Tongue River High School

Dayton, Wyoming
Mark Fritz, Principal

2016-2017

PLAN SIGNATURES

(signature)

District Superintendent

(signature)

District Board Chairman

(signature)

Principal

Date Approved: November 15, 2016

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DOMAIN 1: TEACHING AND LEARNING

AdvancED Standard 3: Teaching and Assessing for Learning

Standards and Curriculum (3.1)

The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. (3.1 Rubric)	**Acceptable**

YES	The school provides educational programs sufficient for all students to meet uniform content and performance standards in all areas of the common core of knowledge and skills. (Wyoming)
YES	The school has adopted and implemented strategies to monitor the teaching of standards. (Wyoming)
YES	Instruction is provided in the essentials of the state and federal constitutions. (Wyoming)
YES	If applicable, all Hathaway Scholarship Program course requirements, including the Eighth Grade Unit of Study and Hathaway Success Curriculum, have been met and implemented. (Wyoming)
N/A	If applicable, the school is providing foreign language instruction in grades K-2. (Wyoming)
YES	If applicable, Career Technical Education courses are offered in a three-course sequence in grades 9-12. (Wyoming)

Summary of Practices:

Curriculum Leadership Institute (CLI)
SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. This is an ongoing process bringing staff, administration, and parents together monthly in a collaborative setting.

Monitoring and Adjusting Curriculum, Instruction and Assessment (3.2)

Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice. (3.2 Rubric)	**Acceptable**

All Title I Schools: Explain how school-wide research-based instructional reform strategies strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students.
SIG Schools: Explain how the district and/or school ensures that the curriculum, instruction, and assessment are aligned with state standards and vertically aligned from one grade level to the next.

Summary of Practices:

Curriculum Leadership Institute (CLI)
SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. This is an ongoing process bringing staff, administration, and parents together monthly in a collaborative setting.

Instructional Strategies that Engage Students (3.3)

Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations. (3.3 Rubric)	**Acceptable**

SIG Schools: Explain how teachers differentiate assignments in response to individual student performance on pretests and other methods of assessment.

Summary of Practices:

Curriculum Leadership Institute (CLI)
SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. This is an ongoing process bringing staff, administration, and parents together monthly in a collaborative setting.

Instructional Leadership (3.4)

School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. (3.4 Rubric)	**Acceptable**

Summary of Practices:

Teachers are evaluated regarding instructional practices on a consistent basis to insure student learning. Evaluations are both formal and informal in nature.

Collaborative Learning Community (3.5)

Teachers participate in collaborative learning communities to improve instruction and student learning. (3.5 Rubric)	**Acceptable**

Summary of Practices:

On identified professional development dates, subject specific cohorts on both sides of the district meet to collaborate on curriculum and instruction. These dates include: August 22-25, September 16, October 14, November 18, December 2, January 13, February 10, April 21, May 12, and June 2nd.

Teachers participate in the CLI process as committee members.

The Student Intervention Team (SIT) meets weekly to discuss at-risk students and identify intervention strategies to support them.

Weekly all staff meetings include a dedicated time to discuss current student data and needs.

Instructional Process (3.6)

Teachers implement the school's instructional process in support of student learning. (3.6 Rubric)	**Acceptable**

SIG Schools: Explain how all teachers use instructional strategies that are grounded in research-based practices and address the learning needs of all students.

Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. This is an ongoing process bringing staff, administration, and parents together monthly in a collaborative setting. Teachers use the CLI as a basis for the instructional process.

Mentoring, Coaching and Induction (3.7)

Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning. (3.7 Rubric)	**Acceptable**

YES	The school employs qualified instructional facilitators to provide professional development, teacher mentoring and educational leadership based on identified needs and school improvement planning. (Wyoming)

Summary of Practices:

Every teacher hired into the district is placed into our two year induction program and assigned a mentor. This involves regular meetings, self-reflection, and goal setting among other things.

SCSD1 also employs two Instructional Facilitators to support all teachers with continued instructional improvement.

Family Engagement (3.8)

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. (3.8 Rubric)	**Acceptable**

YES	Parent contact procedures and history regarding unexcused absences and student misconduct resulting in suspension is documented (Wyoming)

All Title I Schools: List the major strategies utilized by your school to increase effective parental involvement (include use of a parent compact and activities in accordance with ESEA Section 1118, such as family literacy services.)

All Title I Schools: If applicable, what is your school's plan for assisting in the transition of students from early childhood programs to elementary school programs?

SIG Schools: Describe how families and the community are meaningfully engaged in decisions that impact school improvement and the school environment.

