off period” to work on that on-line class. If the student is taking evening classes at the Green River Center, “we” build this program in to the student’s school day. Which means that “we” are ensuring that the students are logging in to their courses five times a week, which Nikont feels pretty comfortable saying that it is more than what most college students.

Ann Rudoff stated that what I am hearing you say is that the Middle College, are you expecting these to be on-line courses or face-to-face courses? Nikont responded that there is going to be a combination of both but the majority of them starting out right now are on-line courses and Nikont believes that Rudoff is teaching the Interpersonal Communications second semester, which Rudoff stated that that was news to her, but OK. Nikont stated that he thought that was right and Rudoff commented that that was kind of where she was going with this question, as Rudoff wrote that down because Western is just getting ready to building their schedule and was thinking that she is the one that lives in Green River, so that might be my class.

Nikont stated that he thinks that that is what the high school has worked out with Nancy, which Rudoff responded that Nancy is not her boss but that is OK. Nikont said he might be wrong about the name as he is just getting familiar with everybody over at Western, which Rudoff stated that she would do some sleuthing. Nikont says, there you go and then Rudoff can come back to the counselors and then they will have a better idea of what the second semester might look like too.

Rudoff said that Western is starting to build the schedule right now and that is why she is a little, my blood pressure just went up just a tad bit, so I will ask some questions. Nikont apologized for doing that to Rudoff. Rudoff said no it is good because this way Rudoff can go and ask some questions, as Western doesn’t have a division chair like “we” used too and Rudoff isn’t doing it,
so Rudoff will get some information for you and get back to you. Nikont commented that, that would be great.

Nikont also commented that the high school would like to involve more of their teachers, so Mrs. Hemphill is finishing up her Master’s degree and hopefully will be eligible to teach English 1010 and 1020 in the future and there might possibly be a Math class in the future with Mr. Harder, but those are discussions yet to come.

Rudoff stated that she will see what she can come up with and then will get back to Nikont, and Nikont stated that that would be great.

Howard stated that there is one other thing that the logistics have been worked out on and that is our athletes. Are the kids going to be forced, like am I going to have to go to my college class and get docked if I miss it for a sporting event or can they participate in the extra-curricular stuff. Western has been great and has created a form that if the student is going to be gone for a competition, get this form filled out and give to the instructor and it will be counted as an excused absence and it would not get counted against the student for being missed. So the collaboration between Western and Green River High School has been really, really good.

Nikont said even this year already, “we” have improved in that collaboration and Mrs. Bangert, Counselor at Green River High School, has been able to attend one Western’s meeting with “their” faculty earlier and “we” got a lot of good input and advice on that Senior year and also a deeper understanding of what this facilitator role is going to look like for “our” teachers. “We” are really excited about it and Nikont knows that there are students that are excited about it and parents as well. Nikont believes that it is going to be a good thing for Green River High School and hopefully something that can be broadened in the future.

Chairperson Roosa thanked Nikont for all of his work for getting this off of the ground and thinks that it will really be great for the students

7.03 Hear Update on School Performance Reports (Little-Kaumo)

Superintendent Little-Kaumo stated that she just wanted to give some kudos to Green River High School as it has been really difficult to put this Middle College and “we” still have aspirational goals of award Associate degrees at some point, but you know hardly anybody in the State is taking this direction to really development something so that kids who leave Green River High School will have one year of college underneath their belt already and so kudos to the counselors, Darren Howard and all of the team and Assistant Superintendent Jamie Christensen worked hard on this as well. Also a thank you for the work from the Western Wyoming Community College folks, because it is really important and Superintendent Little-Kaumo thinks that it is just another episode in Sweetwater #2 where “we” are holding high expectations for kids and “we” want to have opportunities for students. Superintendent Little-Kaumo also has goals to think about in regards to the career readiness students and some CTE types of programs in that direction too. “We” have got a good start this year and “we” are going to learn a ton and “we” will be approving it along the way.
Superintendent Little-Kaumo wanted to share with the Board the Accountability School Performance Reports for this past Spring. Superintendent Little-Kaumo thought that it would be important for the Board to understand the indicators that go into the overall rating. For grades 3rd through 8th there are 3 indicators and those indicators are achievement, growth and equity, plus a 4th indicator of participation rate, which means that there has to be 95% or more students who are eligible for the test to take the test.

