

*Sheridan County School District #2*

# ***Board Meeting***



*Date: March 7, 2016*

*Time: 6:00 p.m.*

*Place: Central Office*

***Sheridan County School District #2***

**Board of Trustees Meeting**

Central Office – Board Room

March 7, 2016

6:00 p.m.

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**Agenda**

- I. Call to Order**
  - A. Pledge of Allegiance
- II. Recognition**
  - A. 2016 Trustees' Scholars Award, Zach Campbell, Anastasia Giljum, Caleb Hoopes, and Cole Kayser - Brent Leibach
  - B. Starr Scholarship Award, Julia Fenn & Madison Pehringer - Brent Leibach & Troy Lake
  - C. UW High School Institute, Jillian Destefano & Garrett Perkins - Brent Leibach
  - D. We the People, State Champions 2016 - Brent Leibach
  - E. Wyoming Curriculum Director of the Year, Tom Sachse - Craig Dougherty
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- III. Consent Agenda Item**
  - A. Approval of Board Meeting Minutes - February 1, 2016
  - B. Approval of Luncheon Board Meeting Minutes - February 8, 2016
  - C. Approval of Teacher's Roundtable Board Meeting Minutes - February 15, 2016
  - D. Approval of Bills for Payment
- IV. Old Business**
  - A. Capital Construction Update (*Information*) - Craig Dougherty
  - B. Update Summary for Facility Plan (*Information*) - Julie Carroll
  - C. Next Level Update (*Information*) - Mitch Craft
  - D. Approval of Policies (*Action*) - Cody Sinclair
- V. New Business**
  - A. Project Lead the Way Agreement (*Action*) - Tom Sachse
  - B. Kindergarten Registration Update (*Information*) - Scott Stults
  - C. Memorial Fund Scholarship Recommendations (*Action*) - Roxie Taft
- VI. Reports and Communication**
  - A. Board of Trustees
    - 1. Board Reports
    - 2. Committee Reports
      - a. Endowment Fund Committee (*Action*) - Trustee Schatz & Trustee Wilson
    - 3. Other
  - B. PTO/Parents/Students/Organizations
  - C. Site Administration and Staff

**VII. District Reports**

**A. Superintendent**

1. Board Goal Updates (*Information*) - Craig Dougherty
2. Board Meeting Schedule Revised (*Action*) - Craig Dougherty

**VIII. Executive Session**

**A. Personnel Matters, W.S. 16-4-405(a)(ii)**

- B. To Consider or Receive any Information Classified as Confidential by Law, W.S. 16-4-405(a)(ix)**

**IX. Adjournment**

**All agenda items address board goals. The goals are as follows:**

**Student Learning**

**Communicating High Expectations**

**Research-Based, Best Practices**

**Excellent Staff and Resources**

**Governance & Leadership**

# ***Sheridan County School District No. 2***

## **Board of Trustees Regular Monthly Meeting February 1, 2016**

Ann Perkins, Chairman

Craig Dougherty, Superintendent

### **MINUTES OF MEETING**

#### **I. Call to Order**

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Monday, February 1, 2016, in the Board Room at the Central Administration Office. The presiding officer was Ann Perkins, Chairman. A quorum was determined to be present with the following attendees:

##### **Trustees:**

Ann Perkins, Chairman  
Tony Wendtland, Vice-Chairman  
Craig Achord, Treasurer  
Marva Craft, Clerk  
Richard Bridger (for Executive Session)  
Hollis Hackman  
Wayne Schatz  
Molly Steel  
Sue Wilson

##### **Administrators:**

Craig Dougherty, Superintendent  
Terry Burgess, Assistant Superintendent  
Scott Stults, Director of Elementary Education  
Roxie Taft, Business Manager  
Julie Carroll, Facilities Director  
Coree Kelly, Technology Director

##### **Absent:**

##### **Absent:**

Tom Sachse, Assistant Superintendent

#### **A. Pledge of Allegiance**

#### **II. Recognition**

##### **A. Intern in Washington DC, Gabe Briggs - Brent Leibach**

Sheridan High School Principal Brent Leibach recognized Gabe Briggs, a junior at Sheridan High School, for serving as a Senate Page in Washington D.C. for Senator Enzi. Mr Leibach explained that only one Page is selected from the state of Wyoming and only juniors have the option of applying to become a Page. Mr. Leibach described what Gabe Briggs' day consists of: first, the Pages attend classes from 6:30 a.m. to 9:00 a.m. and then they report to the senate floor and work all day. He said this is a tremendous honor and unique life experience for Mr. Briggs. Mr. Leibach reported that Mr. Briggs started his position in

January and will be returning to Sheridan in June. Trustee Schatz congratulated Mr. Briggs and said this is a real honor for him.

**B. PLC Model School, Woodland Park Elementary - Craig Dougherty**

Superintendent Dougherty recognized Woodland Park Elementary for becoming a PLC Model School. He reported that Woodland Park has been passionate about this journey by focusing on data and by fostering a community that believes all students can achieve. Mr. Dougherty introduced Woodland Park Elementary Principal Paige Sanders.

Mrs. Sanders thanked the Board of Trustees and administration for the ongoing support and training that is offered to the staff. She recognized the Woodland Park Elementary staff for their hard work, passion, and drive for student success. Mrs. Sanders informed the Board that Solution Tree Inc. had called and asked Woodland Park and its staff to do professional development work for the company. Chairman Perkins thanked Mrs. Sanders and Woodland Park Elementary for their hard work and congratulated them on the exciting opportunity with Solution Tree.

**C. 2016 Wyoming National Distinguished Principal Award, Mitch Craft - Craig Dougherty**

Superintendent Dougherty informed the Board of Trustees that Sheridan Junior High School Principal Mitch Craft was named Wyoming's 2016 National Distinguished Principal (NDP). He said that Kenny Jones, Executive Director of the Wyoming Association of Elementary and Middle School Principals, and Brenda Creel, Alta Vista Elementary Principal and Wyoming's 2015 NDP, attended a surprise assembly at the junior high school to present the award to Mr. Craft. Mr. Dougherty recognized Mr. Craft for his hard work and effort to bring the junior high staff together to collaborate and become a PLC Model School. Mr. Dougherty presented Mr. Craft with a plaque.

Mr. Craft said that since the surprise award ceremony he has had a couple of weeks to process the award. He explained that one word comes to mind when he thinks of the honor he received: gratitude. Mr. Craft said he has worked in this district for nine years and that he is grateful to be in this district. He expressed gratitude for the Board of Trustees, the administration, volunteers, fellow principals, his staff at Sheridan Junior High School, the students, and the Sheridan community and all of the opportunities it has to offer. Chairman Perkins congratulated Mr. Craft.

**III. Approval of Agenda**

**TRUSTEE WILSON MADE A MOTION TO APPROVE THE AGENDA, AS PRESENTED. TRUSTEE WENDTLAND SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**IV. Welcome--Audience Comments**

**V. Consent Agenda Items**

**A. Approval of Board Meeting Minutes - January 11, 2016**

**B. Approval of Luncheon Board Meeting Minutes - January 18, 2016**

**C. Approval of Bills for Payment**

General Clearing	\$328,280.15
Federal Fund	\$29,000.07
<b>TOTAL:</b>	<b>\$357,280.22</b>

**TRUSTEE STEEL MADE A MOTION TO APPROVE THE CONSENT AGENDA ITEMS, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**VI. Old Business**

**A. Capital Construction Update (*Information*) - Craig Dougherty**

Superintendent Dougherty reported that the new locker and training rooms at the high school are getting closer to completion. He said that a tour of the new facility will be scheduled prior to the March Board meeting. Mr. Dougherty reported that a transition of staff and students to the new section will occur the week before spring break and the renovation area construction will begin the week of spring break and continue through September 2016.

Mr. Dougherty reported that the hill stabilization project continues and we will continue to update the Board of Trustees, as we work through the grading to finalize the project.

Mr. Dougherty said that the collaborative high school project is not funded. He said that we are continuing to work with the legislative Joint Appropriations Committee (JAC) to try to secure funding for the school. Mr. Dougherty said that a meeting with Del McOmie, the Director of the School Facilities Department, is scheduled and we will provide him information that shows the Old Highland Park building as number one on the Needs Index List. He reported that Senator Bruce Burns has been a tremendous asset in advocating for the collaborative high school and the necessity of providing those students a new building. Mr. Dougherty said that a Capital Construction Committee Meeting will be scheduled soon.

**B. Next Level Update (*Information*) – Mitch Craft**

Sheridan Junior High School Principal Mitch Craft reported that there are only a few

updates regarding Next Level. He introduced Director of Elementary Scott Stults to discuss the Early Childhood updates. Mr. Stults said a meeting was held to discuss kindergarten readiness. Questions such as, "What do we expect children to know and do when they start kindergarten?" were discussed. Mr. Stults said this list of kindergarten readiness factors would be given to early childhood daycare providers throughout the area so they can help prepare children for kindergarten. He added that parents will receive a list as well. Mr. Craft said that this work fits with the essence of Next Level. The collaboration between the district and the greater Sheridan community is an asset to the students and children. He said this collaboration is true to the mission of the long term goal: to increase the graduation rate.

Mr. Craft reported on the Community Engagement Committee stating that he presented Next Level to the Rotary Club and had a great audience. He said that a few potential corporate sponsors may have developed from that presentation. Mr. Craft informed the Board that Next Level will be presenting to the Chamber of Commerce and the Big Horn Home Builders in the next couple of weeks.

Mr. Craft said the next Quarterly Steering Committee is on Wednesday, February 3, from 12:00 p.m. to 1:00 p.m. He said that it will be advertised as a public meeting and encouraged any interested Board Members to attend. Trustee Hackman thanked Next Level and Mr. Craft for the great work. He said that he appreciated the community collaboration.

### **C. Approval of Policies (*Action*) - Cody Sinclair**

#### **FIRST READING**

Human Resources Coordinator Cody Sinclair reminded everyone of the process of reviewing policies. He reported that six policies are up for first reading and that we are currently in Section E.

Mr. Sinclair presented Policy EBB - First Aid and Safety Procedures and said there were only minor changes.

**TRUSTEE WENDTLAND MADE A MOTION TO APPROVE POLICY EBB - FIRST AID AND SAFETY PROCEDURES, ON FIRST READING, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mr. Sinclair said that Policy EBBA - Prevention of Disease and Infection Transmission had a run-on sentence at the end that was broken up to be more readable and understandable.

**TRUSTEE CRAFT MADE A MOTION TO APPROVE POLICY EBBA - PREVENTION OF DISEASE/INFECTION TRANSMISSION, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mr. Sinclair said that Policy EBCB - Emergency Procedures had only one change that will allow the superintendent to designate special staff that ensure emergency procedures are carried out.

**TRUSTEE WENDTLAND MADE A MOTION TO APPROVE POLICY EBCB - EMERGENCY PROCEDURES, AS PRESENTED. TRUSTEE ACHORD SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mr. Sinclair suggested taking Policy JD - Education of Homeless Students (NEW), Policy JD - Education of Homeless Students (OLD), and Policy JD-E - Education of Homeless Students Examples (OLD) as a group. Mr. Sinclair said that the district received guidance from the Wyoming Department of Education (WDE) that the homeless statutes and regulations have been updated. The WDE shared a model policy that was reviewed and adapted. He thanked Dr. Tom Sachse, Assistant Superintendent, for his work and help on this policy. Mr. Sinclair explained that the new Policy JD - Education of Homeless Students will delete and replace the old Policy JD - Education of Homeless Students and Policy JD-E - Education of Homeless Students Examples.

**TRUSTEE WILSON MADE A MOTION TO APPROVE POLICY JD - EDUCATION OF HOMELESS STUDENTS (NEW) TO REPLACE AND DELETE POLICY JD - EDUCATION OF HOMELESS STUDENTS (OLD) AND POLICY JD-E - EDUCATION OF HOMELESS STUDENT EXAMPLES (OLD) ON FIRST READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

#### **SECOND READING**

Mr. Sinclair said there is one policy going through second reading. He reported that Policy EBAA - Notification of Pesticide Application on or within School Buildings had no changes from first reading.

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY EBAA - NOTIFICATION OF PESTICIDE APPLICATION ON OR WITHIN SCHOOL BUILDINGS, ON SECOND READING, AS PRESENTED. TRUSTEE ACHORD SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

## **VII. New Business**

### **A. FY16 Quarterly Financial Update (*Information*) - Roxie Taft**

Business Manager Roxie Taft said that financial statements were included in the board packet. She said that the statements represent money received and expenses incurred through December 31, 2015. Mrs. Taft reported that the statements are in line with what she



expected for this time of year. Chairman Perkins thanked Mrs. Taft for her continuous effort.

## **VIII. Reports and Communications**

### **A. Board of Trustees**

#### **1. Board Reports**

Chairman Perkins reported that State Superintendent Jillian Balow held a conference on January 13-15, 2016, titled "A New Conversation." She said that board chairs, superintendents, principals, and teachers were invited to attend. Chairman Perkins said there was good conversation, brainstorming, and national presenters who discussed the differences between the Every Student Succeeds Act (ESSA) that is replacing No Child Left Behind (NCLB). She thanked the administration for sending her and Mr. Craft.

Trustee Wilson said that she had attended the science fair at the junior high and was impressed with the projects. She encouraged other Board Members to attend the regional science fair if they are able.

Trustee Hackman said that he was not able to see the District's presentation at the recent Legislative Forum held at Sheridan City Hall. He did say that he was able to review the PowerPoint and congratulated the administration for a job well done. He encouraged the Board of Trustees to think about attending the Legislative Forum in Cheyenne, WY on February 21 and 22. He asked the Board that if they are not able to attend, they reach out to the local legislation through email to help advocate for our students and state education

Trustee Schatz commented that it was great to see the positive press article of Henry A. Coffeen Elementary last week. He said he loved seeing the students helping in the community.

Chairman Perkins reported that the joint meeting with Sheridan College's Board of Trustees was held on Monday, January 25. She said that the meeting was productive, positive, and had great conversations.

#### **2. Committee Reports**

There were no committee reports.

#### **3. Other**

There were no other board reports.

**B. PTO/Parents/Students/Organizations**

There were no PTO/Parents/Students/Organizations reports.

**C. Site/Administration/Staff**

There were no Site/Administration/Staff reports.

**IX. District Administration Reports**

**A. Superintendent**

**1. Board Goal Updates (*Information*) - Craig Dougherty**

Superintendent Dougherty said the two Board Goals up for review this month are Excellent Staff and Resources and Research-Based, Best Practices. He reported that for the Excellent Staff and Resources goal, we have managed to keep our cash reserves above 15%. He said that this is a critical task now with the talk of budget cuts. Mr. Dougherty reported that the district continues to work with the University of Wyoming and hosting their student teachers. He said that we are hosting another PLC Institute this summer and the state will help us with funding. He said that Jill Langer is steering the planning and is a huge asset. Mr. Dougherty reported that she has been working with Solution Tree to solidify the keynote speakers. He confirmed that the event will be at Sheridan College and he shared the institute dates: July 20-22, 2016.

