

Converse County School District #1

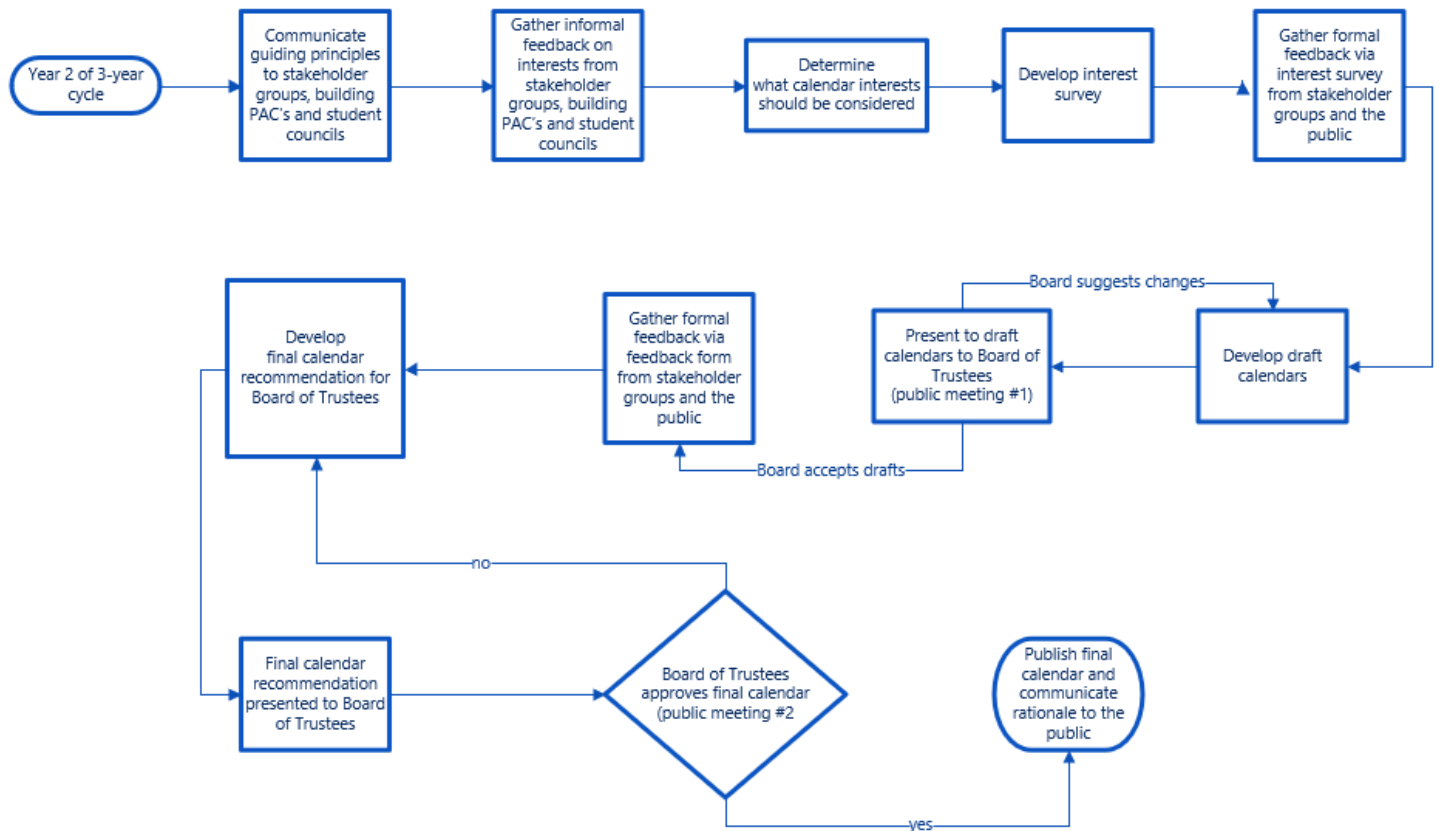
Calendar Development Process

Updated 9/8/2022

Guiding Principles:

1. Ensure that the calendar satisfies [Wyoming statutes and rules and regulations](#) defined by the Wyoming Department of Education.
2. Maximize student learning by:
 - a. providing significant stretches of uninterrupted time for teaching and learning;
 - b. maintaining instructional contact time;
 - c. giving students ample time to prepare for state assessments.
3. Maximize student and staff attendance to support student learning.
4. Provide support for the Board of Trustee's goals and strategic initiatives.
5. Set teachers up to do their best teaching by:
 - a. recognizing the importance of professional development for staff;
 - b. embedding time for professional learning at strategic intervals throughout the year.
6. Support student participation in a wide range of school-related activities including athletics, activities, concurrent credit opportunities, etc.
7. Consider the economic realities of our community.
8. Provide efficiency, effectiveness, and sustainability by conducting a 3-year calendar cycle. Changes may be made more frequently at the recommendation of the TABS committee or Board of Trustees for unexpected events.

Process Flow Chart



Statutes and Rules/Regulations:

- a. Minimum contact hours:
 - i. Kindergarten – 450 hours.
 - ii. Elementary – 900 hours.
 - iii. Middle School/Junior High – 950 (prior to 2022 - 1050) hours.
 - iv. Secondary – 1000 (prior to 2022 – 1100) hours.
- b. Pupil-teacher contact time means time reflected in a school schedule for on-or off-site instruction and educational activities that students are required to attend, for which attendance is taken for membership calculation purposes, and that includes instruction available from a certified teacher. Educational activities include online learning management system or platform logged activity, submissions, or tracking (i.e. passing times, lunch, recess, etc. are not included in instructional hour calculations).
- c. The Board of Trustees of each local school district shall establish by policy the length of a school day for kindergarten, elementary, middle/junior high, and secondary school programs. Local board policy may exceed the minimum hours established by these rules. Local board policy may also provide for an adjusted school/hour/day schedule for staff development, teacher planning, community involvement, and similar professional and development activities without written notification to and authorization by the State Board of Education (SBE) or the Wyoming Department of Education (WDE).
- d. 175 teacher-student contact days. 185 teacher days. Student-teacher contact days may be fewer than 175 days if approved by the State Board of Education.

Calendar Approval:

1. The *Board of Trustees* approves district calendars.
2. The *TABS Committee* gathers feedback, reviews data, and considers current research to create draft calendars aligned to the guiding principles for Board of Trustee consideration.

Scope:

The following table defines what is *in* or *out of* scope in the work conducted by the TABS committee:

In Scope	Out of Scope
<ul style="list-style-type: none">• Impact on student learning• Alignment to strategic initiatives• Design of district calendar and process<ul style="list-style-type: none">○ Include a prioritization mechanism○ Establish a calendar review cycle<ul style="list-style-type: none">▪ Establish the indicators for monitoring effectiveness○ Monitor and report actual absence data• Evaluate and maintain calendar effectiveness• Meeting state regulations/statutes• Explanation of alternative calendar• Communication to TABS• Communication from TABS	<ul style="list-style-type: none">• Attendance or absence incentives/policies• Building bell schedules• Building/district bus schedules• Teacher planning times/periods• Day care/child care needs• Athletic/activity schedules• Professional development/workforce safety topics• Parent/teacher conference schedules• Snow day/late start decisions

Decision Making/Consensus

In response to feedback, and how the feedback aligns with the guiding principles and state statutes, drafts of the calendars will be created. Opinions will be shared through this process--many advocating for both sides of an interest.

The TABS committee will use the guiding principles to prioritize and align rationale for calendar choices. Consensus will be established (not majority vote) on each draft and the final recommendation to be presented to the Board of Trustees.

Consensus Tool

Voices: I understand the current proposal, and my opinion has been clearly heard and represented through this process. Please circle the statement that reflects your position:

I Veto	I Strongly Disagree	I Agree	I Strongly Agree
I have never seen the proposal.	I have many unanswered questions. I had no opportunity to express my views.	I was heard. I understand. I had the opportunity to express my views.	All my views and opinions were heard. All questions were answered.