- **Achievement** is really the percent of proficient or above test scores in the three areas tested: Mathematics, Reading and Science in grades 3 thru 8.
- **Growth** is measured in grade 4 because grade 3 is the first time that the students take the test and there has to be two years so that “we” can measure the growth between the years. This is the measurement of how a student’s growth compared with that of all Wyoming students from that particular year in the same grade who had similar math/reading scores in the previous year. So what “they” do is take all of the 4th graders and look at all of the 4th graders across the State of Wyoming that took the test in 3rd grade and “they” match them up with similar profiles; and then “they” look at their 4th grade scores and look at how much the students have grown. Basically it is tricky because there is going to be a line from 1 to 99 and a student needs to grow more than halfway and Superintendent Little-Kaumo will show the Board what the scoring matrix looks like, but there is going to be winners and losers. So when “you” make the growth marks that “you” need to for the State of Wyoming, that means that the interventions and the things that the teachers are doing are really above and beyond, otherwise “you” are just going to be stuck in the middle.
- **Equity** is the 3rd major indicator and it is designed to encourage schools to do as well as possible with the students who are more at risk. The school equity score is based upon growth in Math and Reading (not Science) of students belonging to a consolidated subgroup. The consolidated subgroup are all of the students with scale scores at the 23rd percentile or below. So these are the low scoring students and then their growth pattern is looked at as well.

So this is just a little bit small, but Superintendent Little-Kaumo tried to paste this and make it is good as she could. These results are in alphabetical order, so at Harrison Elementary School, it had a partially meets expectations and what is showing is that in Growth, Harrison was Below Target by 1 point, so Superintendent Little-Kaumo told Steven Lake, Principal at Harrison Elementary, and his staff that “they” needed to get a 45 and if “they” had received a 45 in the Growth area, “they” would have meet standards, so “they” are that close to meeting. In order to meet standards, “you” have to, no matter what you do in Growth and Equity, “you” have to meet the standard in Achievement. So if “you” make it in Achievement and in one of the other standards, “you” will meet expectations; but if “you” miss the other two with achievement, “you” you will be a partially meet expectations. The participation rate was great there and can see that the Achievement score was at 57% and in the Achievement matrix a school has to be to meet target, “you” have to be above 52%. 
Below are Jackson Elementary School scores and Jackson exceeded the mark in Growth and Equity, and Achievement and the participation rate was met. As the Board can see, again to exceed “you” have to be above a 60% and Jackson received a 65% in Growth, a 60% in Equity and a 69% in Achievement, so Jackson has met all of the requirements to exceed standards and “we” are really pleased with Jackson’s performance this last spring.
Truman Elementary School also exceeded expectations as “they” met in Achievement, which “you” have to at least meet, and received exceeding scores in both Growth at 78%, which means that the students were matched up with other Wyoming students and grew better than 78% than the group and that is pretty amazing. Equity again had a nice score and the participation rate was met and Achievement is on track. This is the 2nd year in a row that Truman Elementary has exceeded standards so “we” are really proud of that trajectory that Truman Elementary is on at this current time.

Monroe Intermediate School has for the past 2 or 3 years had a partially meet expectations and this year Monroe did meet standards and “we” are really pleased with that. Monroe’s Growth improved, Achievement also improved but a little bit more work needs to be done on Equity as “they” didn’t quite meet Equity. Monroe needed to get above a 47% and “they” were sitting at a 44% and those are those low performing kids. So this accountability model holds a school responsible for their low performers and performers all the way up to the high performers because even on Growth, let’s say that there is a student that performs in the 99%, the student will be compared with students all across the State that also scored 99% and how much better did those students get. It is really hard to grow when a student is that high, but those students are also held to the same standards, so it is important to watch what happens to the Growth score.
Lincoln Middle School partially meets expectations, but Superintendent Little-Kaumo is very pleased to see that Lincoln’s Growth score and Equity scores are in the meeting standards category. That means that the programs that Lincoln has in place are meeting, it is just that Lincoln is coming in a bit low and it is probably because Monroe Intermediate School had a partially meets standards for the last couple of years, so Lincoln has more gaps to fill. But Superintendent Little-Kaumo is very pleased with Matt Mikkelson, Principal of Lincoln Middle School and his team over there that are working really diligently on this and some really good stuff is happening this year to really amp up how the teachers learn how to grow kids. So “we” are pleased with that as well.
High School has a different set of indicators and are split in really two categories:

1) **Academic Performance** – which includes Achievement, Growth and Equity, much like the 3rd thru 8th grade;

2) **Overall Readiness & Participation** – which includes the graduation rate which is the 4 year on-time rate and the extended rate of 5, 6 and 7 years; as well as additional readiness pieces that include the following:

   a. Hathaway Scholarship level on how well your students qualify and you get points for each level that kids qualify for whether it is the highest level or the beginning level of the Hathaway;

   b. 9th grade credits – look out how well the 9th graders are getting 1/4th of their credits at the end of the 9th grade year. Part of the reason that “they” have added that into the indicators is because traditionally when you look at failures in high school, by the 9th grade year “you” can tell what is going to happen, so that is the students most at-risk year and Superintendent Little-Kaumo thinks that Green River High School has done an amazing job of putting a mentor program in, a leadership program, as well as the Option periods to really help make sure that these kids get off on the right foot. So the 9th grade credits are good in there.

   c. The Explore, Plan and ACT tests, that whole suite of tests, tests the student’s readiness to graduate.

The high school is also held to a participation rate of 95% or more of the students must take the ACT in their Junior year.

So Green River High School met expectations and again there was a very nice score on the Equity, which is those low performing kids growing, the Growth score is good, the Graduate Rate is exceeding standards. Anything above a 90% is exceeding standards and Green River High School has been above 90% for the last 4 or 5 years now, and one of the few comprehensive large high schools, and Green River High School is considered a large school in the State of Wyoming that exceeds standards in the Graduation Rate. This comes from a lot of hard work at the high school. Just to give “you” a sense of the matrix in Equity, “you” have to score at least a 47% to meet and Green River High School is at a 53%; Achievement “you” need at 32% and “they” were at 29% and Growth it needs to be at a 47% and “we” were at 50% there. Graduation Rate, to exceed “you” have to be at 90% and “they” were. Green River High School met the Participate Rate and the additional readiness scores, again looking at the ACT suite, “they” did very well there too. The target was a 68% and “they” were at 75%.
Superintendent Little-Kaumo is very proud of the high school and this is the first year that the District has had two schools that exceeded standards as their overall rating. In the past, the District has had three to four schools partially meeting and this time the District only has two; and again if Harrison Elementary had one more point on that area, “they” would have met too. Superintendent Little-Kaumo feels very proud as a Superintendent that the District’s initiatives are working and that people are really committed to making sure that student success is one of our #1 priorities for every student in Green River that enter “our” buildings and Superintendent Little-Kaumo just couldn’t be more proud of the hard work that all of “our” administrators do. So personally, Superintendent Little-Kaumo would like to give them a round of applause for all of the good work this year.

Steve Core asked Superintendent Little-Kaumo if she missed Washington Elementary School and noted that they were left out, but they did meet the standards. Superintendent Little-Kaumo commented that she made an error on the presentation as she was trying to take pictures of all of these buildings, so I am sorry about that, but Washington Elementary did meet standards as well, which “we” were pleased with. Superintendent Little-Kaumo will send that picture to the Board members so that “you” can see if, but “they” did meet the standards as well.

Ann Rudoff commented that Anne Marie Covey, probably took it with her, which drew laughter.