Mr. Dougherty reported on the Research-Based, Best Practices goal, stating that the district is focused on spending money on instruction. He said we are one of the districts that spends the least amount of money on administration. Mr. Dougherty gave the example of Woodland Park Elementary's recognition as a PLC Model School and being asked by Solution Tree, Inc. to provide professional development for their company.

Mr. Dougherty mentioned his meeting with Governor Matt Mead that was held on Monday, January 25, in Cheyenne, WY. He said that Solution Tree President, Ed Ackerman, was also present at the meeting. Mr. Dougherty reported that Governor Mead credited Sheridan County School District #2 as being a leader in the state. Mr. Dougherty said that he shared the Statewide PLC Proposal with the Governor.

**TRUSTEE STEEL MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 6:39 P.M. TO TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii) AND TO CONSIDER OR RECEIVE ANY INFORMATION CLASSIFIED AS CONFIDENTIAL BY LAW, PURSUANT TO W.S. 16-4-405(a)(ix). TRUSTEE**

**HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**X. Executive Session:**

The Board went into Executive Session at 6:39 p.m. to address personnel matters.

**TRUSTEE HACKMAN MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:39 P.M. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting reconvened at 8:39 p.m.

**TRUSTEE STEEL MADE A MOTION TO APPROVE THE REVISED PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE RENEWAL OF ADMINISTRATOR CONTRACTS, AS PRESENTED. TRUSTEE WENDTLAND SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE CONTINUING CONTRACT STATUS, AS PRESENTED. TRUSTEE BRIDGER SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.**

**XI. Adjournment:**

**TRUSTEE CRAFT MADE A MOTION TO ADJOURN THE MEETING AT 8:40 P.M. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting adjourned at 8:40 p.m.

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Chairman

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Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2  
PERSONNEL ACTION REPORT  
February 1, 2016**

**CERTIFIED STAFF**

**Approvals:**

Christopher Debban Sheridan Junior High School	Teacher-Social Studies 1.0 FTE (187 days)	Effective 1/28/16
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**Changes/Transfers:**

Stacie McFadden Highland Park School	Teacher-3rd Grade to Special Education 1.0 FTE (185 days)	Effective 8/23/16
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**Early Retirement Incentive Plan:**

Sarah Eaton Meadowlark School	School Social Worker 1.0 FTE (185 days)	Effective 6/6/16
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LuAnn Heward Meadowlark and Henry A. Coffeen Schools	Teacher-Art 1.0 FTE (185 days)	Effective 6/6/16
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Michael Ibach Sheridan Junior High School	Teacher-Physical Education 1.0 FTE (185 days)	Effective 6/6/16
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Ryan McChesney Sheridan Junior High School	Teacher-Industrial Technology 1.0 FTE (185 days)	Effective 6/6/16
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Lorna Poulsen Sheridan Junior High School	Teacher-Social Studies/Instructional Facilitator 1.0 FTE (185 days)	Effective 6/6/16
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**CLASSIFIED STAFF****Approvals:**

Craig Blackwell Sheridan Junior High School	Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 1/28/16
Marcus Sneller District	Maintenance Helper/Replacement Custodian 8.0 hours/day (262 days)	Effective 1/29/16

**Changes/Transfers:**

Stephanie Campbell Sheridan Junior High School	Paraprofessional-Special Education 1:2 (7.0 hours/day) to Paraprofessional-Special Education (7.0 hours/day)/After School Detention (1.0 hour/day) 175 days	Effective 2/1/16
Lisa Konetzi Henry A. Coffeen and Story Schools	Cook-Second (6.5 hours/day)/Breakfast (0.50 hours/day)/Fresh Fruits & Vegetables (1.0 hour/day, 5 days/week) to Cook-Second (6.5 hours/day)/Breakfast (0.50 hours/day)/Fresh Fruits & Vegetables (1.0 hour/day, 3 days/week)	Effective 10/5/15

**Early Retirement Incentive Plan:**

Gayle Wells Sheridan High School	Secretary-Attendance 8.0 hours/day (195 days)	Effective 6/3/16
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**Resignations:**

Andree Biot Sheridan Junior High School	Paraprofessional-Special Education 1:3/After School Detention/Saturday School 8.0 hours/day (175 days)	Effective 2/2/16
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## **EXTRA DUTY 2015-2016**

### **Approvals:**

<b><u>Name</u></b>	<b><u>Position</u></b>
Gregory Carroll	Basketball-7th & 8th Grade C Coach-SJHS
Gretchen McCafferty	Class Sponsor-Sophomore Class-SHS
Kathy McNickle	Musical Accompanist-SHS
Curt Mayer	Class Sponsor-Sophomore Class-SHS
Karen Schubert	Musical Accompanist-SHS
Andrew Wallenkamp	Basketball-7th & 8th Grade C Coach-SJHS

## **HENRY A. COFFEEN AFTER SCHOOL PROGRAM STAFF 2015-2016**

### **Approvals:**

<b><u>Name</u></b>	<b><u>Position</u></b>
Ian Wallace	Teacher
Jessica Odom	Teacher

## **HIGHLAND PARK AFTER SCHOOL PROGRAM STAFF 2015-2016**

### **Approvals:**

<b><u>Name</u></b>	<b><u>Position</u></b>
Abbey Armijo	Student Teacher
Marry Marino	Student Teacher

## **MEADOWLARK AFTER SCHOOL PROGRAM STAFF 2015-2016**

### **Approvals:**

<b><u>Name</u></b>	<b><u>Position</u></b>
Abbey Fried	Teacher

# ***Sheridan County School District No. 2***

## **Board of Trustees**

### **Board Luncheon Work Session**

**February 8, 2016**

Ann Perkins, Chairman

Craig Dougherty, Superintendent

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#### **MINUTES OF MEETING**

##### **I. Call to Order**

The Luncheon Work Session of the Board of Trustees of Sheridan County School District #2 was called to order at 12:00 p.m., Monday, February 8, 2016, in the Second Floor Conference Room at the Central Administration Office. The presiding officer was Craig Achord, Treasurer. The following attendees were present:

##### **Trustees:**

Craig Achord, Treasurer  
Wayne Schatz  
Molly Steel  
Sue Wilson

##### **Administrators:**

Terry Burgess, Assistant Superintendent  
Tom Sachse, Assistant Superintendent  
Scott Stults, Director of Elementary Education

##### **II. New Business**

###### **A. Prevention Programs (*Information*) - Brent Leibach, Mike Swan, Anne Travis & Mary Barbula**

Brent Leibach, Principal at Sheridan High School, introduced high school counselors Mike Swan and Anne Travis, and junior high counselor Mary Barbula to present information regarding prevention programs offered to students.

##### **III. Adjournment**

**TRUSTEE ACHORD MADE A MOTION TO ADJOURN THE MEETING AT 12:55 P.M. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting adjourned at 12:55 p.m.

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Chairman

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Clerk

# ***Sheridan County School District No. 2***

## **Board of Trustees Teachers' Roundtable Meeting February 15, 2016**

Ann Perkins, Chairman

Craig Dougherty, Superintendent

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### **MINUTES OF MEETING**

#### **I. Call to Order**

The teachers' roundtable meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 5:15 p.m., Monday, February 15, 2016, in the Board Room at the Central Administration Office. The presiding officer was Ann Perkins, Chairman. A quorum was determined to be present with the following attendees:

##### **Trustees:**

Ann Perkins, Chairman  
Craig Achord, Treasurer  
Richard Bridger  
Wayne Schatz  
Molly Steel  
Sue Wilson

##### **Administrators:**

Craig Dougherty, Superintendent  
Terry Burgess, Assistant Superintendent  
Tom Sachse, Assistant Superintendent  
Scott Stults, Director of Elementary Education  
Roxie Taft, Business Manager

##### **Absent:**

Tony Wendtland, Vice-Chairman  
Marva Craft, Clerk  
Hollis Hackman

##### **Absent:**

Julie Carroll, Facilities Director  
Coree Kelly, Technology Director

**CHAIRMAN PERKINS MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 5:17 P.M. TO TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii) AND TO CONSIDER OR RECEIVE ANY INFORMATION CLASSIFIED AS CONFIDENTIAL BY LAW, PURSUANT TO W.S. 16-4-405(a)(ix). TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

#### **II. Executive Session:**

The Board went into Executive Session at 5:17 p.m. to address personnel matters.



**CHAIRMAN PERKINS MADE A MOTION TO RETURN TO REGULAR SESSION AT 6:07 P.M. TRUSTEE ACHORD SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting reconvened at 6:07 p.m.

**III. Regular Session:**

- A.** During regular session the following items were presented and discussed:  
Discretionary Leave, Technology, PLC Teams, and Affirmations.

**TRUSTEE SCHATZ MADE A MOTION TO ADJOURN THE MEETING AT 6:25 P.M. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting adjourned at 6:25 p.m.

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Chairman

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Clerk



**Excellence and Accountability**

Craig Dougherty, Superintendent

Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: February 29, 2016  
TO: Board of Trustees  
FROM: Craig Dougherty, Superintendent  
SUBJ: **Capital Construction Update** *(Information)*

### **Sheridan High School Projects and Future Planning**

The construction of the Sheridan High School new locker rooms is starting to look like finished locker rooms. Mechanical, electrical, and plumbing trim-out is continuing. Interior metal stud framing is complete. Drywall and sound insulation installation is complete. Drywall finish is complete. Masonry is complete. The elevator has been installed. Painting and finishes are continuing. Flooring is beginning to be installed. The transition of staff and students to the new section will occur the week before spring break. The old locker rooms renovation area construction will begin the week of spring break and continue through September 2016. We have scheduled a tour of the new locker rooms for the Board prior to the March 7 meeting at 5 p.m.

### **Sheridan Junior High School Hill Stabilization**

Final grading is complete and seeding will occur this week, if weather permits.

### **Collaborative School**

As it stands now, the John C. Schiffer Collaborative School project is not funded. We will be working with the legislative Joint Appropriations Committee (JAC) to include collaborative school funding in the 2017 supplemental budget request. The supplemental budget has been set at \$80 million for capital projects.



**Excellence and Accountability**

Craig Dougherty, Superintendent

Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: February 29, 2016

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: **Update Summary for Facility Plan** (*Information*)

SCSD#2 is preparing to submit the annual District Facility Plan to the Wyoming School Facilities Commission. We discuss this plan annually during board meetings before submitting our update. The final document is fairly lengthy and is mostly completed through the Wyoming School Facilities Department's (WSFD) data base. During the April board meeting, the final plan will be approved and the documents that are submitted into the database will be presented. The final plan will be submitted to the department through a several hour joint meeting with the WSFD and SCSD#2.

Funding has drastically changed in this legislative session that has caused the district to re-evaluate its next five years of projected facility planning.

Some of the main summary points that will be included in the facility plan are as follows:

- Continue to request funds for the new 6-12 John C. Schiffer Collaborative School (Fort Mackenzie and the Wright Place) for the Supplemental Legislative Budget (2017)
- Divert Major Maintenance funds for a complete renovation of Sagebrush Elementary School. This will require several years of saving major maintenance funds
- Continue to determine funding resources in order to make needed repairs for the Transportation Department, Maintenance Department including site improvements and safety upgrades, Sheridan High School to renovate the science classrooms, general classrooms, art classrooms, vocational areas, auditorium and music spaces, light fixture upgrades, kitchen upgrades, gymnasium equipment replacements (bleachers, lighting, movable equipment), parking remedies, and boiler plant upgrades
- Continue to plan life cycle replacement items for newer facilities that begin to be nearing 10 years plus in age
- Continual data reporting for all of the district's school buildings and sites
- Continue to develop plans to upgrade security items funded by the state and items that have not received funding

Please call me if you have any questions about this process. I will ask that you take action on the facility plan recommendations at the April board meeting.



**Excellence and Accountability**

Craig Dougherty, Superintendent

Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: February 29, 2016  
TO: Board of Trustees  
FROM: Mitch Craft, Sheridan Junior High School Principal  
SUBJ: **Next Level Update** *(Information)*

I have two Next Level updates for your March Board of Trustees meeting:

- I am presenting the notes from our February 3 Steering Committee Meeting. I will be happy to answer any questions you have about this document.
- Jana Sanders, our external evaluator for Next Level programs, will be here to present her report on the Graduation Coach position at Sheridan High School. Her report will later be presented to the Ellbogen Foundation, who has funded our Graduation Coach at \$40,000 for three consecutive years.

# Next Level

## Steering Committee Quarterly Meeting

February 3, 2016

This summary of the quarterly steering committee meeting provides milestones achieved since the last meeting in November 2015, as well as next steps for work to be completed over the next three months.

### Early Childhood

Milestones	Next Steps
<ul style="list-style-type: none"><li>• Created a list of kindergarten readiness skills for preschools/day care providers. This committee included: kindergarten teachers from Districts 1 &amp; 2, Child Development Center, YMCA, and preschools.</li><li>• As a member of the High 5 early childhood committee we are able to network and collaborate with entities throughout the Sheridan community.</li></ul>	<ul style="list-style-type: none"><li>• Secure stable funding for an Early Childhood Liaison.</li><li>• Create a list of kindergarten readiness skills for parents.</li></ul>

### Student Attendance

Milestones	Next Steps
<ul style="list-style-type: none"><li>• There has been an overall decrease in the number of student absences district wide this year.</li><li>• Parent Liaisons have made over 1,000 contacts with elementary families.</li><li>• Principals have solidified a formal letter sent to parents when their child has 7, 10, and 12 excused absences.</li></ul>	<ul style="list-style-type: none"><li>• Set up a meeting with local pediatricians to discuss absence procedures in the schools to help cut down on doctor-excused absences.</li><li>• Analyze attendance survey results.</li><li>• Conduct a new survey with students in grades 3-12.</li></ul>

### Community Engagement

Milestones	Next Steps
<ul style="list-style-type: none"><li>• Social media launched on four platforms: Facebook, Instagram, Snapchat, and Twitter</li><li>• Community presentations to local boards and organizations</li><li>• Partnership formulated with Big Brothers/Big Sisters</li></ul>	<ul style="list-style-type: none"><li>• Convene members of the medical community working with expectant parents and parents of young children; formulate plan for distributing information to parents at intervals throughout early childhood; potential partners include pediatric offices,</li></ul>

	hospital, reproductive healthcare offices, public health, Reproductive Health of Big Horns, Department of Family Services, etc.; explore potential of Scott Foundation hosting the conversation
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### Multiple Pathways to Graduation

Milestones	Next Steps
<ul style="list-style-type: none"> <li>• Sheridan High School Success Academy - initial implementation</li> <li>• Collaboration between SHS and Ft. Mackenzie; SHS providing electives courses</li> <li>• Collaboration between Ft. Mac and Sheridan College--college classes are available for their students</li> <li>• PaCE work program implemented at Ft. Mac</li> <li>• Graduation Coach, Curt Mayer--statewide exposure in the Casper Tribune; Next Level website communicating the opportunities as well as the success he has had with working with our SHS students</li> </ul>	<ul style="list-style-type: none"> <li>• SHS Summer School--Standard Based Program and recovering the actual class they lost credit in, not only electives</li> <li>• Project Lead The Way--SHS and Sheridan College</li> <li>• Graduation Coach--Goal to have every student entering their senior year to have at least 16 credits</li> <li>• Ft. Mackenzie teacher training--(1 meeting already) Project based learning, experiential learning, visiting model schools for programs to possibly implement</li> <li>• PaCE Internship program--Big Horn Mountain Home Builders and Kennon Products--interested in connecting with our students to create connections for possible internships and jobs. Kennon also spoke about possibly paying for college and bringing students back to their company for employment</li> <li>• Graduation Coach--community members/businesses mentoring our students...role models</li> <li>• Ft. Mackenzie--new building--making improvements to current building</li> </ul>

The Graduation Coaching Program at Sheridan High School

As Part of the Next Level Initiative:

An In-Depth Look at the First Three Semesters

By: Jana Sander, MACI

For: The Ellbogen Foundation

March 2016

As parents, teachers, and community leaders, we all want each child who walks into the public school system to eventually walk across the graduation stage ready to succeed and become a valued member of society. Members of the Sheridan, Wyoming community are privileged to take advantage of an exceptional public education system. According to U.S. News and World Report, Sheridan High School is ranked third in the state out of 84 high schools. This performance rating is based on student performance on state assessments and how well schools prepare students for college (1). Third is something to be proud of! Yet, we are plagued by a significant problem that leads Sheridan to ask the following question: What is keeping approximately 15% of our high school seniors from graduating each year? The Next Level initiative has been established to find the answer to this question and to be the solution to our graduation rate problem here in Sheridan. The following report is an external evaluation of this initiative specifically pertaining to the graduation coaching program that was implemented in the fall of 2014 at Sheridan High School. It is presented to the Ellbogen Foundation so that there is an awareness of how, thus far, the district has utilized the funding provided.

