

Campbell County School District Board of Trustees Retreat/Workshop Meeting

Friday, March 28, 2025 @ 8:00 AM

Lakeway Learning Center, Willow Room

Present: Tim Albin, Mary Brunner, Mark Christensen, Lisa Durgin, Tim Hallinan, Larry Steiger, Rollo Williams, Alex Ayers, Kirby Eisenhauer, Dave Bartlett, Brandon Crosby, Melanie Sylte, and Tracy Peterson.

Also attending: Susan Monaghan, Sam Burr, Christy Mathes, and Sean Mathes

Mrs. Durgin welcomed the group and thanked the board members and administration for their work.

Dr. Ayers thanked the group for coming and acknowledged Mr. Eisenhauer, Mr. Crosby, Mr. Bartlett, and Mrs. Sylte for their work.

Standardized Tests in Wyoming Schools - Kirby Eisenhauer

Mr. Eisenhauer shared with the board that the standardized tests in Wyoming schools include WY-TOPP, ACT (for 11th grade), ACCESS (for English Language Learner (ELL) students), and NAEP (National Assessment of Educational Progress). A standardized test is a test that assesses knowledge in a specific content area. All Wyoming schools participate in grades 3-10, and areas include Math and English Language Arts. A norm-referenced test compares a student's performance to that of their peers. The samples are very large and are reliable.

WYTOPP is a criterion-referenced test that compares a person's knowledge or skills against a predetermined standard, learning goal, performance level, or other criterion. Student scores are compared to the standard. The testing window is from April 15 to May 9, and schools establish test schedules that are proctored by trained staff. The test is taken online and is adaptive; the level of difficulty increases with a correct answer and decreases with an incorrect answer. WYTOPP descriptors are Below Basic, Basic, Proficient, and Advanced. The results are used to develop curriculum and instruction. According to the Wyoming Department of Education, the results should not be used in isolation and must be combined with district and classroom data, individual instruction adjustments, class placement, and advancement.

NAEP (National Assessment of Educational Progress) is the nation's report card on math and reading. It is administered in all 50 states, including Puerto Rico (math) and the Department of Defense (DOD). The test is rigorous, and Wyoming is currently third in the nation.

Curriculum - Brandon Crosby

Mr. Crosby shared that the curriculum is a roadmap for what students need to learn. It outlines the standards and skills that students should know and be able to do from year to year. Based on clear expectations, the curriculum outlines what to teach and when to teach it, ensuring that students meet important learning goals. Just like a roadmap helps guide someone on a journey, the curriculum helps guide teachers and students. A guaranteed viable curriculum is the number one factor impacting student achievement. The curriculum needs to provide clarity, consistency, accuracy, and equity.

The Wyoming Content and Performance Standards have 10 content areas of knowledge and skills in which each school district must provide an educational program that is sufficient to meet the WY uniform Content and Performance Standards (WYCPS), those include, English Language Arts, Mathematics, Science, Social Studies, Career and Technical Education, Computer Science, Fine and Performing Arts, Health and Safety, Physical Education, and World Language.

Content Standards define the content knowledge and skills students are expected to know and be able to do by the end of the grade band. They are built foundationally and then progress through learning stages. They do not dictate what methodology or instructional materials should be used or how the material is defined.

Performance Standards are the standards all students are expected to learn and be assessed on through the district assessment system by the end of the grade band. They specify the specific degree of understanding or demonstration of the knowledge and/or skills at the proficient level.

The district's Theory of Action involves connecting and aligning resources to ensure continuous improvement, as outlined in our strategic plan. This includes Professional Learning Communities (PLCs), the District Assessment System, Core Tier 1 Instruction, RTI/MTSS, ongoing professional development, and the allocation of resources and funds.

Elementary STEM Facilitator Sam Burr provided information on performance and supporting standards, pacing of performance and supporting standards, proficiency scales, assessment plan, and common resources.

In 2017, the district began implementing STEM labs, which are currently in all elementary and junior high schools. Bundling priority standards develops clarity, and the new computer science standards empower our students to be innovators in a digital world, as set by the Wyoming Computer Science Standards.

Secondary Science Facilitator Christy Mathes provided information on secondary science standards and curriculum. The state established the current standards through a revision process. The district was given these standards and provided the opportunity to align to our current practices and skills. The district provided feedback on these priority standards and worked collaboratively to reduce the standard set for science and what is tested on the Wyoming Test of Proficiency and Parity (WY TOPP). Secondary science has focused on creating year-long plans by unit, proficiency scales that identify the levels of proficiency for specific skills, and using data from District Assessments and WY TOPP to monitor and adjust instruction.