Steve Core then commented that if he has this right, there is exceeds, meets, partially meets, but is there a 4th level, which Superintendent Little-Kaumo responded that there as a not meets. That is a very serious red rating to not get a not meets and this District has never had a not meets and “we” will never have a not meets. Core commented “you” have that correct!
Superintendent Little-Kaumo stated that it was really, really good hard work and is very pleased. The target this year in the District for student performance is to be 72% proficient, last year it was 68%, and the District hit 68% in several episode. The PGP will meet next fall because remember the high school will be transitioning to PAWS. Not the high school will still have ACT in that readiness indicator, so it is important to continue the work there, but the high school will have a PAWS test as well; so that will be a new piece there. Meeting the Participation Rate is actually tricky because parents can opt their students out and if you don’t meet participation, you get docked one level. If you get below 90%, you just get a not meets, but the District is not going to miss Participation, no.

Brad Cutler asked where the District is at regarding Participation, which Superintendent Little-Kaumo stated that the District is above 95%. Normally the District has schools that are at 99% or 100%, and that really takes a lot of effort, because if “you” have a child sick on the day of testing, that is a problem and when “you” think about the ACT it is a huge problem. At least with PAWS there is a window and what the schools do is as soon as the students get back in, those students starting making up those tests and it is an organizational nightmare, but the staff is pretty well trained on how to do this now and “we” are really, really pleased with the direction that it is going and Superintendent Little-Kaumo couldn’t be prouder.

Steve Core commented that “we” celebrate championship banners in the gymnasiums, why aren’t we not celebrating exceeds in our schools with a banner or something that lets the patrons know that this school exceeds. Superintendent Little-Kaumo stated that “we” sure can and it is an honor and exceeds schools also have criteria under the State of Wyoming Accountability Act, that the schools have to articulate in their School Improvement Plan what happened that allowed them to succeed so that it can be shared with other districts. Superintendent Little-Kaumo thinks that it is very possible that “we” will have another exceed school as it is so close, and the District’s goal is that everybody will be succeeding standards; but again, Superintendent Little-Kaumo thinks that the initiatives, the cohesiveness of the team at Central, the visibility more in the classrooms along with the principals talking about coaching points and those kinds of things are making a difference. Superintendent Little-Kaumo is proud to be the Superintendent and be able to get up here and brag about all of the good people who do an awful lot of hard work here.

Chairperson Roosa thanked Superintendent Little-Kaumo for the nice report and “we” couldn’t be more pleased.

Robin Steiss commented “good job.”

Superintendent Little-Kaumo apologized again to Gayle Kendall, Principal of Washington Elementary School, for not having the snapshot of the school results in the presentation.

7.04 Hear Presentation on Number Talk (Wilson/Linda Gojak)

Sheryl Wilson, District Curriculum Director, commented that Superintendent Little-Kaumo talked a little bit about the initiatives that are taking place and it is Wilson’s pleasure to share with the Board tonight the work that is currently taking place in the District with Number Talks. The Board may recall that Wilson mentioned this to the Board at the last meeting and tonight Wilson has the
consultant here tonight who is going to walk the Board through Number Talks and “you” will get to experience a lot of what the teachers have been experiencing all week and the consultant was here yesterday and here today thru Friday. The consultant will be working a full day at each school and working with all of the teachers that teach mathematics. Wilson would like to introduce Linda Gojak, who brings 28 years of teaching experience in the elementary and middle school levels, Gojak has a Bachelor’s and a Master’s degree in mathematics, has served as President of the National Council of Teachers of Mathematics and Gojak has done some pretty amazing things in her career and “we’re” just pleased as punch having Gojak here working with all of “us” and with the teachers.