Summary of Practices:

Parents are invited to be involved in a variety of ways including access to grades, attendance, and other records via the online program: "Power School", direct written mail notification to parents whose student is failing a class, mass e-mails, phone messages and texts relaying school information, social media contacts, yearly surveys, parent teacher conferences held 4 times per year, IEP participation for students with special needs, and requirement of teacher contact home if student is not making progress.

Student Advocacy Structure (3.9)

The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience. (3.9 Rubric)	**Acceptable**

Summary of Practices:

Students are assigned an Eagle Time Teacher whom they will stay in contact with for four years. Teachers are also assigned a grade level to serve as the class sponsor for 4 years. Counseling services are available to all students daily. Students are highly encouraged to participate in clubs and activities where they have additional opportunities to make connections with our staff. SCSD1's School Resource Officer makes regular visits and is known well by our students and families.

Grading and Reporting (3.10)

Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses. (3.10 Rubric)	**Acceptable**

Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. This is an ongoing process bringing staff, administration, and parents together monthly in a collaborative setting. Grading discussions and guidelines are a part of the outcome of these meetings.

SCSD1 is also in the process of creating a standards based grading system. Common assessment are currently being developed and used in content areas. Data is being used to monitor and adjust instruction on an ongoing basis. Additionally, a grading and reporting handbook has been developed as a guide for stakeholders.

Professional Learning (3.11)

All staff members participate in a continuous program of professional learning. (3.11 Rubric)	**Acceptable**

YES	The school has developed and implemented a professional development plan that focuses on the development and implementation of standards and standards-based assessments, the instructional and student learning uses of technology, individual school improvement goals, assessed needs based on documented student results, and individual professional development goals. (Wyoming)
YES	The school provides annual training to all school personnel concerning discrimination, confidentiality, and occupational exposure to blood-borne pathogens. (Wyoming)

All Title I Schools: List the major high quality and ongoing professional development activities at your school that impact areas of identified need.

SIG Schools: Describe how staff are provided high-quality, job- embedded, differentiated professional development for both school improvement reform strategies and teacher effectiveness.

SIG Schools: Describe how the district uses external service providers for key services in SIG schools.

Summary of Practices:

On identified professional development dates, subject specific cohorts on both sides of the district meet to collaborate on curriculum and instruction. These dates include: August 22-25, September 16, October 14, November 18, December 2, January 13, February 10, April 21, May 12, and June 2nd.

SCSD1 employs 2 instructional coordinators who provide professional development opportunities to match the needs of the district.

Learning Support Services (3.12)

The school provides and coordinates learning support services to meet the unique learning needs of students. (3.12 Rubric)	**Acceptable**

YES	The school is providing for the needs of all gifted and talented students through enrichments in regular instruction, enrichment programs, advanced or challenging courses, extension periods, etc. (Wyoming)
YES	The school follows district policies and procedures for identifying and intervening with at-risk students and preventing at-risk behavior. (Wyoming)
YES	The school implements programs that include planned strategies for intervening with students who fail to demonstrate proficiency on the standards. These include extended day and extended year programs and certified tutors. (Wyoming)
N/A	Title I targeted assistance programs avoid removing children from the regular classroom during regular school hours for instruction provided under Title I. (Federal)
YES	The school meets the educational needs of historically underserved populations. (Federal)

All Title I Schools: What is your school's approach to providing additional assistance to students experiencing difficulties in mastery of the standards?

SIG Schools: How does the school provide extended learning opportunities (e.g., summer programs, after-school and supplemental educational services, enrichment programs)?

Summary of Practices:

The Student Intervention Team (SIT) meets weekly to discuss at-risk students and identify intervention strategies to support them. Daily Eagle Time period is provided for re-teaching and academic support for all students as well as before/after school Academic Opportunity interventions and Friday School.

Counseling services are available to all students daily and licensed mental health services are provided on a regular basis.

Concurrent and dual enrollment classes are offered in collaboration with Sheridan College to allow students to graduate with an Associate's Degree concurrent with their high school diploma.

The Bridge School, is our Alternative School on campus that provides an opportunity for students to complete their high school education or meet credit recovery needs in an alternate setting focused primarily on learning through technology.

AdvancED Standard 5: Using Data for Continuous Improvement

Student Assessment System (5.1)

The school establishes and maintains a clearly defined and comprehensive student assessment system. (5.1 Rubric)	**Acceptable**

YES	The school implements the district assessment system to measure student performance relative to the uniform state content and performance standards. The system is designed so that all students have equality of educational opportunity to learn the content and skills represented in the standards and to the level established by the performance standards. (Wyoming)

Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. Districts assessments created through this process help to measure student progress and outcomes. Content area teacher develop assessments and rubrics which are consistent throughout our district. This allows a consistent manner in which to compare data, monitor and make adjustments as needed.