As discussed in the grant, Next Level (NL) Sheridan came about through direct observation and research of the successful Thrive program in Bozeman, Montana and Graduation Matters effort in Missoula. Seeking to emulate these initiatives, Sheridan County School District #2 and community leaders commenced with formulating a list of needs and goals that our community has in terms of educational success. After much data analysis, discussion and brainstorming, NL team members realized that the path to educational success doesn't begin at any one point in school, but rather is a journey commencing in infancy and encompasses many relationships, environments, and opportunities along the way. Starting with this key foundational knowledge, NL built four pillars that include early childhood education, student attendance, multiple pathways to graduation and community engagement. Each pillar has an established committee consisting of at least eight participants and under the direction of Mitch Craft, the following people facilitate:

Early Childhood Education: Scott Stults (Director of Elementary Education)

Student Attendance: Scott Cleland (Highland Park Principal)

Multiple Pathways: Cindy Dahl (SHS Assistant Principal)



## Community Engagement: Mitch Craft (SJHS Principal)

Although the graduation coaching position is part of the multiple pathways pillar, it is not exclusive to it, but rather plays a large role with student attendance and community engagement as well. After much investigation and conversations with the grad coach, Curt Mayer, the administration at Sheridan High School and others concerning this role since May of 2015, my overall determination is that this program is having a very powerful influence thus far. These are my findings:

For any outsider looking in, it seemed as though the Grad Coach was starting out as little more than a tutoring position in the fall of 2014. Somebody with a positive attitude, encouraging spirit and a keen eye for spotting the specific needs of students, was who the NL committee and Sheridan High School was looking for. Curt Mayer was all these things and was excited to get started helping about 12-15 students get their grades up. He enthusiastically arranged a special open house at the start of the school year for at-risk students and their families to become aware of and familiar with his new role at Sheridan High School. Unfortunately, only a handful of families attended. Discouraged by the lack of interest in the event, Mr. Mayer wasn't certain that his role would do much good. However, as fall came and went, the number of students quickly rose from a dozen or so to approximately 40 students in need of a watchful eye from the new Grad Coach. He didn't necessarily work directly with each of these students. Instead, as school counselors kept track of student grades, truancies and behavior referrals, and as teachers began seeing red flags in class, more and more students at risk of potentially failing were referred to the Grad Coach for help. He began keeping acute records of these students; records that indicated their name, current grade level, credits they currently had, number of credits needed to graduate, and the specifics on what classes they were struggling in-including the specific assignments and/or exams they were failing. Religiously, Mr. Mayer updates these records weekly and sends copies to the SHS Administration, counselors, and Superintendent Craig Dougherty. In turn, these people meet weekly with Mr. Mayer to discuss each at-risk student, their current needs and how to best meet them.

## Analysis

At-risk Student Data Spring 2015					
Grade	9	10	11	12	Totals
Gender	0 Female 1 Male	0 Females 2 Males	0 Females 5 Males	3 Females 34 Males	3 F 42 M
Classes Failing	0 English	1 English	5 English	15 English	21
	1 Math	1 Math	3 Math	10 Math	15
	1 Science	1 Science	0 Science	7 Science	9
	0 Social/Gov.	1 Social/Gov.	1 Social/Gov.	3 Social/Gov.	5
	0 Foreign Lang.	0 Foreign Lang.	0 Foreign Lang.	0 Foreign Lang.	0
	1 Elective	1 Elective	1 Elective	18 Electives	21
Transferred		1			
Dropped				6	

As I studied a sampling of these records, I noticed some patterns emerging: The majority of at-risk students are males. Academically speaking, the areas with the highest number of students failing at the end of the 2014-2015 school year was a tie between English and electives/extended learning courses. The most elective failures were in art-related classes (seven) followed by five failures in welding class. I was curious about the dichotomy of equal failures in English and elective courses. English courses necessitate a great amount of reading, writing and literary interpretation for a high school student to manage and complete. Much time management and internal reflection are required. It is understandable that at-risk juniors and seniors might get discouraged and flounder in these courses more consistently than in others. But then, the elective courses are more hands-on learning and, most interestingly, students get a say in which electives they take! So, why so many failing grades in electives?

Mr. Mayer reasoned that it's easier for at-risk students to slack off in elective courses at the end of the school year because they are viewed as less important than those in the core. But, what students are forgetting is that a failure in any class can mean a closed door on graduation. This brings up a new question: how are at-risk students choosing electives? According to Mr. Mayer, the counselors help students decide which electives to take based on past classes and

current interests. This year, they are considering scheduling and when classes are offered. As one might conclude, the first period of the day and the period right after lunch are the two most frequent periods for student absences or tardiness. “We are taking all of these factors into account and it seems to be helping this year with the success we are seeing.”

At-risk Student Data Fall 2015					
Grade	9	10	11	12	Totals
Gender	1 Female 1 Male	2 Females 6 Males	2 Females 10 Males	6 Females 24 Males	12 F 41 M
Classes Failing	1 English	3 English	8 English	12 English	24
	1 Math	4 Math	3 Math	16 Math	24
	1 Science	5 Science	2 Science	5 Science	13
	1 Social/Gov.	2 Social/Gov.	6 Social/Gov.	4 Social/Gov.	13
	0 Foreign Lang.	0 Foreign Lang.	2 Foreign Lang.	0 Foreign Lang.	2
	2 Electives	2 Electives	1 Elective	6 Electives	11
Transferred		2	2	3	
Dropped					

Jumping ahead to the end of fall 2015 semester, we can see that again, the largest majority of at-risk students are males, but there is a significant rise in females as well. Academically, the data shows a tie between English and Math failures this semester. Additionally, the number of transfers to another educational setting increased significantly. The major difference in the data here is that at the beginning of this school year, the grad coaching program opened its doors wider to include more at-risk students from lower grades. Brent Leibach, principal of SHS, spoke on this saying. “We started out [the grad coaching program] with just seniors. That was our main focus at first. But we soon realized that it’s the focus on the entire cohort starting with identifying at-risk freshmen or sophomores that will ultimately effect the graduation rates.” But what is keeping these students from wanting to stay in class and work hard? According to Mr. Leibach, the missing component has been relationships. If the social/emotional needs of these students are not being met through their relationships and/or friendships outside of school, it’s quite possible that school is their only safe place. So, beyond the role of a coach, record-keeper,

and mediator, Mr. Mayer was hired to be a positive, male role model to provide accountability, support, and guidance to kids who most likely aren't getting it elsewhere. It is important to note here, that this isn't the case with all at-risk students. Some just need a quiet place to focus their thoughts because, perhaps, the traditional classroom setting is too busy or too loud. The conference room attached to the grad coach office works perfectly for this. Mr. Mayer works daily to meet these variety of needs, not only by keeping close track of each students academic needs, but also and sometimes more importantly, by simply providing a refuge amidst the storms of life that many of these students face daily.

Needless to say, Mr. Mayer soon realized in the fall of 2014, that this was going to be way more than just a tutoring position. His plan of action evolved into a four-tiered approach:

Relationships (Tier 4)
Credit Recovery (Tier 3)
Communication (Tier 2)
Turning in Missing Assignments (Tier 1)

Beginning with getting students to turn in their missing assignments (Tier 1), he found this to be the quickest way for students to recover from failure. The provided workspace allowed for a quiet environment and a small student-teacher ratio, where the Grad Coach could easily encourage students to "just get it done" and he was there to help if they got stuck.

#### Communication

Knowing he couldn't be the only player in this experience, Mr. Mayer made sure to get the parents and teachers involved and keep them updated on student progress through relentless communication attempts (Tier 2). Staying in close communication with teachers meant that at-risk students had accountability on at least two fronts in school. With parents, it meant that there was now someone at school that was there just to care about their child. Mr. Mayer felt it was very important to keep families of the at-risk students well informed and involved as much as possible, in the progress their child was making. He, alongside teachers, made phone calls and

emails to families regularly and he found that this communication to parents really made a difference for some students. He explains:

“When a student was identified in our program, I would call the parents/guardians and let them know that I was working with their child and discussed grades and [the type of] intervention I was going to implement. It was about 50/50 on the parents that responded and the ones that didn't. Depending on the level of intervention the student needed, [this] would decide the frequency of the calls. Some parents [received calls] at least once a week or more. The phone calls made a huge difference because the parents were never caught off guard with their students' grades and also were able to better understand what the student was working on in school so they could help at home.”

I had an opportunity to interview the family of a 12<sup>th</sup> grade student last year with a notable story. “Jacob” is a very intelligent young man. Getting excellent grades all throughout elementary school and most of Jr. High, Jacob enjoyed school, his time with friends and extracurricular activities. But living in the shadow of his parents' very difficult divorce and the sad reality that his mother did not want to raise him, Jacob and his older siblings struggled to make sense of their lives as they settled into life with their dad and eventually, a stepmom. Jacob's grades began to suffer as his attitude and behavior at school started to reflect the confusion and hurt he felt in his personal life. Entering Sheridan High School as a freshman, Jacob was jaded and had little personal investment in his education or future. Feeling like their son had been labeled as “the bad kid” by this point, Dad and Stepmom were doing what they could to encourage him at home, but the damage was done.

Because of his high intelligence, Jacob was the kind of student who could ace any test. But his unwillingness to complete assignments and stay in class hurt his grades the most. Then, sadly, Jacob and his friends discovered how alcohol could mask the pain they were feeling and he started into a life of searching out a drink wherever he could get it. In an attempt to steer him from this, his parents tried getting him to attend their church. They tried therapy, and getting him into different part-time jobs. At one point, they actually hoped that perhaps a night or two in jail

would change his habits. Nothing made a difference for him. So, as Jacob stumbled into his senior year of high school, they finally gave him an ultimatum. “Whether you graduate or not, you either need to get a job, sign up for the Service, or you’ll find yourself in jail.” Jacob’s senior year was the Grad Coach’s first year at SHS. Jacob’s stepmom remembers getting a call from Mr. Mayer and remembers him being honest and helpful as he explained his new role at the school and that he was now keeping a watchful eye on Jacob. His parents were thankful to have another person in their corner, encouraging their son and supporting him to finish the race. The Grad Coach reflected back on his time with Jacob. He says, “He was one of my more difficult students. He was in a group of students I was working with that were all very defiant and would skip school a lot. He didn’t pass a couple of classes the first semester and we really had to work the second semester to get him to graduate.” Thankfully, one thing did interest Jacob: the Military. He scored very high on his Armed Services Vocational Aptitude Battery (ASVAB), thus the recruitment officers were thrilled to have him join...that is until they looked at his high school transcript. They told him to either shape up and graduate or he could forget about the Service. This was finally enough for him to get focused on graduating. Just days before the deadline, Jacob pulled a few “all-nighters” to finish missing assignments and projects under the direction of his grad coach and encouragement from his parents at home. It was a close call, but in the end, Jacob was able to graduate and is now a United States Marine. Mr. Mayer remembers these crucial few days for Jacob and the transformation he’s seen since. He stated:

“At the end, [Jacob] was very glad that he was in the program because he wouldn’t have graduated without it. He came back [after boot camp recently] and was a completely changed person. He came and thanked me for all we did and said that we saved his life because he was going down a bad path. It was one of the greatest experiences as a teacher for me.”

Success stories like this one is what the NL Initiative is all about. This particular story shows how the collaboration of the Grad Coach, school staff, the family along with their circle of support, and even the community (the Marine recruitment officers) all created the right formula of accountability and reinforcement for this student to ultimately succeed and change his life toward a better path.

Probably the biggest challenge is when parents or guardians are unwilling or unable to participate in their at-risk child's educational recovery. Despite efforts to reach families via phone or email, the lack of advocacy in the homes of some at-risk students presents an on-going problem. However, the implementation of the NL initiative and grad coach position announced to families of high schoolers that the community as a whole cares about them and wants to see them all succeed. This was evident when Mr. Mayer was approached by a parent in Walmart one day and was asked to meet with her son about graduation and his future. This particular student was not at-risk for failing, but was in need of guidance for how to proceed after graduation. Mr. Mayer was also approached by a grandparent of a student after a NL committee meeting. He stated: "I had one of the committee members come and give me the name of her granddaughter and asked if I could keep an eye on her and make sure that an adult was connecting with her. She had been struggling outside of school and it was starting to affect her grades." Mr. Mayer introduced himself to the student and offered her the opportunity to come meet with him or use any of his resources. Since then, Mr. Mayer has kept in contact with the student, who occasionally comes to his resource room to say "what's up?" or get a little work done. According to the Grad Coach, she seems to be doing better socially and academically at school this year.

Additionally, overall communication with parents of at-risk students this year is much better and not just for the Grad Coach, but for teachers reaching out to parents as well. Mr. Leibach has seriously stressed the importance of communication recently. "Since the birth of the NL initiative and the grad coach position, there has been a renewed emphasis on teacher-parent communication." However, he admits, "I've been in this profession thirty-five years. Teachers just don't have the capability, but having one person with their only job being to keep track of the struggling students, we just can't beat that." So, the Grad Coach, as liaison of sorts, is helping to bridge some communication gaps between overwhelmed teachers and uninformed parents.