Proposal: It is proposed that CCSD#1 adopt the curriculum materials set forth in the recommendation.

Please circle the statement that reflects your position on this recommendation:

I Veto	I Disagree	I Have Reservations	I Support It	I'm In	You Had Me At Hello (absolutely)
It's not good for students. Do not pursue.	It's not the best way. Let's keep trying.	But I'll support the will of the group.	Let's get moving.	I'll promote this proposal. I'll help.	I'll champion this proposal. I'll lead.

Consensus: It's clear to me that the will of the committee has emerged regarding this proposal. The committee will move forward with the recommendation effective [insert date here].

Please circle the following statement that best reflects your position:

- I see clear disagreement, which communicates to me not to move ahead with this proposal.
- I see reservations, but the overall will of the committee to move forward is evident.
- It is clearly the will of this committee to move forward with this proposal.

Planning and Outreach

Planning

The following suggested timeline begins *the 2nd year* of the 3-year calendar cycle. This ensures efficiency and effectiveness of future planning by ensuring calendars are approved 2 years before implementation. Note: the schedule will be flexible depending on feedback and calendar changes.

Month	Activity
October	TABS committee members outreach to communicate guiding principles and gather informal feedback on interests from represented stakeholder groups, building PAC committees, and student councils.
November	<ul style="list-style-type: none">• Determine what calendar interests should be considered.• Develop interest survey.• Revise interest survey communication as needed.• Gather formal feedback via interest survey from stakeholder groups and the public.• Conduct a public meeting to gather input.
December-January	<ul style="list-style-type: none">• Present calendar interests and draft calendars to Board of Trustees for feedback and direction• Develop draft calendars.• Develop draft calendar survey.• Revise draft calendars communication as needed.
February	<ul style="list-style-type: none">• Gather formal feedback via draft calendar survey from stakeholder groups and the public.• Conduct a public meeting to gather input.• Present feedback information And draft calendars to Board of Trustees for feedback and direction
March	<ul style="list-style-type: none">• Develop final calendar recommendation for Board of Trustees.• Revise final communication memo for Board of Trustees.
April	<ul style="list-style-type: none">• Final calendar recommendation to Board of Trustees.• Revise final communication to public as needed.• Publish final calendar and communication.

Outreach

The TABS committee contains representatives from teachers, administrators, board members, and staff stakeholder groups. This committee is charged with gathering feedback from stakeholder groups, building parent action committees (PAC), student councils, and community members on interests related to the calendar, as well as calendar drafts. This communication will be collected through a series of meetings and surveys.

Communication Templates

Interest Survey

Notes:

- Use Survey Monkey and share results page with TABS
- Send via social media and school messenger

Survey Description:

This year is a calendar planning year for the school years 2021-2023 for Converse County School District #1. The TABS committee is responsible for the planning process and outreach and tasked with creating draft calendars that will be presented to the Board of Trustees for approval.

The TABS committee is tasked by the Board of Trustees with aligning calendars to the following guiding principles:

1. Maximize student learning by: providing significant stretches of uninterrupted time for teaching and learning; maintaining instructional contact time; and giving students ample time to prepare for state assessments.
2. Maximize student and staff attendance to support student learning.

3. Provide support for the Board of Trustee's goals and strategic initiatives.
4. Support student participation in a wide range of school-related activities including athletics, activities, concurrent credit opportunities, etc.
5. Set teachers up to do their best teaching by: recognizing the importance of professional development for staff; embedding time for professional learning at strategic intervals throughout the year.
6. Consider the economic realities of our community.
7. Provide efficiency, effectiveness, and sustainability by conducting a 3-year calendar cycle. Changes may be made more frequently at the recommendation of the TABS committee or Board of Trustees for unexpected events.
8. Ensure that the calendar satisfies Wyoming statutes and rules and regulations defined by the Wyoming Department of Education: minimum contact hours (kinder=450, elementary=900, middle school=1050, high school=1100); and 175 teacher-student contact days & 185 teachers day (days may be fewer if approved by the State Board of Education, but must meet minimum contact times).

