



Converse County School District #1

615 Hamilton Street
Douglas, WY 82633

February 28, 2023

Recommendation for the Draft Calendar for 2024-2025, 2025-2026, and 2026-2027

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 is 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 about interests related to the calendar and calendar drafts. This feedback was and 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, rules, and regulations defined by the Wyoming Department of Education.
 - a. Minimum hours
 - i. Elementary. A minimum of 900 hours
 - ii. Middle School. A minimum of 950 hours
 - iii. High School. A minimum of 1000 hours
 - b. Minimum school and professional days

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. ○ Establish the indicators for monitoring the 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 • Daycare/childcare 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.

The TABS committee solicited input from stakeholder groups utilizing an interest survey. The survey was distributed via social media, district websites, and email to all parents, staff, and students. Survey respondents indicated:

- 73% supported no school on high-impact Fridays.
- 79% supported students starting after the State Fair.
- 61% did not support aligning professional learning days with national holidays.
- 87% supported a two-week Christmas Break.
- 84% supported a week-long spring break.
- 54% supported more instructional days before the state assessment in April.
- 63% supported ending school before Memorial Day.

The committee utilized the survey results and the existing successful calendar framework to create the proposed calendar draft. The rationale for the draft calendar was as follows:

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| 1. Maximize student learning by: <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. | <ul style="list-style-type: none"> • There are adequate instructional hours (student contact time) before the state assessment windows. • There are stretches of full-day instruction with very few early outs. • Full-day professional learning days spaced throughout the year provide 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 had 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 an opportunity for families to schedule needed time, and appointments, or plan events. |

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| 3. Provide support for the Board of Trustees' goals and strategic initiatives. | <ul style="list-style-type: none"> • These draft calendars support achievement, growth, and all strategic initiatives by providing professional learning and instructional time. • Professional learning days provide time for continuous improvement collaborative work. • 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 the learning. • This hybrid calendar allows for all staff (classified and certified) to participate in professional learning. • Split professional learning days at the beginning of the year allow staff time to process new information. |
| 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 the community to schedule and plan events, family time, and appointments. • Promoting participation in the state fair by careful scheduling of beginning-of-the-year professional learning days. |
| 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 an opportunity to schedule high-quality professional development in a timely manner. • Provides an opportunity for families to plan vacations, doctor appointments, etc. |
| 8. Ensure that the calendar satisfies Wyoming statutes, rules, and regulations defined by the Wyoming Department of Education. | <ul style="list-style-type: none"> • These draft calendars meet or exceed all rules and regulations. |

Staff and community members were invited to provide feedback on the proposed town and rural drafts at the February 14 and March 7, 2023, Board of Trustees meetings and in a second survey. A rationale for the draft was included in the communication for the survey to provide the stakeholder groups with more information about the choices. The survey was distributed via social media, district websites, and email to all parents, staff, and students. From the survey, 41 individuals and two TABS representative groups indicated an overall positive response to the draft calendars and a general appreciation of the attention given to scheduling around the state fair.

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 calendar draft. We invite you to consider the rationale for the draft calendars (stated above) 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.