For a teacher, there are few things worse than to feel isolated while attempting to identify and support at-risk students. But, when they are not alone, they are more likely to work harder for those students. Mr. Mayer found this to be true with the SHS teachers thus far. Once word got out that the school filled a specialty position specifically designed to meet the needs of at-risk students, both school counselors and teachers worked quickly to identify those who showed signs

of academic struggle, truancy and/or behavior issues early on. As students were identified and encouraged to seek guidance and academic support from the grad coach, he made it a point to team up with their teachers and work alongside them, keeping track of exactly what assignments were missing and what behaviors needed alteration. One might think that teachers were excited to dump their at-risk students off onto the shoulders of a grad coach, but quite the opposite happened. Most were very willing to step up and make the extra effort to team up with Mr. Mayer and a few even sacrifice their planning period to work with students needing that extra boost so that they don't fail their classes. Randy Rowland, a science teacher at SHS, is one of these teachers. He states:

“I've worked indirectly with Curt with a number of students both in my aquatic biology course and in my horticulture course. I know that this semester, he has some of my students in both courses again. He and I are able to tag team students who just don't get the work completed and between the two of us (more him than I), insure that the work is being completed and that the student stays on track for graduation. HIs program was primarily focused on Seniors for graduation when it started, but I am pleased to see it expanding a little, to pick up some of the other students in lower grades who are obviously going to be at risk for graduation. This semester, he just started working with one of my sophomores in horticulture and she has gone from an "F" to a "D" in just over a week, and is headed on to a much better grade. She just needed someone who could work with and [monitor] her on a daily basis to get the work completed.”

Dedicated teachers, like Mr. Rowland, see the value of the graduation coach role at Sheridan High school and are appreciative of having the extra support for their students.

### Credit Recovery

Utilizing the credit recovery program (Tier 3) gave Mr. Mayer the additional support he needed to get these students back on their feet. Designed to help students recoup lost credits from their Freshman, Sophomore and Junior years, the program offers lesson packets and online classes. These include lessons with tests at the end of each one and also a final test. He explains, “We use this a lot in our program because many of the students that I work with are behind on credits coming into their senior year and need to recoup a couple of credits to graduate in May.”



It is important to note here that since the advent of the grad coach position, the Multiple Pathways committee has instigated a significant change in how high school students recover lost credits: After much evaluation and discussion on keeping kids in school (especially after they turn sixteen) and having them work hard while in attendance so that they can get the credits needed to graduate, the committee has found that no two students are alike in their educational needs. The more flexible you are with a student, the more likely they will see their high school education through to the end. First, members of Multiple Pathways spent time re-evaluating the credit recovery process. The facilitator of NL, Mitch Craft, said that traditionally, when students fail a class, they would need to repeat the entire class via an on-line format or a hefty packet of lessons and tests usually during a study hall period or before or after school. What the Multiple Pathways committee found in their research of student failure, is that students were not necessarily failing all essential outcomes of a given class. It was having to repeat the entire class that caused many students to lose interest or give up entirely. Since time is of the essence for many of these students, Credit Recovery is now reserved for students who did not understand most or all of the curriculum for a failed class.

Enter Success Academy. According to Jeff Mowry, Assistant Principal of Sheridan High School and member of the Multiple Pathways committee, this new program provides another method for students to keep up with credits by allowing them to work with Kim Ferguson (SHS Literacy Support) and their previous teacher (teacher of record) of the failed indicator course (core classes in English, Math, Science and Social Studies). In lieu of an elective, students enroll in a Success Academy course with Kim Ferguson to complete the previously failed class. Rather than retaking the entire class, like in credit recovery, students simply have to learn and become proficient in the areas they were deficient in. Additionally and unlike the traditional credit recovery process, Success Academy (SA) provides more one-on-one support to struggling students so that they not only feel empowered to finish their work, but can also finish faster. This means that the time a student spends in SA on any given subject is essentially up to them. The big focus is on 9<sup>th</sup> and 10<sup>th</sup> grade students with the goal of keeping them on track for graduation in regard to credits. Mr. Mowry states, "Identifying students with truancy patterns, behavioral issues and/or learning difficulties in the early years of high school promotes a higher success rate in the later years and thus influencing the graduation rate." A pilot program of Success Academy was implemented at the beginning of this school year and is already showing

the Multiple Pathways committee, the Grad Coach and the administration at SHS that this system is working.

More insight into this pilot program was gained when I sat in on a session just before the first semester ended. There were five students in attendance with Kim Ferguson facilitating. It was a quiet, positive place to work independently. Soft piano music played in the background as students worked to finish projects, essays or study for exams. Mrs. Ferguson frequently talked with students about their progress to keep them on target. She holds five SA sessions each school day. The program is targeted toward lower classmen who received a grade of 45-59% in any indicator course the previous year because of conceptual misunderstandings or lack of follow-through for turning in assignments. "I am not their teacher in this class." She says. "I only facilitate and teach them how to advocate for themselves, how to get organized, and how to communicate with their teacher of record in order to get the job done." SA works in a variety of ways:

- 1) Independent work in the SA room where Mrs. Ferguson is there to encourage students to complete their work and send it via email to their teachers of record.
- 2) If the timing is right, students also have the opportunity to work in their teacher of record's classroom during their planning period to get one-on-one support.
- 3) Some teachers, like Randy Rowland, have dedicated many of their planning periods to coming into the SA room to work with their students and re-teach concepts one-on-one.
- 4) Students can also return to their previously failed class to participate in just the area of study that they missed. "We had one student who failed an earth science class last year. After looking at her grades, her teacher and counselor discovered that she did okay in most all of the class except for one 6-week unit on heat. So, this year, we were able to get her back into that class for just that 6-week unit. Once she took the test and passed, that new grade covered her failing one and she was released. Whenever we can get kids back into the classroom like that and have their teacher re-teach them, it is the optimal way for students to recover credit."
- 5) When students finish their work for a failed class and recover their credit, SA then becomes an optional study hall for them. Most decide to stay in and use that time to keep up the good work to maintain a steady pace toward graduation.

Students who fail an indicator course get red-flagged by their teacher of record and counselors. At this point, the teacher develops an individual learning plan (ILP) for the student, indicating the specific areas of the course which the student needs to recover. It is then shared with the student, counselor and SA coordinator. The teacher of record is responsible for providing all learning materials and learning opportunities for the student to complete the work. When I asked Mrs. Ferguson about the students who participate in SA, she had this to say about them:

“In my opinion, they are all at risk. Just because they don’t do drugs or skip school or have a bad home life, doesn’t mean they are not at risk. A lot of times, education is done to kids. They just don’t have a connection with what they are doing now and with the future. They need to learn to advocate for themselves. I have to tell them to talk to their teachers and to turn in their assignments. But they are all good kids.”

Essentially, Success Academy is a bold new way of holding teachers more accountable to their students’ success in their classes while they have them. Failing a class creates more work for the student and for the teacher. Although SA is, in my opinion, a successful pioneer program for recovering credit more efficiently, the ultimate goal for students is to succeed the first time around. That is why the grad coach program is so pivotal. So far, the grad coaching program and success academy are two separate entities with little interaction between the two. When asked about this recently, Mr. Mayer said that he and Mrs. Ferguson were trying to find ways to team up. Ideally, the Grad Coach can be more involved in the referral process in regards to getting students into SA. On the other end, the SA facilitator can be more involved with referring some at-risk students to the Grad Coach for additional support and as a preventative of future failure.

### Relationships

The fourth and most crucial component in the grad coaching process is to personally meet with these students each day to be a constant, positive presence in their lives at school (Tier 4) so that they can pass their classes the first time around. Mr. Leibach states:

We’ve been thinking we are going to solve this graduation rate problem by doing the same things we’ve already tried, but we were wrong. We needed to change the format. The missing component is that relationship piece...It’s through discipline

and wrangling students in with compassion that helps build a culture of awareness. When I see Curt with his students, I see him being tough but kind. He's not afraid to be the person who is straight with them and they really respect him for that.

The relationships built so far have been way beyond what Mr. Mayer expected going into the program. Although the Grad Coach did not directly work with all of the identified at-risk students last school year, the development and implementation of this position encouraged a closer watch for at-risk students by the staff than would have otherwise. Overall, Mr. Mayer was able to work with fifty-two at-risk students from all grade levels at least once during the 2014-2015 school year. Thirty-six of these were seniors. Of the 36 students he did work with, only eight seniors were unable to graduate in May of 2015. Seven of those had dropped out of high school at some point in the year and one sadly, took his own life. Mr. Mayer has not given up on these seven students. He continued to stay in contact with most of them over the summer and beyond, to get them on an alternative pathway to graduating.

Those who were able to graduate, walked with pride and satisfaction of a job well done. Many of their family members sought out Mr. Mayer on the day of graduation to shake his hand and thank him for all that he had done to help their child finish the race.

#### Alternative Pathways to Graduation

Although the current state laws relinquish students from academic requirement at the age of sixteen, Sheridan High School is really pushing for at-risk students to not view dropping out as a viable option. Since the start of this new school year, a fifth tier has been added as Mr. Mayer has familiarized himself with the alternative pathways to graduation because it is far better for a student to transfer than to drop out. Along with Credit Recovery and Success Academy, there are the options of summer school, Fort Mackenzie (Sheridan's alternative high school) and virtual schools as well.

Alternative Options for Students Lacking the Credits to Graduation on Time at SHS				
Success Academy (SHS)	Credit Recovery (SHS)	Summer School (SHS)	Ft. Mackenzie High School	Connections Academy/Virtual Academy

In his evaluation of this year's forty-nine at-risk students and number of credits they need to recover thus far, he and the student evaluation team determined early on this fall that for some, their needs are best met another way. So far, he has recommended that seven students transfer to Wyoming Connections Academy: an accredited, online public school that gives students an alternative to the traditional in-class setting and includes live access to and support from state-certified teachers. I asked Mr. Mayer if he or the school feel like they are giving up on these students by having them go elsewhere to complete high school. He does not believe this is the case. "The goal for all students coming into senior year is to have 16 completed credits. I am working with many kids with less than that, but for some, there are too many credits to recover and not enough time to do it in. I sit down with these students and their parents and present the problem and their options." These seven families have chosen Connections Academy and Mr. Mayer has expressed his confidence that they will succeed on this alternative pathway. He has kept in contact with all but one of these students and they tell him they are doing very well in their new learning environment. The Grad Coach was excited to tell me that one of these students recently texted him saying that he was doing great and thanked Mr. Mayer for all he was able to do for him!

To learn more about the students' thoughts pertaining to the grad coach program and their personal experiences with it, I developed a student questionnaire (see Appendix A). This is currently being distributed to students working with Mr. Mayer and the results will be available once all student questionnaires are completed.

### Community Involvement

Overall, the Grad Coach was very impressed with how the community got involved in promoting graduation of all seniors thus far. As previously mentioned, at the beginning of the 2014 school year, he put together a special open house for at-risk students and their families. Although attendance was lower than expected, the number of community partners who participated was very encouraging: two colleges, three military groups, seven community organizations, and eight school organizations or clubs. Mr. Mayer was able to introduce some agencies to others, making positive connections for future opportunities. Since then, he and the Community Engagement committee have thought of ways to better endorse the NL initiative and

the grad coach program. Working closely with Flood Marketing in town, the team has helped develop a concept and logo for this new branding designed to engage and encourage all students to think about what the next level means for them. This fall, instead of his own separate event, Mr. Mayer designed a large display at the all-school open house, kicking off the Next Level initiative with T-shirts sporting the NL logo and two computers promoting the new website. “All students should be made aware of the grad coach program, not just the at-risk students.” As a result, this new display was much more successful this year with many more students and their parents stopping by to check out the NL initiative and the grad coach program. Again, this year a huge number of community partners attended in cooperation of the initiative with their own information booths. According to Mr. Mayer, Sheridan College has been especially involved in the NL initiative. Besides attending the open houses, they have several representatives on the NL committee and have been an integral part of the Alternatives School planning. As that progresses into something tangible, more information will be available.

Recently, Mr. Mayer has been approached by three different ladies who have expressed interest in mentoring at-risk female students. They each experienced their own struggles in high school and have found strength to overcome challenges and make something of themselves in order to become productive members of society. They would like the Grad Coach to pair them up with a student whom they can meet with and encourage on a regular basis. Mr. Mayer was thrilled by this. He hopes that this idea can develop into a mentoring program, using enthusiastic members of society to shine light into the lives of these at-risk youth.

## Results

Looking back on the inaugural year of the grad coach program, Mr. Mayer, Mr. Leibach and the high school as a whole were excited about the success as they and the community celebrated a graduation rate increase of a 2.4 percent! According to Bill Gatley, the Student Information Systems Co-coordinator for the district, the 2014 graduation rate was 84.5% and it raised to 86.9% in 2015. (Please see Appendix B for his complete graduation rate matrix)

Principal Leibach was enthusiastic about the increase and hopeful for the future. “With all the changes we’ve made so far and Curt now with us doing what he’s doing for kids, we project to see [another increase] this spring,” He stated. The energy surrounding this program is so electric that other districts, cities and even state representatives have taken notice. Those interested in

hearing what Wyoming media is saying about it, can read the Casper Star Tribune article published in mid-January. Just as the Graduation Matters initiative is now a statewide effort in Montana, the goal of NL is to spread across all districts of Wyoming. Mr. Mayer has expressed his ecstatic willingness to take the idea of this initiative and its evidence of success to other districts around Wyoming, promoting achievement in the minds and actions of all of Wyoming's high school students.

### Recommendation

Sheridan High School has seen a graduation rate increase, which, according to Principal Leibach, can be in large part contributed to the implementation of the grad coach program last fall. As an external evaluator, it is my recommendation that:

- The Grad Coach continue to reach out to the community for resources and support.
- SHS administration and the Grad Coach analyze the realistic capacity of at-risk students one person can manage. I suggest that a student-teacher ratio be established for this program. If the number of at-risk student referrals continues to increase each year, program expansion should be considered.
- There be a more tangible cohesion between Success Academy and the grad coaching program in regards to collaborating on student needs before and after SA completion.
- The Grad Coach be supported in the development of an external, at-risk youth mentoring program.

It is my overall conclusion that the graduation coach position, implemented by the Next Level initiative, has been an encouraging provision to the school's at-risk population, their families, school staff, and the community. By promoting cohesive communication, positive relationships, and team-building opportunities, the Grad Coach is striving to see all students succeed each school year and ultimately graduate.

## Appendix A

### Next Level Grad Coach Program: Student Questionnaire

Students: The information you provide is confidential and will help the Grad Coach Program be the best it can be. Please answer the following questions honestly and thoughtfully:

Why did you or why are you working with the Grad Coach?