First, Gojak would like to give the Board a little bit of background of what Number Talks is and then will make the Board do some Math tonight. Gojak has been working around the country with different Districts with Number Talks and Gojak would love to say that she was the one who came up with the idea of Number Talks and indirectly when Gojak was in the classroom Gojak did them, but they weren’t exactly Number Talks. To start out, Gojak wanted the Board to know that Number Talk is actually an instructional protocol that allows teachers to help fill in some of the gaps, but also it gets kids to develop their own understanding of mathematics. So this is not something of I’m going to get up and show “you” how to do it, it is more like a tell “me” what “you” are thinking about with particular number and it is done mentally and kids explain their thinking, so the role of the teacher is to facilitate by asking questions and there is very little teacher instruction. In fact, Gojak has been doing the Number Talk every morning and every afternoon as today, Gojak was at Washington Elementary the following by a meeting with the teachers and talking to them a little bit more and then having one of the teachers either volunteer or be volunteered to do a Number talk. In working with the kids, it has been an absolute delight. In order to be effective, Number Talks need to occur for between 3 to 5 minutes and at least three to five times a week. One of the things that Gojak has been hearing from the teachers is that “we” already have so much, which Gojak knows, but it is only five minutes and then when the students go in and watch “us” do this the kids, and especially when the teachers watch one of their peers do the Number Talks with the kids, they will come back and say “I think I can do this.” The best part is that Gojak as a teacher is learning about how kids are thinking about Math, but is also having some fun with the kids. It is kind of like, let’s put the textbook away for a minute and let’s put pencils and paper down for a minute and let’s just do some mathematics. One of the teachers and Monroe Intermediate School yesterday said, “I’m not going to call it a Number Talk, he called it messing with numbers.” The teacher commented that he was just going to take five minutes a day and mess around with numbers, so as Gojak stated, the role of the teacher is not to teach but to facilitate the conversation. You should hear some of the Kindergarten kids talking about their understanding of numbers as it is only September and they have some pretty interesting things to say, not always correct, but the idea is not the answer but it is really about the thinking that is going on and often times kids will self-correct. Gojak really and truly believes that when kids know that their thinking is appreciated, “we” are really building a growth mindset as they believe that they can do Math and so many kids when they get to 5th or 6th grade Math they will say that they are no good at Math, and they just can’t do it. So the fact that the students are thinking is what “we” are truly focusing on for these three to five minutes or five to ten minutes a day, it is a little bit longer at the beginning.
Gojak has worked with several districts who are using Number Talks and Gojak can talk about the district where she lived in Ohio, which is a high needs district, and moved from recently and she had lived in that District all of her life. Gojak had a friend who was a Math coach in the District who really missed teaching, so she went back to the 4th grade and the one think that she loved on being a Math coach was Number Talks. So she decided to do a Number Talk in her building with her 4th graders every day and they did it as part of their morning meeting, which if “you” would think back to elementary school, it is the first 10 to 15 minutes of the day when all of the kids are on the carpet and you’re talking about what is going to be going on during the day and the kids share some things about books they have read. Gojak loves this because now the students are doing some Math in the morning meeting as well. “Vicki” did a Number Talk every day, and was in the lowest performing school in the District with a lot of transient kids and one parent homes and so every morning she did a Number Talk and at the end of the day the kids would line up at the door and she would shake the student’s hands as they were leaving and for some of these kids they didn’t see much of their parents when they got home, this was a nice communication for these kids to have every day. Gojak used to tease the teacher with the comment that the teacher must have a bottle of hand sanitizer “this big” next to your door, after shaking everyone’s hand, but the fun part was that for some reason, if something happened during the day that was a disruption and the students weren’t able to do a Number Talk, the hooligans and she called them, would comment that they were not able to do the Number Talk today so tomorrow we will have to do two tomorrow. This five to ten minutes a day was when she had the kids absolute attention and if you had the opportunity to watch the kids in this District over the past 2 days, the kids are totally engaged, eager to share their thinking and the best part for this particular class was that, again they were in the lowest performing school in the District, her particular 4th grade class was the 2nd highest performing 4th grade class for that particular year; which was a pretty big accomplishment.

“Our” goal is to get all of the teachers, the principals are already on board, to spend time doing Number Talks three to five days a week and if “we” can get kids to talk about their thinking and filling in some of the gaps that “we’ve” been talking about, and as the teachers see those gaps they work the Number Talk around these needed strategies to build the skills mentally without pulling out their fingers to count. Gojak thinks that she has the teachers on board and by the time the kids get to middle school, the math is pretty hard and Gojak thinks that if “we” can get the kids to a positive thinking track on what the numbers mean and develop number sense, “you” will see a lot of kids be a lot more successful when they get into Pre-Algebra and Algebra type courses.