Additional ongoing student performance monitoring is conducted through annual ACT testing for all students, MAP testing in grades 9 and 10, and COMPASS testing for any student who desires to test into a college credit course.

Collecting, Analyzing and Applying Learning from a Range of Data Sources (5.2)

Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions. (5.2 Rubric)	**Acceptable**

Summary of Practices:

Content area teacher develop assessments and rubrics which are consistent throughout our district. This allows a consistent way in which to compare data, monitor and make adjustments as needed. Content area teachers meet analyze this data monthly.

Additional ongoing student performance monitoring is conducted through annual ACT testing for all students, MAP testing in grades 9 and 10, and COMPASS testing for any student who desires to test into a college credit course. Data from these assessments are analyzed as a staff at content area, school and district levels.

Training in the Interpretation and Use of Data (5.3)

Professional and support staff are trained in the evaluation, interpretation, and use of data. (5.3 Rubric)	**Acceptable**

Summary of Practices:

Additional ongoing student performance monitoring is conducted through annual ACT testing for all students, MAP testing in grades 9 and 10, and COMPASS testing for any student who desires to test into a college credit course. Data from these assessments are analyzed as a staff at content area, school and district levels. Staff is guided through analysis of data during staff meetings, professional development days, and CLI meetings.

Determining Verifiable Improvement in Student Learning (5.4)

The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level. (5.4 Rubric)	**Acceptable**

Summary of Practices:

SCSD1 reviews the ACT 5 year Trend Data Report and uses it as a tool for developing improvement goals and to drive our curriculum and instruction. The SCSD1 Annual School Report Card, composed of statewide and school assessment data is published for the public.

Communicating School Performance (5.5)

Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders. (5.5 Rubric)	**Acceptable**

Summary of Practices:

The SCSD1 Annual School Report Card, composed of statewide and school assessment data is published for the public. This is published in local newspapers, made available at local businesses in brochure format and can be found on our district website.

Teaching and Learning Improvement Plan

GOAL(S): 11th Grade Reading- Students will increase from 37% of students meeting growth targets in 10th grade reading to 50% of 11th grade students meeting growth Targets on ACT reading test in 2016-2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
Content Area Reading	Dec-May	Instructional facilitator Staff- PD	Teacher peer observations Share data
Vocabulary intervention:	January-May	Read:Wordwise Content Rich	Implement vocab. strategies- Professional development Research based
ACT Prep During Eagle Time	January-May	Instructional facilitator Staff: PD	Pre-post test data

Evaluation/Evidence (How will you know when the intervention is fully implemented?)
Data will be collected in April 2017 and analyzed in the fall. We will know this has been fully implemented when all teachers contribute measurable data.

Teaching and Learning Improvement Plan

GOAL(S): Increase Reading Scores- Students will increase from 48% overall growth score in Reading on the ACT to 60% overall growth score in Reading on the ACT for the 2016-2017 school year.

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks
ACT Prep during Eagle Time for students in 11th grade.	January 4, 2016-April 19, 2016.	English Teachers	
Vocabulary intervention:	January-May	Read:Wordwise Content Rich	Implement vocab. strategies-Professional development Research based
Content Area Reading	Dec-May	Instructional facilitator Staff- PD	Teacher peer observations Share data

Evaluation/Evidence (How will you know when the intervention is fully implemented?)
Data will be collected in April 2017 and analyzed in the fall. We will know this has been fully implemented when all teachers contribute measurable data.

DOMAIN 2: LEADERSHIP CAPACITY

AdvancED Standard 1: Purpose and Direction

Purpose Revision Process (1.1)

The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success. (1.1 Rubric)	**Acceptable**

YES	The school provides opportunities for *all children* to meet the State's proficient and advanced levels of student academic achievement. (Federal)

Summary of Practices:

TRHS holds annual meetings as a staff to discuss the vision and goals.

Culture Based on Shared Values and Beliefs (1.2)

The school leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills. (1.2 Rubric)	**Acceptable**

Summary of Practices:

TRHS holds weekly staff meetings where academic, student needs, school climate, and goals are discussed. Monthly cohort and PLC meetings offer an opportunity to share values, common beliefs, and create staff support systems.