What do you need most from the Grad Coach? Circle as many responses that pertain to you:

- 1) accountability    2) a quiet place to get work done    3) mentoring  
4) someone to help you work better with your teachers    5) help with assignments  
6) a positive role model    7) direction with what to do after graduation  
8) help with setting and achieving goals    other:

Do you feel like you are getting the help that you need? Why or why not?

What do you wish was different or better about the Grad Coach program?

On a scale of 1-10 (10 being the best), how would you rate this program in regards to how it's helping you?

1    2    3    4    5    6    7    8    9    10

What do you look forward to after graduating high school?



## Appendix B

### GRADUATION RATE MATRIX

March 3, 2016

Year	Sheridan High School	Fort Mackenzie High School*	District	State
2014-2015*	86.9	60.0	85.4	TBD
2013-2014	84.5	69.2	83.7	78.6
2012-2013	82.4	62.5	81.1	77.6
2011-2012	86.5	60.0	85.4	78.9
2010-2011	84.7	62.5	82.9	79.7
2009-2010	84.8	55.2	81.5	80.4
2008-2009	80.3	59.1	78.5	81.3
2007-2008	75.9	51.9	73.7	79.2
2006-2007	79.9	75.0	79.5	79.5
2005-2006	81.6	58.6	79.0	81.6
2004-2005	82.8	60.0	81.4	81.5
2003-2004	84.3	59.0	81.1	79.3
2002-2003	84.0	48.3	80.2	77.2
2001-2002	82.1	75.0	81.7	77.1

\* The 2014-2015 figures have not been confirmed by the Wyoming Department of Education, but all of the calculations have been made using their vetted student level data.

Citings:

1. U.S. News and World Report: Education Ranking and Advice.

<http://www.usnews.com/education/best-high-schools/wyoming>



**Excellence and Accountability**

Craig Dougherty, Superintendent

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Fax: 307-674-5041

DATE: February 29, 2016  
TO: Board of Trustees  
FROM: Cody Sinclair, Human Resources Coordinator  
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

<b>GCC-GDC</b>	<b>Staff Leaves and Absences</b>
<b>IJNDC</b>	<b>Employee Use of Social Media Sites, Including Personal Sites (DELETE)</b>
<b>IJNDC</b>	<b>Employee Use of Social Media Sites, Including Personal Sites (NEW)</b>

The following policies are being recommended for second reading:

<b>EBB</b>	<b>First Aid and Safety Procedures</b>
<b>EBBA</b>	<b>Prevention of Disease/Infection Transmission</b>
<b>EBCB</b>	<b>Emergency Procedures</b>
<b>JD</b>	<b>Education of Homeless Students (NEW)</b>
<b>JD</b>	<b>Education of Homeless Students (DELETE)</b>
<b>JD-E</b>	<b>Education of Homeless Students Examples (DELETE)</b>

*Policies -  
First Reading*

**STAFF LEAVES AND ABSENCES**

The Board provides a plan for leaves and absences designed to help members of the staff maintain their physical health, take care of family and other personal emergencies, grow professionally, and discharge important and necessary obligations.

Temporary absences for necessary and justifiable reasons will not require Board approval, but may be authorized by the superintendent and school building administrators. All requests for long-term leaves of absence will be submitted by the superintendent, along with his/her recommendation for Board action.

SICK LEAVE - Certified/professional staff on 185-190 day contracts and technicians, nurses, head cooks, and second cooks on a nine-month work agreement (175-185 days) will accumulate sick leave at the rate of 10 days per year accumulative to 60 days. Elementary principals, assistant principals, and secretaries on 191-240~~305-210~~ day contracts or work agreements will accumulate 11 days of sick leave per year accumulative to 66 days. Staff members on 241~~31-262~~ 195-210~~day and 260-261~~ day (twelve-month) contracts or work agreements will accumulate 12 days of sick leave per year accumulative to 72 days. Bus drivers, part-time custodians, paraprofessionals, and cook's helpers who have been employed with the district for fewer than six years and are on nine-month work agreements will accrue sick leave at the rate of three (3) days per year accumulative to 18 days. Bus drivers, part-time custodians, paraprofessionals, and cook's helpers who are starting their sixth year of continuous employment with the district (an employee must work at least one full semester to be counted as a year) and are on nine-month work agreements will accrue sick leave at the rate of ten (10) days per year accumulative to 60 days. When the years of employment are not consecutive, the superintendent has discretion, with respect to the applicability of this policy. Employees that have accrued sick leave days beyond the maximum carryover stipulated above will be given one additional paid personal leave day for the following fiscal year. A day is defined as the number of hours scheduled to work daily. The normal work day may be less than eight (8) hours per day depending upon the normal work schedule of the employee.

**STAFF LEAVES AND ABSENCES (contd.)**

Accumulation of sick leave will be pro-rated for staff members working less than eight (8) hours per day and will also be pro-rated by school quarter if the date of employment falls on or after the start of a school quarter (three-quarters if after the end of the first quarter, one-half if after the end of the second quarter, and one-fourth if after the end of the third quarter).

Sick leave is to be used for the illness of a staff member or members of his or her immediate family. Immediate family members are defined as children, spouse, parents, siblings, stepparents, stepchildren, or stepsiblings. Under certain circumstances sick leave may also be used for the care of grandparents and/or grandchildren upon approval of the superintendent. Upon termination of employment accrued sick leave will be paid out at the current substitute rate to employees with ten (10) or more consecutive years of employment with Sheridan County School District #2.

Certification - The ~~D~~istrict may require that a request for leave to care for a relative with a serious health condition or because of the employee's own serious health condition be supported by a certification (letter/document). This certification must be issued by the health care provider of the eligible employee or of the immediate family member(s) of the employee as appropriate. The employee shall provide in a timely manner a copy of such certification to the employer.

1. Certification provided under this section shall be sufficient if it states:
  - a. The date on which the serious health condition commenced;
  - b. The probable duration of the condition;
  - c. The appropriate medical facts within the knowledge of the health care provider regarding the condition;
  - d. If applicable, a statement that the eligible

**STAFF LEAVES AND ABSENCES (contd.)**

employee is needed to care for the immediate family member(s) and an estimate of the amount of time that such employee is needed to care for the immediate family member(s); and

e. In the case of the employee's own serious health condition, a statement that the employee is unable to perform the functions of the position of the employee;

f. In the case of certification for intermittent leave or leave on a reduced leave schedule or for planned medical treatment, the dates on which such treatment is expected to be given, the duration of such treatment, and a statement of the medical necessity for the intermittent leave or leave on a reduced leave schedule.

Second Opinion - In any case in which the District has reason to doubt the validity of the certification provided by the employee for leave for medical care or for medical reasons, the District may require, at the selection and expense of the District, that the eligible employee obtain the opinion of a second health care provider designated or approved by the District concerning any information certified under this section for such medical leave.

In any case in which the second opinion described above differs from the opinion in the original certification provided under this section, the District may require, at the selection and expense of the District, that the employee obtain the opinion of a third health care provider designated or approved jointly by the District and the employee. The opinion of the third health care provider shall be considered to be final and shall be binding on the District and the employee.

The District may require that the eligible employee obtain subsequent recertification on a reasonable basis.

Penalty For Failure To Return - The District may recover the premium that the District paid for maintaining coverage for the

**STAFF LEAVES AND ABSENCES (contd.)**

employee under the ~~D~~district's group health insurance plan during any period of leave under this policy if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired; and
2. The employee fails to return to work for a reason other than:
  - a. The continuation, recurrence, or onset of a serious health condition that entitles the employee to leave either to care for an immediate family member or on account of the employee's own serious health condition; or
  - b. Other circumstances beyond the control of the employee.

LONG-TERM DISABILITY LEAVE - Employees eligible for the district's long-term disability program may be asked to complete the necessary long-term disability application materials. Once long-term disability is approved for an employee or the 90 calendar day elimination period has been met, the position will be opened and employment and benefits will end at the end of that month. Should the employee be able to return to work after long-term disability, they must apply for open positions.

WORKERS' COMPENSATION LEAVE - Eligible staff on leave as a result of an injury that is covered by Workers' Compensation will be asked to complete the necessary Workers' Compensation paperwork. Workers' Compensation offers benefits (Temporary Total Disability/Temporary Light Duty) to cover time away from work after three consecutive days; therefore, leave of any kind (sick, personal, wellness, vacation, holiday, bereavement, etc.) shall not be paid for time off during a Workers' Compensation benefited leave period.

EXTENDED SICK LEAVE - Extended sick leave is only available when an employee has used all accrued leave. Extended sick leave is to be used for the illness of a staff member or member of his or



**STAFF LEAVES AND ABSENCES (contd.)**

her immediate family. For the purposes of this policy eligible employees include certified/professional staff on a 185-190 day contract; secretaries, technicians, nurses, head cooks, and second cooks on a nine/ten-month work agreement; and staff members on ~~191-230~~<sup>195-210</sup> day- and ~~231-262~~<sup>260-261</sup> day (twelve-month) contracts and work agreements. ~~Eligible classified and administrative staff may request extended sick leave days from the school board.~~ Employees that have access to the Certified or Classified Sick Leave Banks may apply for extended sick leave only for an immediate family member, as they have access to a sick leave bank for their own illness.

Extended sick leave may be requested from the school board through the superintendent's office. The following conditions will be required when applying for and using extended leave:

1. Extended sick leave is intended for people with an illness that can be treated and will allow a person to return to work after a reasonable period of recuperation.
2. A staff member must submit a letter requesting extended sick leave to the Board along with a supporting letter from a licensed physician who examined the employee or their immediate family member. The physician's letter must explain why leave is medically necessary and the expected amount of time that will be required for recovery before the employee can return to work.
3. If the extended sick leave request is for more than twenty working days, regular status reports will be required from the physician explaining the progress being made toward returning to work.
4. ~~Employees eligible for the district's long term disability program may be asked to complete the necessary long term disability application materials. Once long term disability is approved for an employee, the position will be opened and employment and benefits will end at the end of the month in which the long term disability is approved. Should the employee be able to return to work after long~~

**STAFF LEAVES AND ABSENCES (contd.)**

~~term disability, they must apply for open positions.~~

- ~~54.~~ Employees granted extended sick leave will receive their regular salary less the cost of the person's substitute for the period of time extended leave is granted.
- ~~65.~~ An employee must have been employed continuously for six (6) months to become eligible for extended sick leave.
- ~~76.~~ Terminal illness of either the employee or an immediate family member is a condition under which extended sick leave may be granted.

CERTIFIED/CLASSIFIED SICK LEAVE BANK - (See Policy GCBF/GDBF)

WELLNESS DAY - A half day of wellness leave may be earned each year an employee participates in the Wellness Program. Certified staff may not take a wellness day immediately before or after any school holiday, during the first two weeks (first ten school days) of the school year, or during the last two weeks (last ten school days) of the school year. Unused wellness day(s) will be paid back to an employee at the current substitute rate at the end of his or her employment.

PERSONAL LEAVE - Four days of non-accrued personal leave are granted to certified/professional staff on a 185-190 day contract; secretaries, technicians, nurses, head cooks, and second cooks on a nine/ten-month work agreement; and staff on ~~191-230195-210~~ day and ~~231-262260-261~~ day (twelve-month) contracts and work agreements. Personal leave will be pro-rated for staff members by school quarter if the date of employment falls on or after the start of a school quarter (three days if after the end of the first quarter, two days if after the end of the second quarter, and one day if after the end of the third quarter). Certified staff may not take personal leave days immediately before or after any school holiday, during the first two weeks (first ten school days) of the school year, or during the last two weeks (last ten school days) of the school year. Exceptions may be granted by the superintendent. For certified, administrative, and exempt staff the substitute teacher rate of

**STAFF LEAVES AND ABSENCES (contd.)**

pay will be deducted from the employee's salary for three of these days. For those classified staff listed above, one-half of step 1 of the hourly rate of pay on the appropriate salary schedule will be deducted for three of these days. One day will be provided at no loss in salary to the employee. If the paid personal leave day is not taken, it will be paid to the eligible employee at the end of the fiscal year. The rate of pay for this day will be at the above dock rate. An employee must work at least two semesters (for nine-ten month staff) or six months (for twelve month staff in order to be eligible for payback of personal leave. Except where otherwise provided herein, personal leave days will not be carried over to the next year.

Bus drivers, part-time custodians, paraprofessionals, and cook's helpers are granted one day of personal leave without loss of salary each year. If at the end of the school year the paid personal leave day has not been used, the personal leave day may be carried over to the next year. Staff may not accumulate more than six (6) days of personal leave. Unused personal leave beyond the six (6) days will be paid back at the current substitute rate.

Applications to the employee's principal or other immediate supervisor for personal leave shall be made at least two days before taking such leave (except in the case of emergencies), and the applicant for the leave shall not be required to state the reason for taking the leave.

**PROFESSIONAL LEAVE** - Certified staff members may apply for attendance at professional conferences that are designed to improve classroom instruction as well as to visit other schools. A teacher attending a conference or meeting will attend without loss of salary. If leave is approved, the cost of a substitute will be paid by the district. Expenses for travel, lodging, meals, and registration fees shall also be an appropriate district expense. Prior approval must be granted in writing by both the principal and the superintendent.

Professional staff may apply for professional leave to complete an internship within the district. Internship programs are

**STAFF LEAVES AND ABSENCES (contd.)**

approved on a case by case basis. A substitute's pay will be deducted for days that the staff member is participating in the approved internship. Completion of an internship within the school district does not guarantee future employment in the area of the internship.

Professional leave may also be granted to allow participation in professional association meetings and conferences. A substitute's pay may be deducted for these days. Prior approval must be granted in writing by both the principal and the superintendent.

LEGAL LEAVE AND JURY DUTY - If an employee is subpoenaed or otherwise ordered to appear as a witness or juror in legal proceedings, leave shall be granted without loss of a substitute's pay. However, a deduction from pay shall be made for the witness or the juror fee which the employee collects.

LEGAL LEAVE (PROFESSIONAL) - If an employee is required to appear in legal proceedings to which he/she is a party on behalf of the school district, leave shall be granted without loss of a substitute's pay.

LEGAL LEAVE (PERSONAL) - Leave may be granted for an employee to appear in legal proceedings not related to school district business. In these cases the employee will be docked at a full rate of pay unless other leave covered in this policy is taken.

BEREAVEMENT LEAVE - Up to 5 days per bereavement will be granted to staff members to be used for a death in their immediate family. A day is defined as the number of hours scheduled to work daily. Additional days may be granted at the discretion of the superintendent. It will be under the superintendent's discretion to approve bereavement leave. For the purpose of bereavement leave immediate family may include parents, spouse, fathers-in-law, mothers-in-law, children, grandparents, grandchildren, siblings, brothers-in-law, sisters-in-law, or stepparents, stepchildren, or stepsiblings.