Basket of Goods - Kirby Eisenhauer

Mr. Eisenhauer shared that the Wyoming K-12 Funding Model aims to identify the amounts necessary for the Legislature to appropriate funding for the basket of educational goods, thereby providing school districts with adequate funds to deliver that basket. School districts, as per Wyoming Statute § 21-9-101, provide educational programs, standards, a core of knowledge and skills, special needs programs, class size requirements, and cocurricular activities. The board of trustees of each school district within the state shall ensure that the schools under its jurisdiction provide an educational program in accordance with uniform standards defined by the state board of education's rules and regulations. Educational programs sufficient to meet student content and performance standards in the common core of knowledge, includes, Reading/Language Arts, Social Studies, Mathematics, Science, Fine and Performing Arts, Physical Education, Health and Safety, Humanities, Career and Technical Education, World Cultures and Languages, Government and Civics, and Computer Science. For grades one through eight, reading, writing, and mathematics are emphasized under the Common Core of Skills, which includes Problem-Solving, Interpersonal Communications, Computational Thinking-Computer Applications, Critical Thinking, Creativity, and Life Skills, including personal finance and Computer Science. School districts also offer programs tailored to meet the needs of students with special needs. It is the intent of the Legislature that the funding mechanism established by law for schools encourage districts to achieve the goal of reduced class sizes. High school graduation requirements reinforce the basket of goods.

Content & Reporting at Board Meetings - Mrs. Durgin

Mrs. Durgin and the board discussed the following:

Student Achievement (Start in 2025-2026) - Recognize individuals and teams (athletics and activities) as well as valedictorians with small gifts or trinkets for board members to distribute to students. Additionally, request that Westwood provide a proposal for small gifts or trinkets for board members.

Staff Recognition (Start in 2025-2026) - Mr. Eisenhower suggested creating a committee to explore options for student achievement and staff recognition and to develop a proposal.

Public Comment (Start in 2025-2026) - Individuals will sign in with their name and optional phone number and be called in order, the three-minute limit will be reviewed, the board has responded to some comments and not to others, and consistency needs established i.e. the board will give no responses/answers, ensure the individuals receive the guidelines, which can allow for follow-up, will announce the transition throughout the remaining 2024-2025 meetings.

Dinner Meetings - The first 15 minutes will be updates from Dr. Ayers, Mr. Eisenhower, Mr. Bartlett, Mrs. Sylte, and committee reports.

NIL (Name, Image, Likeness) - Mrs. Durgin will draft a letter to the WHSAA, which will be put on the board agenda.

Cell Phone Policy - A year-long review of the cell phone policy will be considered.

Consent Agenda - The consent agenda is a tool used to streamline meeting procedures by grouping routine items together for board approval. The board meeting agenda is posted and emailed to the board members on the Thursday before the board meetings, which are held on the following Tuesdays. This time allows board members to review items on the consent agenda before the meeting. If they have any questions about any of the items, they must submit them to the board chair and administrators by 10:00 a.m. on the day before the board meeting.

Board Engagement - Chairman Lisa Durgin

Mrs. Durgin shared that committees can have no more than three board members and that there is value in special committees. Board Policy 1.7, Board Committees and Appointments, could be reviewed to determine if the language needs to be more formal and defined, such as establishing scope and sequence, time frames, etc.

Teacher Time - Kirby Eisenhower

Mr. Eisenhower shared with the board the contractual obligations for teachers, which include certification by the Professional Teaching Standards Board (PTSB), a 185-day contract, 175 days of student contact, and 10 professional development days.

Mr. Eisenhower introduced former CCSD Teachers of the Year to share information regarding teacher time with the board.

2020-2021 - Mr. Donavon Voigt
2021-2022 Mr. Steve Schofield
2022-2023 Mrs. Vanessa Bridges
2023-2024 Mrs. Revea Smith
2024-2025 Mrs. Estela Torres

The teachers shared that the positives in the district are the people you work with, administrators and staff are approachable, the board is supportive, there is a unified vision such as giving students tools to be successful, a clear path, a good focus on how students are prepared for the real world, staff are very driven to help every student graduate and push all students to higher levels of achievement and growth, music and instrumental is valued and supported, resources are readily available, meeting with instructional facilitators regularly, less reteaching with 7-period versus block scheduling, standards based grading, teacher time is valued and respected by streamlining, shared leadership PD, wellness activities, Hope Squad, Girls on the Run, ELO, and after school clubs. PLCs are a strength, but time can be an issue; 45-minute planning times can be challenging. Being a new teacher can be daunting, and staff would appreciate it if the board were more visible in schools.

Maintenance - Dave Bartlett & Sean Mathes

Mr. Mathes shared with the board that the maintenance department has 26 employees and is responsible for maintaining 1.5 million square feet of facilities and 475 acres of property. On average, approximately 3,500 to 4,000

work orders are completed each year. Mr. Mathes provided information on the department's structure, leadership, training, mission, and work order system. Most work orders are completed in-house; however, jobs that require specialty trades, excessive man-hours, or tasks that cannot be completed within the specified time constraints are outsourced. There are three types of maintenance requests and tasks handled daily: routine, preventative, and reactive. An emergency on-call person is available to respond to emergencies 24 hours a day, 7 days a week. Twenty-three employees on the snow removal crew are tasked with ensuring the facilities are accessible and safe after a snow event.

Mr. Bartlett shared information on facility project prioritization, the process for reviewing and verifying state data, and the annual update of the district database. The database is a key tool for the department, where scores are adjusted based on performance and site observations with building staff. The Maintenance Department develops a project list from the database for the upcoming construction cycle, encompassing major components, asphalt and concrete, roofs, playgrounds, carpet and paint, windows, doors, locks, elevators, and renovations. Big projects are put out to bid and are brought back to the board for approval. Capital projects are based on condition, capacity, and adequacy. Budgeting has three phases: planning, design, and construction.

Secretary, Tracy Peterson

Chairman

Clerk