School Improvement Process (1.3)

The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning. (1.3 Rubric)	**Acceptable**

YES	The school monitors its school improvement process and supports the implementation of the school improvement plan. (Wyoming)
YES	The school participates in the State Accountability System and complies with applicable state and federal laws. (Wyoming)
YES	The school conducted a needs assessment, which included a review of academic achievement data for all students and assessed the needs of the school relative to the Schoolwide program components. (Federal)
N/A	If the school uses Title 1 Targeted Assistance, planning for students served under this part is incorporated into existing school planning. (Federal)
YES	The comprehensive plan components are reviewed and revised as necessary by the school. (Federal)
YES	The school has planned or developed strategies with input from teachers to monitor and evaluate the success of school wide activities and will use the results of the evaluation to inform and improve instructional strategies as well as professional development activities. (Federal)

All Title I Schools: Briefly describe your needs assessment and planning process; and describe how stakeholders are engaged in the process.

Summary of Practices:

SCSD1 uses the Curriculum Leadership Institute (CLI) model as a governing structure for overseeing all phases of student learning including curriculum, instruction and assessment. Districts assessments created through this process help to measure student progress and outcomes. This impacts overall school improvement.

TRHS conducts an annual survey to parents, staff, and students to gauge continuous school improvement needs.

AdvancED Standard 2: Leadership

Board Policies and Practices (2.1)

Board Policies and Practices: The governing body establishes policies and supports practices that ensure effective administration of the school. (2.1 Rubric)	**Acceptable**

YES	The flags of the United States of America and the State of Wyoming are displayed when school is in session in, upon, or around the school building. (Wyoming)

Summary of Practices:

District Board Operations (2.2)

The governing body operates responsibly and functions effectively. (2.2 Rubric)	Acceptable

Summary of Practices:

Leadership Autonomy (2.3)

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively. (2.3 Rubric)	**Acceptable**

SIG Schools: Describe how sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to improve student performance has been given to the school.

Summary of Practices:

Leaders and Staff Foster Culture (2.4)

Leadership and staff foster a culture consistent with the system's purpose and direction. (2.4 Rubric)	**Acceptable**

Summary of Practices:

TRHS conducts weekly staff meetings to provide opportunities for lines of communication to remain open and to maintain focus on our school's purpose. Teachers are present in hallways during passing times to promote a positive, safe school climate. School assemblies are held to foster school culture and spirit.

Stakeholder Engagement (2.5)

Leadership engages stakeholders effectively in support of the school's purpose and direction. (2.5 Rubric)	**Acceptable**

	The school has procedures for involving parents and community in decision-making, implementation of standards, goal setting and planning for school improvement, and identification of budget priorities based on student performance standards. (Wyoming)
YES	

Summary of Practices:

Stakeholders take part in our CLI process monthly. The district holds monthly School Board Meetings where there is a time set aside for public comment. Stakeholders are invited to attend school activities and events.

Leader and Staff Evaluation (2.6)

Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success. (2.6 Rubric)	**Acceptable**

YES	The school uses a State Board of Education/WDE approved teacher performance evaluation system. (Wyoming)
YES	The performance of each initial contract teacher is formally evaluated in writing at least twice annually. (Wyoming)
YES	The performance of each continuing contract teacher is formally evaluated in writing at least once each year. (Wyoming)

SIG Schools: Explain your teacher and leader evaluation system.

Summary of Practices:

Staff is evaluated using Marzano's teacher evaluation system both formally and informally. Additionally, walk-through data is collected and used to evaluate state, support teacher improvement, effect instructional change, and impact student success.

Leadership Capacity Improvement Plan

GOAL(S): Use Improvement Plan!

MEASURES AND METHODS (INTERVENTIONS):

Strategies (Processes) to Implement the Intervention	Timeline	Personnel and Financial Resources	Benchmarks

Evaluation/Evidence (How will you know when the intervention is fully implemented?)

DOMAIN 3: RESOURCE UTILIZATION

Standard 4: Resources and Support Systems

Staff Recruiting and Retention (4.1)

Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program. (4.1 Rubric)	**Acceptable**

YES	The assignment of staff members is in accordance with the certificates and endorsements as specified in the Professional Teaching Standards Board regulations. (Wyoming)
YES	Instruction is provided by highly qualified teachers (Federal)
NA	Paraprofessionals meet the requirements of ESEA (Federal)

All Title I Schools: What strategies are used to attract highly qualified teachers to high need Title I schools?
SIG Schools: Briefly describe the District/School procedures for recruiting, evaluating, rewarding, and replacing staff.

Summary of Practices:

We do not have any Paraprofessionals.

We have one teacher that in not highly qualified. He is currently on a plan with PTSB and will gain his status next semester.