CERTIFIED STAFF LEAVE OF ABSENCE - The Board of Trustees, on

**STAFF LEAVES AND ABSENCES (contd.)**

recommendation of the superintendent, may grant an unpaid leave of absence to a certified staff member for one semester, one school year, or two school years for the purpose of professional study, approved travel, recuperation, child rearing, caregiving for an immediate family member, exchange teaching, or teaching in a foreign country. A certified staff member on leave for professional study, approved travel, teaching in a foreign country, or exchange teaching shall be given service credit for the year and so rated on the salary schedule. If the leave is for recuperation, child rearing, or caregiving for an immediate family member, the certified staff member shall be returned to the schedule without service credit and so rated on the salary schedule. Certified staff members on a leave of absence will be removed from the district's insurance plan(s) at the end of the last day of the month in which the employee last worked unless the staff member works through the end of the school year at which time the insurance benefits continue with the district until August 31<sup>st</sup>. Certified staff members approved for a leave of absence should speak to the Human Resources Coordinator about COBRA (Consolidated Omnibus Budget Reconciliation Act) coverage.

Unless otherwise approved by the Superintendent, the certified staff member shall file an application for leave and an outline of plans by May 1st, for first semester leave, year-long leave, or two years of leave, and October 15th for second semester leave.

The certified staff member on leave is assured a position in the system, but not necessarily the same position he or she vacated. So that District planning may be accomplished in a reasonable manner, a certified staff member on leave must give notice on or before March 1st of his or her desire to return; otherwise a position will not be held for him or her. Pursuant to W.S. 21-7-103, leaves of absence approved by the Board shall not be considered as interruptions in service for purposes of determining continuing contract status.

CLASSIFIED STAFF LEAVE OF ABSENCE - Classified staff members who are currently enrolled in a university program resulting in a teaching degree may apply to the Board through the

**STAFF LEAVES AND ABSENCES (contd.)**

superintendent for an unpaid leave of absence from their position in order to fulfill student teaching responsibilities. At the end of the student teaching experience, they will return to their same position at the same pay and experience levels as prior to student teaching. Classified staff members on a leave of absence will be removed from the district's insurance plan at the end of the last day of the month in which the employee last worked unless the staff member works through the end of the school year at which time the insurance benefits continue with the district until August 31<sup>st</sup>. Classified staff members approved for a leave of absence should speak to the Human Resources Coordinator about COBRA (Consolidated Omnibus Budget Reconciliation Act) coverage.

MILITARY OR STATE TRAINING LEAVE - (see Policy GCCA-GDCA)

FAMILY AND MEDICAL LEAVE ACT - (see Policy GCCA-GDCA)

MATERNITY/PATERNITY LEAVE - (see Policy GCCA-GDCA) Employees may apply to use accrued sick leave during the 45 work days (full or partial) immediately following the birth or adoption of a child. For purposes of this policy, "child" refers to a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis. In the event both parents are employed by the district, then only 5 sick leave days may be used at the same time during maternity/paternity leave~~in combination~~.

REQUEST FOR LEAVE NEAR THE CONCLUSION OF THE SEMESTER:

1. In the case of employees principally employed in an instructional capacity (teacher and paraprofessional), if the employee begins leave granted for any permissible reason other than the employee's own serious health condition and the leave period is more than five (5) weeks prior to the end of the semester, the ~~D~~district may require the employee to continue taking leave until the end of the semester if:
  - a. The leave is of at least three (3) weeks duration; and

**STAFF LEAVES AND ABSENCES (contd.)**

- b. The return to employment would occur during the three (3) week period before the end of the semester.
1. If the employee begins leave granted for any permissible reason other than the employee's own serious health condition and the leave period would commence within the last five (5) weeks prior to the end of a semester, the district may require the employee to continue taking leave until the end of the semester if:
  - a. The leave is greater than two (2) weeks duration; and
  - b. The return to employment would occur during the two weeks period before the end of the semester.
3. If the employee requests leave for any reason other than the employee's own serious health condition, which period would commence during the three (3) weeks prior to the end of a semester and the duration of the leave is greater than five (5) working days, the district may require the employee to continue to take leave until the end of the semester.

OFFICIATING LEAVE - Any employee invited to officiate a WHSAA sanctioned Regional or State Tournament may be given leave to do so. If officiating leave is approved, substitute's pay will be deducted for these days. These days will not be deducted from the employee's personal leave days. If an employee wishes to use personal leave instead of officiating leave, they may do so.

Applications to the employee's principal or other immediate supervisor for officiating leave shall be made at least two days before taking such leave.

SABBATICAL LEAVE - Certified staff may apply for sabbatical leaves from the district. Applications must be made by November 1 for the following academic year. To qualify, a staff member must have taught in the district for seven years, must attend an accredited graduate school during the sabbatical leave, and

**STAFF LEAVES AND ABSENCES (contd.)**

successfully complete a full load of graduate course-work that will directly benefit the district in his/her position, and must return to his/her same or an equivalent position for two years. The district will allow no more than three sabbatical leaves per year and will pay one-half of the current base salary to each of the recipients. Leaves will be granted on the recommendation of the superintendent with the approval of the board. Recipients will earn a year's credit on the salary schedule while on leave.

This policy on sabbatical leave will only be implemented if funding is available.

VACATION LEAVE - Classified ~~231-262260-261~~ day (Twelve-Month) Employees

Employees with less than five years of experience on a ~~231-262260-261~~ day (twelve-month) basis will be granted 12 days (accrued at the rate of 1 day/month) of vacation annually with full pay. Employees with more than five years of experience, but less than ten years of experience on a ~~231-262260-261~~ day (twelve-month) basis will be granted 15 days (accrued at the rate of 1¼ days/month) of vacation annually with full pay. Employees with more than ten years of experience on a ~~231-262260-261~~ day (twelve-month) basis will be granted 18 days (accrued at the rate of 1½ days/month) of vacation annually with full pay. Classified ~~231-262260-261~~ day (twelve-month) employees may accumulate up to 42 days of vacation. Any days beyond the maximum allowed to be carried over at the end of the fiscal year (June 30<sup>th</sup>) will be paid out in December of the following fiscal year. Those staff with more than 42 accumulative days at the end of fiscal year 2010 will be grandfathered and will be allowed to carryover no more than the total number of days they have accrued as of June 30, 2010. Vacation days will be paid out at the previous fiscal year's rate of pay.

Applications to the classified employee's principal or other immediate supervisor for vacation leave shall be made at least ten working days before the time leave is requested (except in the case of emergencies).



**STAFF LEAVES AND ABSENCES (contd.)**

VACATION LEAVE - Professional ~~24131-262260-261~~ day (Twelve-Month) Employees

Professional ~~24131-262260-261~~ day (twelve-month) staff will be granted 21 days (accrued at the rate of 1  $\frac{3}{4}$  days/month) of vacation annually with full pay accumulative up to 42 days. Any days beyond the maximum allowed to be carried over at the end of the fiscal year (June 30<sup>th</sup>) will be paid out in December of the following fiscal year. Those staff with more than 42 accumulative days at the end of fiscal year 2010 will be grandfathered and will be allowed to carryover no more than the total number of days they have accrued as of June 30, 2010. Vacation days will be paid out at the previous fiscal year's rate of pay.

Vacations are to be arranged through the superintendent. Applications by ~~24131-262260-261~~ day (twelve-month) professionals for vacation leave shall be made at least ten working days before the time leave is requested (except in the case of emergencies).

HOLIDAY LEAVE - Twelve-month (241-262 working days) professional and classified employees are eligible for paid holiday leave. In order to be eligible for payment of holiday leave, twelve-month professional and classified ~~231-262 day (twelve-month)~~ employees must work the same number of days following a holiday leave period as the length of the holiday leave period.

**STAFF LEAVES AND ABSENCES (contd.)**

First Reading:	<del>3/2/15</del>
Second Reading:	<del>4/6/15</del>

**EMPLOYEE USE OF SOCIAL MEDIA SITES,  
INCLUDING PERSONAL SITES**

**THIS POLICY IS BEING RECOMMENDED FOR DELETION**

The following rules have been established to address social media site usage by all employees of the School District:

**USE OF DISTRICT EMAIL**

Staff members shall use their District email in accordance with the Sheridan County School District No. 2 Staff Electronic Use Policy.

**CONTACT WITH STUDENTS**

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. All staff shall maintain an appropriate relationship with all students, both inside and outside of the classroom. Inappropriate interactions using social media with students is prohibited.

Nothing in this policy prohibits District staff and students from the use of education websites and/or use of social networking websites created for curricular, co-curricular, or extra-curricular purposes where the professional relationship is maintained with the student.

Failure to maintain an appropriate relationship with students, both inside and outside of a classroom setting, including inappropriate interaction via social networking websites of any nature, e-mailing, texting, or other electronic methods could result in the reporting of such conduct to the Professional Teaching Standards Board by District's administration and the imposition of disciplinary action up to and including termination of employment.

**RULES CONCERNING DISTRICT-SPONSORED SOCIAL MEDIA ACTIVITY**

If an employee wishes to use social media sites to communicate meetings, activities, games, responsibilities, announcements, etc. for class, a school-sponsored club or a school-based activity or an official school-based organization, the employee shall comply with the following procedures and rules:

**EMPLOYEE USE OF SOCIAL MEDIA SITES,  
INCLUDING PERSONAL SITES (contd.)**

Notify the District

Employees that have or would like to start a social media page should contact and obtain permission from the superintendent or his/her designee. All District pages must have an appointed employee who is identified as being responsible for content. The superintendent or his/her designee will outline the duties of the employee responsible for the site, including how often the site must be checked for comments and who is allowed to post to the site. The superintendent or his/her designee should be aware of the content on the site, arrange for periodic monitoring of the site, and for the receipt and addressing of any complaints about the content on the site. The superintendent or his/her designee may shut down or discontinue the social media site if he/she believes it is in the best overall interest of the school district.

Have a Plan

District staff will consider their messages, audiences, and goals, as well as strategy for keeping information on social media sites up to date, accurate, and in the best interest of the students.

Protect the District Voice

Posts on District-affiliated social media sites protect the District's voice by remaining professional in tone and in good taste. Carefully consider the naming of pages or accounts, the selecting of pictures or icons, compliance with District policy, state, and federal laws with regard to student and employee confidentiality, and the determination of content.

The employee must also comply with the following rules:

- The employee must set up the club, etc. as a group list which will be "closed and moderated."

**EMPLOYEE USE OF SOCIAL MEDIA SITES,  
INCLUDING PERSONAL SITES (contd.)**

- The employee must set up mechanisms for delivering information to students that are not members of the group via non-electronic means.
- Members will not be established as "friends" but as members of the group list.
- Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g., teacher, administrator, or supervisor). Persons desiring to access the page may join only after the employee invites them and allows them to join.
- Parents shall be permitted to access any site that their child has been invited to join. Parents are encouraged to report any communications they believe to be inappropriate by students or school personnel to District administration.
- Access to the site may only be permitted for educational purposes related to the class, club, activity, organization, or team.
- The employee responsible for the site will monitor it regularly.
- The employee's supervisor shall be permitted access to any site established by the employee for a school-related purpose.
- Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such District-sponsored social media activity. This includes maintaining a separation between the school activity pages and employees' personal social media profiles and pages.
- Postings made to the site must comply with all other District policies pertaining to District web sites, Internet usage, and technology.

**POSTING TO SOCIAL MEDIA SITES**

It is the goal and expectation of the School District that each

**EMPLOYEE USE OF SOCIAL MEDIA SITES,  
INCLUDING PERSONAL SITES (contd.)**

teacher and/or other employee working with students maintain the level of control, trust, and respect with students and other employees that is necessary for effective teaching and supervision of students. Accordingly, School District employees should not use social media for private purposes in any manner that is in violation of School District policies, that could reasonably be anticipated to cause a disruption in the school or adversely affect the employee's ability to maintain an appropriate relationship with students and/or other employees, or that is otherwise unlawful or inappropriate.

**CONSEQUENCES**

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

**PROTECT CONFIDENTIAL AND PROPRIETARY INFORMATION**

Employees shall not post confidential or propriety information about the District, its employees, students, agents, or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the District or as provided by state or federal law.

**Do Not Use District Name, Logos, or Images**

Employees shall not use the District logos, images, iconography, etc. on personal social media sites; nor shall employees use the District name to promote a product, cause or political party, or political candidate; nor shall employees use personal images of students, or names or data relating to students, absent written authority of the parent of a minor or authority of an adult or emancipated student.

**EMPLOYEE USE OF SOCIAL MEDIA SITES,  
INCLUDING PERSONAL SITES (contd.)**

See also:

EDC-E - Sheridan County School District No. 2 Staff  
Electronic Use Policy  
GBC - Code of Ethics

First Reading: 3/4/13  
Second Reading: 4/8/13

#### **EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES**

Because of the unique nature of social media sites, such as Facebook ~~and~~ Twitter, or other social media sites, and because of the district's desire to protect its interest with regard to its electronic records, the following rules have been established to address social media site usage by all employees:

##### **KEEP PERSONAL AND PROFESSIONAL ACCOUNTS SEPARATE**

Staff members who decide to engage in professional social media activities will maintain separate professional and personal email addresses. Staff members will not use their district email address for personal social media activities. Use of district email for this purpose is prohibited and will be considered a violation of district policy that may result in disciplinary action.

##### **CONTACT WITH STUDENTS**

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. All staff shall maintain a professional relationship with all students, both inside and outside of the classroom.

- Listing current students as friends on networking sites wherein personal information is shared or available for review is not recommended;
- Contacting students through electronic means is to be school-related and or generic;
- Inappropriate contact of any kind, including via electronic media is prohibited.

Nothing in this policy prohibits district staff and students from the use of education websites and/or use of social networking websites created for curricular, co-curricular, or extra-curricular purposes where professional relationship is maintained with the student.



**EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES  
(contd.)**

Failure to maintain a professional relationship with students, both inside and outside of a classroom setting, including interaction via social networking websites of any nature, e-mailing, texting, or other electronic methods could result in the reporting of the conduct to the Professional Teaching Standards Board by the district's administration and the imposition of disciplinary action up to and including termination.

**RULES CONCERNING DISTRICT-SPONSORED SOCIAL MEDIA ACTIVITY**

If an employee wishes to use Facebook, Twitter, or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements, etc. for a school-sponsored club or a school-based activity or an official school-based organization, the employee shall comply with the following procedures and rules:

1. Notify the District

Employees that have or would like to start a social media page should contact their supervisor~~administrator~~ and/or superintendent. All district pages must have an appointed employee who is identified as being responsible for content. The supervisor~~administrator~~ and/or superintendent should be aware of the content on the site, arrange for periodic monitoring of the site, and for the receipt and response to complaints about the content on the site. The superintendent or his/her designee reserves the right to shut down ~~or discontinue~~ the site if he/she believes it is in the best overall interest of the students.

2. Have a Plan

Employees~~District staff~~ will consider their messages, audiences, and goals, as well as strategy for keeping information on social media sites up to date, accurate, and in the best interest of the students.

**EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES  
(contd.)**

3. Protect the District  
Posts on district-affiliated social media sites should protect the district by remaining professional in tone and in good taste. Careful~~ly~~ consideration must be given to the naming of pages or accounts, selection of pictures or icons, compliance with district policy, state, and federal laws with regard to student and employee confidentiality, and the determination of content.

The employee must also comply with the following rules:

1. The employee must set up the club, etc. as a group list which will be closed and moderated.
2. The employee must set up mechanisms for delivering information to students that are not members of the group via non-electronic means.
3. Members will not be established as friends but as members of the group list.
4. Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g., teacher, administrator, or supervisor). Persons desiring to access the page may join only after the employee invites them and allows them to join.
5. Parents shall be permitted to access any site that their child has been invited to join. Parents shall report any communications they believe to be inappropriate by students or school personnel to administration.
6. Access to the site may only be permitted for educational purposes related to the club, activity, organization, or team.

**EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES  
(contd.)**

7. The employee responsible for the site will monitor it regularly.
8. The employee's supervisor shall be permitted access to any site established by the employee for a school-related purpose.
9. Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all district-sponsored social media activity. This includes maintaining a separation between the school activity pages and employees personal social media profiles and pages.
10. Postings made to the site must comply with all other district policies pertaining to district web sites, Internet usage, technology and confidentiality of student information.

**PERSONAL SITES**

~~The board respects the right of employees to use social media as a medium of self expression on their personal time. As role models for students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the district. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations and applicable code of ethics, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.~~

**EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES  
(contd.)**

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends or members of the public who can access the employee's site, and for Web links on the employee's site. If you identify yourself as a District employee online, it should be clear that the views expressed, posted, or published are personal views, not necessarily those of the District, its Board, employees or agents.

Opinions and/or other content expressed or posted by staff on a social networking website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of the individual's fitness to educate students, and thus undermine teaching effectiveness. In this way, the effect of the expression and publication of opinions or other content could potentially lead to disciplinary action being taken against the staff member, up to and including termination or nonrenewal of the contract of employment.

**POSTING TO SOCIAL MEDIA SITES**

Employees who use social media for personal purposes must be aware the content they post may be viewed by anyone, including students, parents and community members. Employees shall observe the following principles when communicating through social media:

1. Employees shall not post confidential information about students, employees or school system business.
- ~~2. Employees are encouraged not to accept current students as friends or "followers" or otherwise connect with students on social media sites, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.~~

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**EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES  
(contd.)**

23. Employees shall be professional in all Internet postings related to or referencing the school system, students and other employees.
- ~~4. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.~~
- ~~5. Employees shall not use the school system's logo or other copyrighted material of the system without express, written consent from the board.~~
36. Employees shall not post identifiable images of a student or student's family without permission from the student and the student's parent or legal guardian.
- ~~7. Employees shall not use Internet postings to libel or defame the board, individual board members, students or other school employees.~~
- ~~8. Employees shall not use Internet postings to harass, bully or intimidate other employees or students in violation of district policy.~~
49. Employees shall not post inappropriate content that negatively impacts their ability to perform their jobs.
- ~~10. Employees shall not use Internet postings to engage in any other conduct that violates board policy and administrative procedures or state and federal laws.~~
- ~~11. Employees are strongly discouraged from communicating with students, or parents regarding a student, from a personal e-mail account.~~
512. Employees shall be responsible for all content posted on their site by themselves and others and shall regularly monitor their site and remove any content that could reasonably be anticipated to cause a substantial disruption to the school environment.

**EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES  
(contd.)**

CONSEQUENCES

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Any employee who has been found by the superintendent or his/her designee to have violated this policy may be subject to disciplinary action, up to and including dismissal.

PROTECT CONFIDENTIAL AND PROPRIETARY INFORMATION

Employees shall not post confidential ~~or propriety~~ information about the district, its employees, students, agents, or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the district or as provided by state or federal law.

DO NOT USE DISTRICT NAME, LOGOS, OR IMAGES

Employees shall not use the district logos, images, iconography, etc. on personal social media sites; nor shall employees use the district name to promote a product, cause or political party, or political candidate; nor shall employees use personal images of students, or names or data relating to students, absent written authority of the parent of a minor or authority of an adult or emancipated student.

First Reading:  
Second Reading:

*Policies -  
Second Reading*

**FIRST AID AND SAFETY PROCEDURES**

School nurses and/or other qualified staff members may, in emergency situations, render first aid or emergency treatment in cases of sudden illness or injury to a student or member of the staff. If a student requires, Further medical attention, ~~to students~~ it is the responsibility of the parent or guardian of the student to seek additional medical attention. An accident report shall be filed with the principal in all cases of injury occurring under school jurisdiction.

Every school and every school vehicle used to transport students will be equipped with appropriate first aid equipment. Principals shall ensure that all employees in their building know where first aid supplies/equipment are kept.

Principals will ensure that students receive instruction in fire prevention and safety. Fire extinguishers will be kept in each building and district employees (instructional, operational, and cafeteria) will know where to find them and how to use them.

The school district will provide or make available periodic first aid, cardiopulmonary resuscitation (CPR), and Automated External Defibrillator (AED) training to designated staff members. The district may require some or all staff to acquire first aid, CPR, and AED training.

First aid training will also be included in the high school physical education/health curriculum.

First Reading: 2/1/165/13/13

Second Reading: 6/17/13



## PREVENTION OF DISEASE/INFECTION TRANSMISSION

The Board of Trustees is committed to providing a healthful environment for all students and employees. Actions taken with respect to students or employees found to have a communicable disease will be consistent with rights afforded individuals under state and federal statutory, regulatory and constitutional provisions. Each case of said student or staff member will be treated on an individual basis.

The ~~S~~superintendent or his/her designee will be responsible for determining the information to be disseminated to staff, parents, and community when a communicable disease is identified or suspected in the school setting.

The ~~D~~istrict will continue to use information from available resources, which may include the National Center for Disease Control and the Wyoming State Department of Health to revise and adopt its policies and procedures. In that regard, the District has adopted a bloodborne pathogen exposure control plan consistent with OSHA standards and provides training to staff regarding the bloodborne pathogen exposure control plan consistent with the risk of exposure which ~~the~~ staff are subject to. The bloodborne pathogen exposure control plan ~~may not~~will incorporate ~~all the~~ OSHA regulations applicable to bloodborne pathogens in the school environment. ~~—and a~~Appropriate school district personnel, designated by the superintendent, shall be familiar with the applicable OSHA regulations and provide appropriate training as needed to comply with the OSHA regulations and changes to those regulations. ~~—as may hereafter be implemented by OSHA.~~

See also policy:

EBB-P      Bloodborne Pathogens Exposure Control Plan

First Reading:    ~~12/2/13~~  
Second Reading:   ~~1/13/14~~

### EMERGENCY PROCEDURES

It shall be the duty of the ~~S~~uperintendent or his/her designee ~~of Schools~~ to see that emergency procedures are carried out with regard to fire protection, bomb threats, crisis situations, and other state and federal regulations.

First Reading: 2/1/16~~10/5/09~~  
Second Reading: 11/9/09

## EDUCATION OF HOMELESS STUDENTS-EXAMPLES

As required by Wyoming State Statute, the Sheridan County School District #2 Board of Trustees (the "Board") shall provide a free public school education to all children who are entitled to enroll in the school system. In accordance with the McKinney-Vento Homeless Assistance Act, the Board will make reasonable efforts to identify homeless children and youth of school age located within the district, encourage their enrollment, and eliminate barriers to their receiving an education. Based on individual need, homeless students will be provided services available to all students, such as free or reduced price school meals, services for English learners, special education, vocational/technical education, preschool programs, if available, and before- and afterschool programs.

### A. DEFINITION OF HOMELESS STUDENTS

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence. Homeless children and youth include those students who are as follows:

1. sharing the house of other persons due to loss of housing, economic hardship or a similar reason;
2. living in motels, hotels, transient trailer parks or camping grounds due to the lack of alternative adequate accommodations;
3. living in emergency or transitional shelters;
4. abandoned in hospitals or awaiting foster care placement;
5. living in a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
6. living in cars, parks, public spaces, abandoned buildings, substandard housing, or similar settings; or

| EDUCATION OF HOMELESS STUDENTS ~~EXAMPLES~~ (contd.)

7. living in a migratory situation that qualifies as homeless because the children lack a fixed, regular, and adequate nighttime residence and are living in circumstances described in clauses 1-6 above.

## B. HOMELESS LIAISON

The superintendent or designee shall appoint and train a school employee to serve as the homeless liaison. The homeless liaison's duties include, but are not limited to, the following:

1. ensuring that school personnel identify homeless children and youth;
2. ensuring school enrollment and opportunities for academic success for homeless children and youth and ensure that homeless students are not segregated in separate classes or schools;
3. informing parents of available transportation services and helping to coordinate such services;
4. ensuring that public notice of the educational rights of homeless students is disseminated in locations where these students and families receive other support services;
5. Informing parents of educational and related opportunities available to their children and ensuring that parents have a meaningful opportunity to participate in their child's education;
6. Ensure disputes are carried out under the enrollment dispute resolution process described below;

EDUCATION OF HOMELESS STUDENTS—~~EXAMPLES~~ (contd.)

7. working with school personnel, the student, parents or guardians and/or other agencies to obtain critical enrollment records, including immunization and medical records, in a timely manner; and
8. working with the superintendent or designee to identify Board policies or procedures that might serve as a barrier to enrollment of homeless students, including those related to immunization records, medical records, uniforms or dress codes, school fees, and school admission.

C. ACCESS TO STUDENTS' RECORDS

Homeless students transferring into the school system may provide cumulative and other records directly to school system personnel. The superintendent or designee shall not require that such records be forwarded from another school system before the student may enroll. However, school personnel shall immediately request the official records from the previous school.

School personnel shall immediately enroll homeless students, even if they do not have proof of residency, school and immunization records, birth certificates or other documents, and even if they are not accompanied by an adult. The homeless liaison shall assist the students/parent in securing appropriate records or otherwise meeting enrollment requirements.

D. ENROLLMENT

A homeless student (or his or her parent or guardian) may request to attend his or her school of origin or any public school that other students living in the same attendance area are eligible to attend. The school of origin is defined as the school within the district the student

| EDUCATION OF HOMELESS STUDENTS—~~EXAMPLES~~ (contd.)

attended before losing permanent housing or the school within the district in which the student was last enrolled. To the extent feasible, the student will remain enrolled in the school of origin for the entire time the student is homeless or until the end of any academic year in which the student moves into permanent housing.

The superintendent shall designate the appropriate personnel to decide, in consultation with the homeless liaison, which school a homeless student will attend. The decision will be based upon the student's best interests. In making the enrollment decision, the superintendent's designee may consider the following factors:

1. the age of the student;
2. the distance of the commute and its impact on the student's education;
3. personal safety issues;
4. the student's need for special instruction (such as special education and related services);
5. the length of any anticipated stay in a temporary shelter or other temporary location; and
6. the time remaining in the school year.

If the superintendent's designee assigns a student to a school other than the one requested by the parent or guardian, he or she must provide a written explanation of the decision to the parent or guardian, along with a statement regarding the right to utilize the dispute resolution process described below.

## E. ENROLLMENT DISPUTE RESOLUTION

| EDUCATION OF HOMELESS STUDENTS—~~EXAMPLES~~ (contd.)

The school district shall utilize the process outlined in Board Policy JII as its enrollment dispute resolution process.

## F. TRANSPORTATION

The Board of Trustees will provide homeless students with transportation services comparable to those of other students. In addition, at the parent or guardian's request (or the request of the homeless liaison for unaccompanied youth), the Board will provide transportation services to/from the school of origin. The superintendent or designee and the homeless liaison shall coordinate homeless students' transportation needs, based on the child's best interest and feasibility. In situations in which a student attends school in this school district but his or her temporary housing is in another school district (or vice versa), the superintendent or designee shall work with the other school district to share the cost and/or responsibility for transportation. If an agreement cannot be reached between the systems, the cost of such transportation will be divided evenly.

If a homeless student becomes permanently housed within the district and chooses to remain in his or her school of origin, the Board will provide transportation to the student for the remainder of the school year, except in extraordinary circumstances as recommended by the superintendent.

## G. TITLE I

Homeless students are automatically eligible for Title I services. The homeless liaison and the Title I director shall collaborate to identify the needs of homeless students.

JD

EDUCATION OF HOMELESS STUDENTS ~~EXAMPLES~~ (contd.)

McKinney-Vento Homeless Assistance Act

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First Reading:  
Second Reading:



## EDUCATION OF HOMELESS STUDENTS

~~The State of Wyoming is required by the McKinney-Vento Homeless Assistance Act to ensure that each child of a homeless individual and each homeless youth (as defined by state and federal laws) has access to a free, appropriate public education. No child or youth shall be discriminated against in the Sheridan County School District Number Two in the provision of educational services because of homelessness.~~

~~It is the policy of Sheridan County School District No. 2 that every child will have equal access to a free and appropriate public education (FAPE). Children who are homeless have the same rights to FAPE as do other children, and the District is committed to assuring that those rights are fully protected and honored. Any person or agency who is aware of any child of school age who meets the definition of a homeless student, or in the event of the enrollment of a student who meets the definition of a homeless student, the person, agency, or principal of the school where the student may be enrolled is requested to complete the attached referral form and send it to:~~

~~Title: Assistant Superintendent for Curriculum and Assessment  
School: Administration Building  
Phone: 307 674 7405  
Address: 201 N. Connor St., Suite 100, Sheridan, WY 82801~~

~~The person designated above will respond to the referral to assist in developing an action plan to provide the students with a free appropriate public education.~~

### HOMELESS

~~Homeless is defined as an individual who lacks a fixed, regular and adequate nighttime residence and includes, but is not limited to, an individual who has a primary nighttime residence that is:~~

- ~~• a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill);~~
- ~~• an institution that provides a temporary residence for individuals intended to be institutionalized; or~~

**EDUCATION OF HOMELESS STUDENTS**

- ~~• a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.~~

~~42 U.S. Code 1132~~

~~First Reading: 2/10/14~~

~~Second Reading: 3/3/14~~

## EDUCATION OF HOMELESS STUDENTS EXAMPLES

~~The terms "homeless" or "homeless individual" do not include any individual imprisoned or otherwise detained. In determining whether a child or youth is homeless, the relative permanence of the living arrangements should be considered. Determinations will be made on a case-by-case basis. In general, children or youth living in welfare hotels, transitional housing shelters, the streets, cars, abandoned buildings and other inadequate accommodations will be considered homeless.~~

### ~~CHILDREN AND YOUTH IN TRANSITIONAL OR EMERGENCY SHELTERS~~

~~If children or youth are placed in a transitional or emergency shelter because there is nowhere else to send them, and they are awaiting placement in a foster home or a home for neglected children, they will be considered homeless while in the emergency or transition shelter. Once placed in a foster home or a home for neglected children or youth, they will no longer be considered homeless.~~