Please consider these guiding principles and provide feedback through the interest survey for interests the TABS committee may consider as they create draft calendars. In addition, please be aware of the following items which defines what is in or out of scope in the work conducted by the TABS committee:

In Scope:

- Impact on student learning
- Alignment to strategic initiatives
- Design of district calendar and process: include a prioritization mechanism; establish a calendar review cycle; establish the indicators for monitoring effectiveness; monitor and report actual absence data
- Evaluate and maintain calendar effectiveness
- Meeting state regulations/statutes
- Explanation of alternative calendar
- Communication to TABS
- Communication from TABS

Out of Scope:

- Attendance or absence incentives/policies
- Building bell schedules
- Building/district bus schedules
- Teacher planning times/periods
- Day care/child care needs
- Athletic/activity schedules
- Professional development/workforce safety topics
- Parent/teacher conference schedules
- Snow day/late start decisions

Survey Questions:

* 1. What best describes your role in CCSD1?

- | | |
|---|--|
| <input type="radio"/> Parent | <input type="radio"/> Administrator |
| <input type="radio"/> Student | <input type="radio"/> Board of Trustees member |
| <input type="radio"/> Classified staff member | <input type="radio"/> Community member |
| <input type="radio"/> Certified staff member | |

* 2. Choose the TOP THREE interests you believe TABS should consider when creating the draft calendar (you may choose less than three).

- | | |
|---|--|
| <input type="checkbox"/> Keep the existing calendar framework (meets state statutes, uninterrupted learning time, high-impact Fridays to reduce absences, professional learning days aligned to national holidays). | <input type="checkbox"/> 4-day school week (which likely means longer days, limited holidays, and limited breaks in order to meet state requirements) |
| <input type="checkbox"/> No school on high impact Fridays (no school on Fridays with historically high absences). | <input type="checkbox"/> Align calendar to start after state fair. |
| <input type="checkbox"/> Lengthening the school year to minimize summer slide. | <input type="checkbox"/> Align to state assessment windows (maximize instructional days before and minimize breaks during). |
| <input type="checkbox"/> Align the calendar with high school athletics (as much as possible-no school on major events or high-impact Fridays). | <input type="checkbox"/> End school before Memorial Day (which likely means school starts before Labor Day). |
| <input type="checkbox"/> Align breaks with national holidays. | <input type="checkbox"/> Start school after Labor Day (which likely means school ends after Memorial Day, activities will still start around August 15). |
| <input type="checkbox"/> Align high school with EWC schedule. | <input type="checkbox"/> A week-long spring break (which likely changes the beginning and ending of school year). |

Other (please specify)

Draft Calendar Feedback

Notes:

- Build a feedback form for public
- Build a feedback form for TABS rep
- Share results pages with TABS reps

Sample Rationale Document:

This year is a calendar planning year for Converse County School District #1. The TABS committee is responsible for the planning process and outreach and tasked with creating draft calendars that will be presented to the Board of Trustees for approval.