Sufficient Resources (4.2)

Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. (4.2 Rubric)	**Acceptable**

YES	The school complies with the State Board of Education's definition of the minimum hours of student/teacher contact and minimum days per year. The school calendar includes a minimum of 185 teacher work days. ● ½ Day Kindergarten – 450 hours ● Full Day Kindergarten – 900 hours ● Elementary – 900 hours ● Middle/Jr. High – 1050 hours ● High School – 1100 hours (Wyoming)
YES	On Presidents' Day, Veterans Day, Martin Luther King Jr. Day, Wyoming Equality Day, and general election day, the school is not dismissed except by order of the board of trustees of the district. Exercises to emphasize the significance of these days are optional to the school. (Wyoming)
YES	The following days are appropriately observed: ● Wyoming Day, December 10 of each year. ● Nellie T. Ross' birthday, November 29 of each year. ● Native American Day, the second Friday in May. ● Pearl Harbor Remembrance Day, December 7 of each year. ● Constitution Day, September 17 of each year. (Wyoming)
YES	Federal funds are used for authorized and allowable activities, and are used by the intended population (Federal)
YES	Federal funds are used to supplement and in no case supplant state or local dollars. (Federal)
YES	Equipment purchased with federal funds, including that purchased for private/home school use, are marked and inventoried. (Federal)
YES	Personnel whose salary is funded 100% from a single federal fund submit a signed, bi-annual certification. (Federal)
YES	Personnel whose salary is split-funded, whether between various federal funds or between federal and state funds, maintained accurate time/effort logs. schools. (Federal)
YES	Activities approved for Federal Funding are completed within the approved time period. (Federal)

All Title I Schools: How do you coordinate and integrate federal, state, and local services and programs?
Summary of Practices:

Safe, Clean and Healthy Environment (4.3)

The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff. (4.3 Rubric)	**Acceptable**

YES	The school ensures that students are educated in a safe environment that meets all building, health, safety, and environmental codes and standards required by law for all public buildings. (Wyoming)
YES	Crisis management plans are in place to ensure that potential crisis situations are addressed and are practiced on a regular basis. (Wyoming)
YES	A health inspection of the building and the food service facilities is conducted annually, and the building principal has sought remedies to noted problems in accordance with state statutes. (Wyoming)
YES	Protective eye devices have been purchased and are used, free of charge, by all students and teachers involved in activities or using materials that create a substantial risk of harm to the eyes. (Wyoming)
YES	The school requires written documentary proof of immunization or written immunization waiver to be provided for all students attending within thirty (30) days after the date of school entry. (Wyoming)
YES	The school maintains documentation on file and conducts an audit of immunization status for each child enrolled in accordance with rules and regulations prescribed by the Department of Health. (Wyoming)
YES	The school has developed and has on file the policy for required notification of pesticide application on or around the school building. (Wyoming)
YES	Fire inspections are conducted at least once every three (3) years, and results are available. (Wyoming)
YES	The school conducts fire/safety drills at least once every month that school is in session according to state statutes. (Wyoming)
YES	The school has established a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs. (Federal)

Summary of Practices:

Alice (Alert Lockdown Inform Counter Evacuate) Training for all staff and students has been conducted. Safety procedures are reviewed, practiced, documented, and shared with stakeholders.

Information Resources (4.4)

Students and school personnel use a range of media and information resources to support the school's educational programs. (4.4 Rubric)	**Acceptable**

YES Media services sufficient to support the achievement of student content and performance standards are available and accessible to all students and staff. (Wyoming)

Summary of Practices:

Information is shared on the district website, TRHS Facebook page, the local newspapers and websites, Powerschool, mass mailings, emails and text notifications.

Technology Resources (4.5)

The technology infrastructure supports the school's teaching, learning, and operational needs. (4.5 Rubric)	Acceptable

YES	The school has implemented the district technology plan. (Wyoming)

Summary of Practices:

Supports to Meet Physical, Social and Emotional Needs (4.6)

The school provides support services to meet the physical, social, and emotional needs of the student population being served. (4.6 Rubric)	**Acceptable**

Summary of Practices:

Physical and mental health services are provided to our students as well as available daily counseling services. A variety of activities and clubs are available for students to participate in. We offer classes in health and physical fitness education.

Services to Support Student Educational Needs (4.7)

The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. (4.7 Rubric)	**Acceptable**

YES The school is providing for the needs of all disabled students and is in compliance with statutory requirements. (Wyoming)

YES All students have access to guidance services that provide assistance in developing and monitoring their educational and career plans through a structured, systematic individual planning process. (Wyoming)

Summary of Practices:

The Building Intervention Team (BIT) meets weekly to discuss at-risk students, recommend interventions, or move them into the referral process. TRHS employs 2 full-time, highly qualified special education teachers to implement Individualized Education Programs for students with special needs. We have a 504 coordinator on staff and a comprehensive guidance program available to all students.