Gojak did go through a number talk with the Board members and had the Board members go through how they arrived at their answers. Gojak commented that “we” have kids that are trying to follow steps and rules and probably never really think about the numbers themselves. So Gojak is really excited to go back to Washington Elementary School to let the teachers know that the Board passed the test.

Gojak stated that what “we” are hoping to do is that as the teachers watch their peers have some fun with this, “they” see that their peers have the students engaged and really come away with the feeling that “they” can do this. Number Talks will make the kids feel more positive about doing Math, but also will build some of those foundational skills that will help make sense for using some of the numbers that are being used and along the way the kids will be performing better and better by using the conceptual skills.
8. **BID REQUESTS AND SUMMER MAINTENANCE ITEMS**

8.01 **Consider Approval of Resolution of Lease and Option to Purchase Agreement for Bus Lease (Brandjord)**

Pete Brandjord, Business Manager, stated that the Business Department sent out a request for RFP’s to 9 different financial institutions and Brandjord would like to recommend Kaiser Wealth Management which had the lowest total interest costs on the lease and the best terms.

Robin Steiss moved, seconded Brad Cutler to approve the lease agreement with Kaiser Wealth Management. Motion carried unanimously.

8.02 **Consider Approval of Authorization for an RFP for Banking Services (Brandjord)**

Pete Brandjord, Business Manager, stated that to minimize banking costs and improve operational efficiencies and maximize investment capabilities, Brandjord would like authorization to issue RFP’s for banking services.

Sherie Smith moved, seconded by Ann Rudoff to approve the authorization to issue RFP’s for banking services.

Steve Core asked Brandjord when the last time that the District did this, which Brandjord responded that it was a long time ago and the District has been with Wells Fargo since it was First Security downtown.

Core then asked Brandjord why he was doing this, which Brandjord stated that it was just due and banking costs have gone up quite a bit and the credit that the District gets for its deposits have gone down quite a bit and Brandjord really thinks that the District just needs to make sure that “we” are getting competitive pricing.

Motion carried unanimously.

8.03 **Consider Approval of Request to Issue a RFP for a Shop Vehicle (Barton)**

Pete Brandjord, Business Manager, stated that the District did ask previously to issue an RFP and it was issued, but there have been some issues with the vendor, which may be resolved, but if it is not resolved by next week, Brandjord would like the authorization to go out and issue the RFP again.

Steve Core asked Brandjord what the issues were, which Brandjord responded that they basically weren’t able to deliver.

Oscar Barton, Transportation Supervisor, stated that one of the company’s vendors that bid all of the accessories for the truck has closed their doors and to go back to bid for the vehicle has increased the cost and the vendor cannot find the same pricing that was quoted.
Core asked what the difference in the pricing was; which Barton stated that it was almost $8,000. Core then asked what the total cost of the pricing would be with the increase; which Barton responded that it would be almost $70,000. Core asked Barton if the District had budgeted $62,000, which Barton stated that it was $61,700. Barton stated that the District is trying to work out a common ground just on the truck and then the Transportation department would outfit the truck at “our’ cost.

Steve Core moved, seconded by Sherie Smith to approve the request to issue and RFP for a shop vehicle, based on the outcome of the negotiations.

Core asked Barton if the current dealer is Greiner Motors, which Brandjord stated that it was Greiner Motors of Casper, Wyoming.

Motion carried unanimously.

8.04 Consider Approval of Wood Chip Quote at Washington Elementary School (Hamel)

Doug Hamel, Facilities Manager, stated that the next two items came out of the Facilities Committee meeting last week. Additional wood chip at Washington Elementary School are needed as when the playground was installed, and the playground is in at Washington Elementary School, it became apparent that Washington was a little low on wood chips and this quote of $6,120.80 is for a semi load of wood chips to come in to the Washington Playground and that is what it is for.

John Malone moved, seconded by Brad Cutler to approve the quote of $6,120.80 for wood chips at Washington Elementary School. Motion carried unanimously.