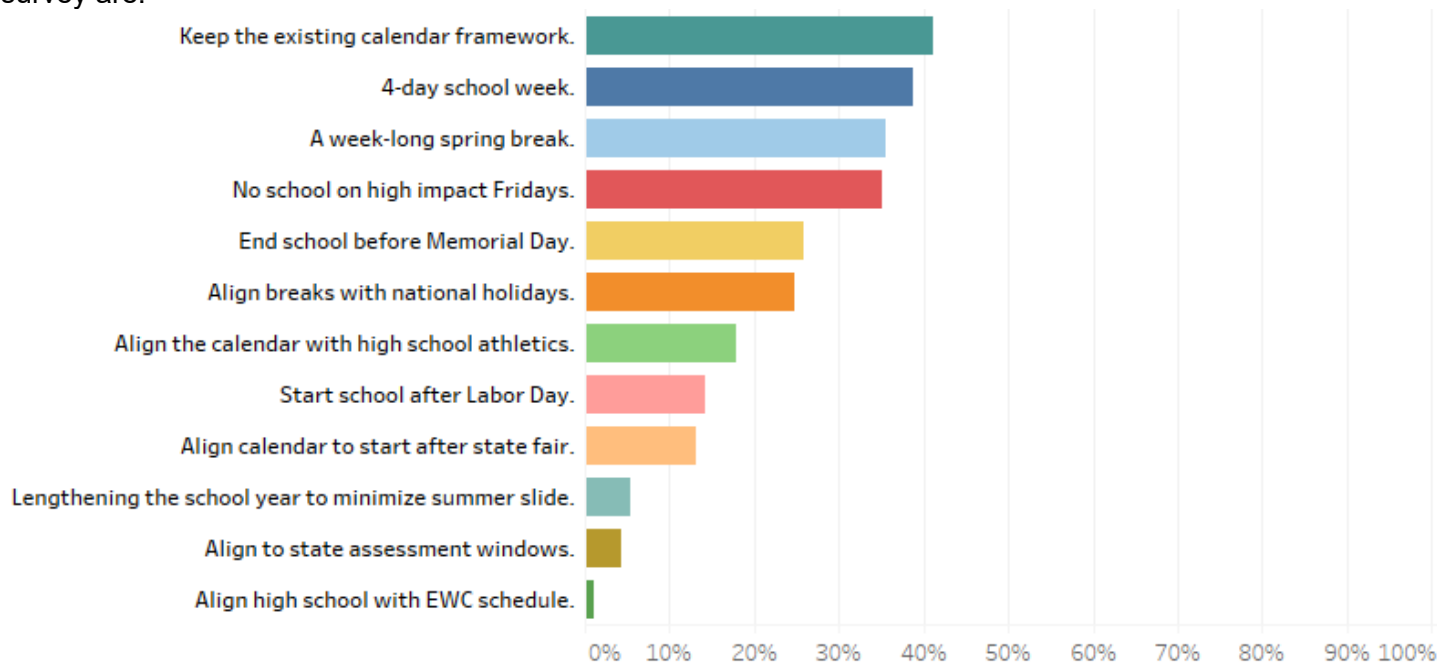
The TABS committee contains representatives from teachers, administrators, board members, and staff stakeholder groups. This committee is charged with gathering feedback from stakeholder groups, building parent advisory councils (PAC), student councils, and community members on interests related to the calendar, as well as calendar drafts. This feedback will be collected through a series of meetings, feedback forms, and surveys.

The TABS committee is also tasked by the Board of Trustees with aligning calendars to the following guiding principles:

1. Maximize student learning by:
 - a. providing significant stretches of uninterrupted time for teaching and learning;
 - b. maintaining instructional contact time;
 - c. giving students ample time to prepare for state assessments.
2. Maximize student and staff attendance to support student learning.
3. Provide support for the Board of Trustees' goals and strategic initiatives.
4. Support student participation in a wide range of school-related activities including athletics, activities, concurrent credit opportunities, etc.
5. Set teachers up to do their best teaching by:
 - a. recognizing the importance of professional development for staff;

- b. embedding time for professional learning at strategic intervals throughout the year.
6. Consider the economic realities of our community.
7. Provide efficiency, effectiveness, and sustainability by conducting a 3-year calendar cycle. Changes may be made more frequently at the recommendation of the TABS committee or Board of Trustees for unexpected events.
8. Ensure that the calendar satisfies Wyoming statutes and rules and regulations defined by the Wyoming Department of Education.