8.05 Hear Update on Wolves Stadium Track Expansion Joint and Surface (Hamel)

Doug Hamel, Facilities Manager, stated that this is just an informational item as the District is working with the Tennis and Track Company who is doing the track and field up at Green River High School now. What “we” have now is a chute, as the road comes in from the street and it is an asphalt road and where it meets that post-tension track, there is some movement in there and that joint opens up, so what “we” are trying to do is find an expansion joint, and Miles from Tennis and Track has found one to put in there. Hamel does not have the complete price on the replacement of the asphalt and cement yet; as it looks like it will be somewhere around $10,000.

Steve Core asked Hamel if the District can put in the expansion joint and then do the other part the project later, which Hamel responded that it is in the District’s best interest to do it all at once if that is what “we” are going to do.

Core stated then that “we” are talking about replacing the asphalt with concrete, which Hamel responded that “we” are talking about replacing the asphalt with concrete now. Just shooting from the hip, it looks like Miles is talking about $10,000 for the concrete and that is also the price for
the surface of the track, so you are up to $20,000 if “you” want to do it that way. That is not written yet, but that is what Miles is thinking right now.

Chairperson Roosa stated then that at this point the District is thinking about waiting to make an official action, until later. Hamel stated that when he gets everything put together he will bring it for official action. Hamel stated that he wanted to be sure and also wanted a couple of different options for the Board.

9. **OTHER BUSINESS**

9.01 Consider Approval to Apply for Impact Aid (PL874) Monies (Little-Kaumo)

Superintendent Little-Kaumo stated that this is monies that the District gets from the Federal Government each year for parents who work on or under Federal Land and it is call the PL874. Superintendent Little-Kaumo would like to request authorization to apply for the PL874 monies for the 16-17 school year.

Robin Steiss moved, seconded by Sherie Smith to authorize the District to proceed with a PL874 student count for those students who have parents who work on or under Federal land during the month of October 2016 and to authorize the Superintendent Donna Little-Kaumo to apply for FY2016-2017 monies on behalf of Sweetwater School District #2. Motion carried unanimously.

10. **BOARD AND SUPERINTENDENT COMMENTS**

10.01 Superintendent and Board Comments

**Steve Core:** Tony Beardsley, District Activities Director, Nancy Rider, Sharon Trumble and all of the people that helped with the Hall of Fame Banquet, it was very well done and hats off to you folks for the banquet. Core enjoyed it thoroughly and thought that it was a neat celebration; and Ann Rudoff you were there, so you can comment on that as well. Core stated that he agreed with Beardsley on Greg Farnsworth, Technology Supervisor; that he was at the Wolves Stadium Friday night trying to get the lightening detector to work during soccer. Gayle Kendall, Principal of Washington Elementary School, thank you for inviting me to the Washington ribbon cutting ceremony and thoroughly enjoyed it and it helped Core with being there because when we had to deal with the wood chips, there was no doubt in my mind that we needed more wood chips having been there, so I am glad that we can help you out with that. Coty Nikont, nice presentation I enjoyed it.

**Ann Rudoff:** Rudoff would like to bring thanks from Western Wyoming Community College for the soccer games last week, as it was kind of a crazy week with Hall of Fame week and you obliged with Tuesday and Friday games and a little shuffle of playing. Also, thank you Darren Howard, Principal of Green River High School, for working with that through the high school as the Western guys were pretty impressed with playing on the field over here as they didn’t have to worry about tripping and rolling ankles. I would like to thank Food Service for the Hall of Fame and also share with the cheerleaders as they were cute and they never let my glass get empty of ice water at all and they gave my husband a whole carafe of coffee, so we were good. Coty Nikont, I
will get back with you, and if you have a few minute, I would like to talk with you after the meeting. Western enjoys working with the District and I just don’t want any confusion, because Western is getting ready to do scheduling and I would like to help you and Western.

**John Malone:** Malone would like to add that Ms. Martin, Food Service Director, and the cheerleaders and staff, for helping at the Hall of Fame. It is great to see those people and see how much they appreciate it. Tonight is really a milestone in my life, as it was the first math problem that I ever got right, so everything is downhill from here with math. I appreciate everybody’s work in getting a good school year started.