The TABS committee solicited input from stakeholder groups utilizing an interest survey. The results of the survey are:



The committee utilized the survey results and also considered attendance and other data to create calendar drafts. The rationale for the draft calendars is as follows:

1. Maximize student learning by: <ol style="list-style-type: none"> a. providing significant stretches of uninterrupted time for teaching and learning; b. maintaining instructional contact time; c. giving students ample time to prepare for state assessments. 	<ul style="list-style-type: none"> • There are adequate instructional hours (student contact time) before state assessment windows. • There are stretches of full day instruction with very few early outs. • Full day professional learning days spaced throughout the year provides significant stretches of uninterrupted time for teaching and learning. • The state assessment window is not impacted by spring break or shortened weeks.
2. Maximize student and staff attendance to support student learning.	<ul style="list-style-type: none"> • No school for staff or students on high-impact Fridays maximizes student and staff attendance. Historically these dates have significant absences because of extra-curricular and community activities. This impacts all schools because of families traveling, coaches, lack of subs, etc. • Frequent breaks promote self-care for staff, students, and families. • Regular shortened weeks provide opportunity for families to schedule needed time, appointments, or plan events.
3. Provide support for the Board of Trustee's goals and strategic initiatives.	<ul style="list-style-type: none"> • These draft calendars support achievement and growth and all strategic initiatives by providing professional learning and instructional time. • Professional learning days provide time for continuous improvement collaborative work.

	<ul style="list-style-type: none"> • The calendar provides efficient and effective management of time resources.
4. Support student participation in a wide range of school-related activities including athletics, activities, concurrent credit opportunities, etc.	<ul style="list-style-type: none"> • No school for staff or students on high-impact Fridays maximizes student and staff attendance.
5. Set teachers up to do their best teaching by: <ol style="list-style-type: none"> a. recognizing the importance of professional development for staff; b. embedding time for professional learning at strategic intervals throughout the year. 	<ul style="list-style-type: none"> • Full day professional learning is much more productive than ½ day. • Professional learning is staggered throughout the year to provide time to implement and apply learning. • This hybrid calendar allows for all staff (classified and certified) to participate in professional learning.
6. Consider the economic realities of our community.	<ul style="list-style-type: none"> • This hybrid calendar allows for all staff (classified and certified) to participate in professional learning and maintain work hours. • Providing three years of calendars allows parents and community to schedule and plan events, family time, and appointments.
7. Provide efficiency, effectiveness, and sustainability by conducting a 3-year calendar cycle. Changes may be made more frequently at the recommendation of the TABS committee or Board of Trustees for unexpected events.	<ul style="list-style-type: none"> • Provides opportunity to schedule high-quality professional development in a timely manner. • Provides opportunity for families to plan vacations, doctor appointments, etc.
8. Ensure that the calendar satisfies Wyoming statutes and rules and regulations defined by the Wyoming Department of Education.	<ul style="list-style-type: none"> • These draft calendars meet all rules and regulations. • These hybrid calendars do not increase our school day, whereas keeping all existing breaks and implementing a 4-day week every week would add 2-hour and 3 minutes to the school day to meet state statutes.

Please provide your feedback regarding these calendar drafts through the feedback form (???).

The feedback will be considered by TABS when creating the final draft calendars that will be presented to the Board of Trustees for approval.

Public Feedback Questions:

* 1. What best describes your role in CCSD1?

- ☐ Parent
 ☐ Administrator
- ☐ Student
 ☐ Board of Trustees member
- ☐ Classified staff member
 ☐ Community member
- ☐ Certified staff member

2. What feedback would you like to provide?

TABS Rep Feedback Questions:

1. What is the building/department for which you are recording feedback?

- | | |
|--|--|
| <input type="radio"/> Central | <input type="radio"/> Transportation |
| <input type="radio"/> DPS | <input type="radio"/> Technology |
| <input type="radio"/> DUES/DIS | <input type="radio"/> Facilities/Maintenance |
| <input type="radio"/> DMS | <input type="radio"/> Food Service |
| <input type="radio"/> DHS | <input type="radio"/> Recreation |
| <input type="radio"/> DRS | |
| <input type="radio"/> Other (please specify) | |

2. From which group are you recording feedback?

- ☐ Parent advisory council
- ☐ Staff meeting
- ☐ Student council
- ☐ Community
- ☐ Other (please specify)

3. What feedback was provided?

Final Calendar Recommendation

This year is a calendar planning year for Converse County School District #1. The TABS committee was responsible for the planning process and outreach and tasked with creating draft calendars that were presented to the Board of Trustees for approval.