**Robin Steiss:** Steiss would also like to thank Gayle Kendall for the invitation and Steve Core you had a great idea of putting that little kindergartener up there to cut the ribbon as it was the cutest thing and it was fun to watch. Steiss again would like to thank Lu Kasper, for allowing me to visit the CDC buildings as it was really enlightening.

**Brad Cutler:** Coty Nikont I am really excited about this dual and concurrent enrollment stuff as it is awesome and I think that we ought to sell that, as it is a positive thing for people moving in to the community, so am just glad to see that moving in the right direction. Cutler attended the football game and I love high school football and listening to Mr. Core and being a part of that. Cutler had his son who also brought along his twins and we were as high up and as far up and away from people as we could be as they are two and one-half years old, but as I was watching the game and trying to focus on that, my grandson was focused on the band. He could not get his eyes off of these shiny instruments that were making all of this noise and he just went berserk and would not sit still as he wanted to go over there and see the band and I couldn’t get up and stumble over people and we were going to leave after half time anyway as they were pretty tired; it was interesting that when you go to an event like that everybody gets something out of it and it might be a little bit different as some might love to watch the cheerleaders, some might like to watch the dancers, but it appeals to so many people and that is what the educational process is all about. Everybody is learning at a different level and enjoying different things and maybe I am just a little bit nostalgic, but it was neat to sit and watch the dynamics of everything that was going on in that football stadium that was outside of smashing someone’s face in; there were a lot of neat things, you now. It just kind of touched my heart to know that you guys are at the forefront of all of that, it all begins with this educational world that you are involved with and it is just broad and wonderful and I am appreciative of that whole experience. As the girls were off beating other teams in volleyball, it was just neat to see all of the kids learn and grow at different levels in different ways. Thank you for all that you do.

**Sherie Smith:** The education in our District is well and thriving and I am always impressed by how great we are doing. Thank you.

**Superintendent Little-Kaumo:** Superintendent Little-Kaumo again would like to thank the administrators as we have been in school one month now and there have been lots happening already, but I am very much impressed with the professionalism and attention to detail that everyone in this District, no matter what position they hold, really exhibits each and every day through the school year. We have an amazing Board and your participation in all that you do with no pay is pretty impressive. The Hall of Fame was just a good reminder that the people that walk
the halls of Green River High School do go on to do amazing things, and part of that is the underpinning and foundation that we set is secure. I am thankful to be in Green River and thankful for all that it offers. Lu Kasper, my twins are loving CDC and in fact I have already heard “My teacher said this and my teacher said that” and you remember that when you were a kid and then your kids come home and say “Mom, no we can’t do it that way because my teacher said” and at 4 years old they are already telling me what the teacher has said and I’ve been trumping it so far, but they are highly engaged and I love the idea of having typicals with kids who need extra support and that is the situation that I am in and am so blessed to have an amazing center right down the street from our house and I just think that it speaks to the collaboration. You know we stepped up to help an institution that is important to us because they are our feeder kids to help with some transportation needs and Oscar Barton and Pete Brandjord were so good about saying that we can help as well and I just think that it means a lot to live in Green River and I think what we are trying to offer in this very small town in America with middle college and all the pristine things that we do, is pretty amazing and there is a lot to be proud of. I just get to lead the ship with a huge amount of talent right there behind me carrying it out and that includes you as a Board and what you do to support us and the oversight that you provide. So thank you very much and it is only a little bit after 8:30, so I think we did pretty well tonight.

**Brenda Roosa:** I just wanted to say that I am very proud to be a part of this District as we have the best administrators, I think we have great academics, we have great athletics and without you guys making it possible, you just make our jobs so easy up here. So thank you all for what you do. The school year is off to a great start and I am already hearing great kinds of compliments on the teachers and the staff and the interactions that you provide for our students every day. So keep up the great work.

11. **EXECUTIVE SESSION**

11.01 Nothing at this time

12. **ADJOURNMENT**

12.01 Adjourn

Brad Cutler moved, seconded by Robin Steiss to adjourn the meeting. Motion carried unanimously.

Brenda Roosa, Chairperson

Sherie G. Smith, Clerk