The TABS committee relied on agreed upon guiding principles:

1. Maximize student learning by:
 - a. providing significant stretches of uninterrupted time for teaching and learning;
 - b. maintaining instructional contact time;
 - c. giving students ample time to prepare for state assessments.
2. Maximize student and staff attendance to support student learning.
3. Provide support for the Board of Trustees' goals and strategic initiatives.
4. Support student participation in a wide range of school-related activities including athletics, activities, concurrent credit opportunities, etc.
5. Set teachers up to do their best teaching by:
 - a. recognizing the importance of professional development for staff;
 - b. embedding time for professional learning at strategic intervals throughout the year.
6. Consider the economic realities of our community.

7. Provide efficiency, effectiveness, and sustainability by conducting a 3-year calendar cycle. Changes may be made more frequently at the recommendation of the TABS committee or Board of Trustees for unexpected events.
8. Ensure that the calendar satisfies Wyoming statutes and rules and regulations defined by the Wyoming Department of Education.

In addition, the following items define what is *in* or *out of* scope in the work conducted by the TABS committee:

In Scope	Out of Scope
<ul style="list-style-type: none"> • Impact on student learning • Alignment to strategic initiatives • Design of district calendar and process <ul style="list-style-type: none"> ○ Include a prioritization mechanism ○ Establish a calendar review cycle <ul style="list-style-type: none"> ▪ Establish the indicators for monitoring effectiveness ○ Monitor and report actual absence data • Evaluate and maintain calendar effectiveness • Meeting state regulations/statutes • Explanation of alternative calendar • Communication to TABS • Communication from TABS 	<ul style="list-style-type: none"> • Attendance or absence incentives/policies • Building bell schedules • Building/district bus schedules • Teacher planning times/periods • Day care/child care needs • Athletic/activity schedules • Professional development/workforce safety topics • Parent/teacher conference schedules • Snow day/late start decisions

Staff and community feedback were utilized to guide the process and work. The committee asked for feedback on calendar interests via surveys and meetings. Following are the results of the interest survey:

[insert survey results here]

The committee utilized the survey results and also considered attendance and other data to determine the specific calendar interests that should be considered. The list of calendar interests included some based on logistics and individual preferences (e.g., when a break is scheduled in relation to other schools' breaks and/or holidays and cultural events), as well as some based in research and best practice (such as an extended year and a later daily start for teenagers). The identified interests for exploration were:

[insert survey results here]

The committee then used that knowledge to create calendar drafts. Staff and community members were invited to provide feedback on the proposed drafts in a second survey. Included in the communication for the surveys was a rationale for the draft to provide the stakeholder groups more information about the choices. Following are the results of the surveys conducted:

[insert survey results here]

In response to the feedback, and how the feedback aligned with our guiding principles and state statutes, a final draft was prepared and presented to the Board of Trustees for approval. Because so many opinions were shared through this process--many advocating for both sides of an interest--we recognize that there will be those who are disappointed with the choices made in the final calendar draft. Following is the rationale from the TABS committee about how the draft aligns to our guiding principles, presented in hopes of inviting the community to better understand our decision making:

1. Maximize student learning by:	
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<ul style="list-style-type: none"> a. providing significant stretches of uninterrupted time for teaching and learning; b. maintaining instructional contact time; c. giving students ample time to prepare for state assessments. 	
2. Maximize student and staff attendance to support student learning.	
3. Provide support for the Board of Trustee's goals and strategic initiatives.	
4. Support student participation in a wide range of school-related activities including athletics, activities, concurrent credit opportunities, etc.	
5. Set teachers up to do their best teaching by: <ul style="list-style-type: none"> a. recognizing the importance of professional development for staff; b. embedding time for professional learning at strategic intervals throughout the year. 	
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