### ~~CHILDREN AND YOUTH LIVING IN TRAILER PARKS AND CAMPING GROUNDS~~

~~Children and youth staying temporarily in trailer parks or campgrounds because they lack adequate living accommodations will be considered homeless. Those living in trailer parks or camp areas on a long term basis in adequate accommodations will not be considered homeless.~~

### ~~DOUBLED UP CHILDREN AND YOUTH~~

~~Children and youth who are living in "doubled up" accommodations, that is, are sharing housing with other families or individuals, will be considered homeless if they are doubled-up because of a loss of housing or other similar situation. Families living in doubled up accommodations voluntarily to save money generally will not be considered homeless.~~

### ~~FOSTER CHILDREN AND YOUTH~~

~~In general, children and youth in foster homes will not be considered homeless. Many foster children are in the care of a public agency, awaiting placement in more permanent situations. The foster home, although temporary, serves as a fixed, regular and adequate nighttime residence. Children placed in foster~~

**EDUCATION OF HOMELESS STUDENTS EXAMPLES (contd.)**

~~homes for lack of shelter space, however, will be considered homeless.~~

**~~INCARCERATED CHILDREN AND YOUTH~~**

~~Children and youth that are incarcerated for violation or alleged violation of a law will not be considered homeless even if prior to their incarceration they would have been considered homeless because they are living in inadequate accommodations. Children and youth that are under care of the state and are being held in an institution because they have no other place to live will be considered homeless. Once these children are placed in more permanent facilities, they will no longer be considered homeless.~~

**~~MIGRATORY CHILDREN AND YOUTH~~**

~~Migratory children will not be considered homeless simply because they are children of migratory families. To the extent that migratory children are staying in accommodations not fit for habitation, they will be considered homeless.~~

**~~RUNAWAYS~~**

~~Children or youth who have run away from home and live in runaway shelters, abandoned buildings, the street or other inadequate accommodations will be considered homeless, even if their parents have provided and are willing to provide a home for them.~~

**~~SCHOOL-AGE, UNWED MOTHERS~~**

~~In general, if school-age, unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they will be considered homeless. However, if they are staying in such a home only temporarily to receive specific health care or other services, and intend to move to other adequate accommodations, they will not be considered homeless.~~

**~~SICK OR ABANDONED CHILDREN AND YOUTH~~**

**EDUCATION OF HOMELESS STUDENTS EXAMPLES (contd.)**

~~There are instances where children and youth remain in a hospital beyond the time that they would normally stay for health reasons because their families have abandoned them. These children and youth will be considered homeless because they have no other place to live. Children and youth that were homeless prior to hospitalization will be considered to be homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.~~

~~First Reading: 2/10/14~~

~~Second Reading: 3/3/14~~



**Excellence and Accountability**

Craig Dougherty, Superintendent

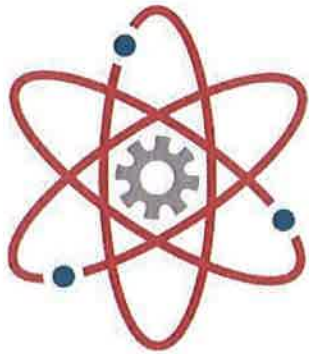
Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: February 29, 2016  
TO: Board of Trustees  
FROM: Tom Sachse, Assistant Superintendent  
SUBJ: **Project Lead the Way (PLTW) Agreement** *(Action)*

Jeff Mowry, Assistant Principal at Sheridan High School represented the district at the February Whitney Benefits meeting. He did a nice job of presenting our proposal and describing the implementation process. They fully funded the three-year initiative and we are ready to begin.

After a series of discussions with the legal staff at Project Lead the Way, we arrived at an agreement for this year that allows us to participate in PLTW, while protecting the privacy rights of our students' personal information. I would like you to take action and approve this agreement for the remainder of this fiscal year, so we can pilot PLTW instructional resources at multiple grade levels.

If you have any questions or comments about this memo or the agreement, please don't hesitate to call 674-7405, ext. 5104 or e-mail me at [tom.sachse@scsd2.com](mailto:tom.sachse@scsd2.com).



PROJECT LEAD THE WAY

**PLTW**

## **PLTW AGREEMENT**

3939 Priority Way South Drive, Suite 400  
Indianapolis, IN 46240

## PLTW Agreement

AGREEMENT by and between Sheridan County School District #2 (the "Entity"), located in Sheridan, WY and **PROJECT LEAD THE WAY, INC.**, a New York charitable not-for-profit corporation having an address at 3939 Priority Way South Drive, Suite 400, Indianapolis, IN 46240 ("PLTW, INC." and, collectively with the Entity, the "parties").

### WITNESSETH:

*WHEREAS*, PLTW, INC. has established a comprehensive program and curricula for STEM education (the "**PLTW Program**") and supports a network of school districts, colleges, universities, private sector collaborators, and other organizations (the "**PLTW Network**"); and

*WHEREAS*, the Entity desires to implement the **PLTW Program**, which consists of various curricular programs (the "**PLTW Curricular Program(s)**"); and

*WHEREAS*, the Entity shall have access to all **PLTW Program** curricula and annual updates as well as access to the **PLTW** electronic communication network, online systematic assessment and evaluation, online on-going training, online program support and additional benefits; and

*WHEREAS*, the parties desire to work together to maximize the benefit of the **PLTW Program** to students by maintaining the quality standards and practices necessary to ensure the efficient and effective delivery of the **PLTW Program**.

NOW, THEREFORE, the parties agree as follows:

1. Registration and Information.

The Entity has registered online with PLTW, INC. on June 29, 2015 for one or more schools or sites, and identified which **PLTW Curricular Program** it wishes to implement. The Entity represents that the information contained in the registration remains accurate as of the date of this Agreement. In the event that the Entity elects to have additional schools or sites added, or elects to make other material changes such as additional **PLTW Curricular Programs**, the Entity must first complete the necessary data entry and/or information reasonably required by PLTW, INC. The registration or site add-on data/information may be amended by PLTW, INC. from time to time in its discretion.

2. PLTW Requirements for Implementation.

The Entity agrees to implement the **PLTW Program** according to the program and implementation requirements established by PLTW, INC. ("**PLTW Program Requirements**" or "Program Requirements," which are expressly incorporated herein and made an integral part of this Agreement), which shall include, but not be limited to, Program Requirements governing participation fees, sequencing, courses, training, certification or maintenance of program standards, and other aspects of a successful implementation of the **PLTW Program** and **PLTW** courses by participating entities, as well as the Terms of Service and Privacy Policy located on [www.pltw.org](http://www.pltw.org). Program Requirements, the Terms of Service and the Privacy Policy are available on the PLTW, INC. website, and may be modified from time to time by PLTW, INC. in its reasonable discretion.

3. PLTW Curricular Programs.



The Entity agrees to follow the **PLTW** curricula and to meet **PLTW** quality standards and practices including any concurrent student course requirements as reasonably established by **PLTW, INC.** for students to be successful in the **PLTW** Program. Curricula, including concepts and objectives, must be taught in their entirety without interruption or any unauthorized modification. Additional information is found in the Program Requirements.

4. **PLTW Software.**

The **PLTW** curricula are supported by certain software programs that align with the **PLTW** curricula to provide students with rigorous and relevant application of skills. The Entity must obtain or purchase annual or other available rights to the software programs which are integrated into the **PLTW** Program courses in that academic year. These rights may be subject to limitations established by the owner of the software, which may include school or site restrictions, as outlined in the Program Requirements. If the right to use the software is on an annual basis, then the term for the rights is the then-current academic year of this Agreement, after which the Entity must cease the use of the software unless this Agreement is renewed for additional terms. All software shall be subject to the standard end-user license agreement from the software vendor, a copy of which is included with the software, and copyright for each software package remains with its owner and is protected by applicable copyright law. The Entity agrees to maintain reasonable security measures to protect the software, and to prohibit its unlawful use. When not in actual use, the Entity agrees to secure the software. Additional information is found in the Program Requirements.

5. **PLTW Curricular Program Participation Fee.**

**PLTW** provides world class curricular programs and professional development at nominal fees as part of its charitable mission. For other **PLTW** Program benefits, the Entity will be assessed an annual participation fee for each school or site participating in the **PLTW** Program. The participation fee(s) shall be due and payable no later than August 31 of each year this Agreement is in effect. Current participation fees are set forth in the Program Requirements. The participation fee covers required software rights, program support features to the curriculum for which a school has trained teachers, as well as the associated support systems such as end of course assessments and teacher online on-demand professional development offered by **PLTW, INC.** A full list can be found in the Program Requirements. **PLTW, INC.** may adjust any participation fees on an annual basis in the sole discretion of **PLTW, INC.**, provided, however, that **PLTW, INC.** shall provide notice no later than March 1 of each year of any such increases or decreases for the following academic year. Additional information is found in the Program Requirements.

6. **PLTW Partnership Team.**

The objective of the **PLTW** Partnership Team is to provide optimal support and to facilitate the operation of the entire **PLTW** Program, while building community support and advocacy. By the end of the second year, the Entity shall establish and operate a **PLTW** Partnership Team and shall be responsible for selecting all members. Additional information is found in the Program Requirements.

7. Required Training.

- A. PLTW Teacher Training. Teachers are required to successfully complete course specific **PLTW** Teacher Training for each **PLTW** course they will instruct. The Entity will select each teacher for participation in the **PLTW** Teacher Training program. It is the sole responsibility of the Entity to ensure that every teacher meets all Federal, State and local requirements to teach each respective **PLTW** course. The Entity shall register each teacher being selected for training with PLTW, INC. by the date required under the Program Requirements. PLTW, INC. reserves the right to accept or reject any training candidate. Additional information is found in the Program Requirements.
- B. PLTW Counselor Training. Counselors/Advisors are required to successfully complete **PLTW** Counselor Training. Additional information is found in the Program Requirements.

8. Equipment Used in the PLTW Program.

- A. Equipment. To assure that the Entity's school or site facilities properly support the **PLTW** Program, and to provide special purchase or license agreements and other costs savings practices negotiated by PLTW, INC., the **PLTW** Purchasing Manual includes details on equipment, supplies and other items (collectively referred to as "equipment" in this Agreement) that are required to implement the **PLTW** Program. In some instances it is required that specific equipment (including software) be used due to curricular requirements. Unless specific equipment is required by PLTW, INC., the Entity may implement the **PLTW** Program using equipment purchased from vendors not listed in the **PLTW** Purchasing Manual, provided such equipment meets or exceeds program specifications and adequately supports the **PLTW** Program. The Entity shall be responsible for ensuring that equipment will meet or exceed Program Requirements and adequately support the **PLTW** Program. Additional information is found in the Program Requirements.
- B. Safety. The Entity is solely responsible for the safe and proper implementation of the **PLTW** Program at its sites and schools. The Entity hereby covenants and agrees that any facility used to teach the **PLTW** Program shall be adequately equipped to operate the equipment safely and properly and that such facility and any equipment used therein shall at all times comply with applicable standards and/or customary practices relating to safety and reasonable use. The Entity shall be solely responsible for providing its faculty with appropriate safety training relating to the implementation of the **PLTW** Program.

9. Delivery of Materials and Communication.

In order to facilitate the delivery of the **PLTW** curricula and other **PLTW** Program materials to the Entity, and to facilitate communication for the **PLTW** Network, PLTW, INC. will use various internet applications and systems. PLTW, INC. shall determine which systems and applications will be used, in its sole discretion, and will implement reasonable security measures to safeguard sensitive data. Schools will implement appropriate measures to facilitate communication with these applications and systems. Additional information is found in the Program Requirements.

10. License.

- A. Scope. The Entity acknowledges that PLTW, INC. retains all rights and title to its marks, curricula, framework, methodologies, processes, information, materials and other intellectual property (collectively referred to in this Agreement as “materials”). PLTW, INC. grants to the Entity a non-exclusive, non-transferable license to reproduce and use, to the extent authorized herein, printed or electronic materials developed and/or used in connection with the **PLTW** Program, for the sole purpose of instruction to students at registered schools or sites that are actively providing **PLTW** instruction, and appropriate training for authorized faculty. Any other use, reproduction, disclosure or distribution of such materials, including but not limited to commercial use, shall be strictly prohibited.
- B. Program Identification. **Project Lead The Way, PLTW**, the **PLTW** “atom” logos, **Gateway To Technology, Innovation Portal** and other marks used in the **PLTW** Program are service/trademarks of PLTW, INC. During the term of this Agreement, the Entity shall use the appropriate logos, marks and other identifying materials on all **PLTW** Program materials and communications with faculty, students, officials and community constituents. PLTW, INC. will supply the Entity with appropriate instructions and labels relating to such identifying material to facilitate the proper promotion of the **PLTW** Program. Upon termination of this Agreement, the Entity shall cease using any such identifying material and shall make no representations linking any of its own educational programs to the **PLTW** Program without the prior written consent of PLTW, INC. All press releases and other public pronouncements involving the **PLTW** Program shall be subject to the advance approval of PLTW, INC. through PLTW, INC.’s designated representative. The Entity agrees to reasonably promote and publicize the **PLTW** Program in order to encourage student participation, and to retain its distinct character. No other right or license is granted, either express or implied, for any other intellectual property right owned, possessed, or licensed by or to PLTW. All rights not expressly granted herein are expressly reserved by PLTW. All use of PLTW’s marks under this license, and all goodwill existing, acquired or developed in the marks shall inure solely to the benefit of PLTW. The Entity acknowledges that PLTW has established certain standards of quality and character for the marks and hereby agrees to maintain PLTW’s trademark use standards. The Entity shall not alter, modify or edit the marks without prior written consent from PLTW. The Entity will not contest the validity or ownership of the marks by PLTW.
- C. Termination. The license granted hereunder shall cease upon the earliest to occur of: (i) the termination of this Agreement; or (ii) PLTW, INC. providing sixty (60) days written notice to the Entity of its election to revoke the license. Upon termination of the license all material shall cease to be used and, at the election of PLTW, INC., all materials, including any reproductions thereof, shall be immediately returned to PLTW, INC., and in no event later than fifteen (15) days after the effective date of termination.

11. Default.

- A. Material Breach and Cure Period. Upon a material breach of this Agreement by either party which is not cured within fifteen (15) days after written notice is mailed to the defaulting party, this Agreement shall terminate effective upon the completion of the then-current academic year.
- B. Non-payment or Failure to Implement Program. If the Entity fails to make prompt payment of the participation fee in accordance with the terms of this Agreement or to implement the **PLTW**

Program for the academic year immediately following the date of this Agreement, then this Agreement may immediately terminate, at the option of PLTW, INC. In the event that Entity implements one or more courses, but fails to timely and properly implement the courses required for the Entity's **PLTW** Curricular Program(s), then, this Agreement may immediately terminate, at the option of PLTW, INC.

- C. Other Remedies. In addition to the right to terminate the Agreement upon a breach thereof, the parties shall also have the right to exercise all of their respective remedies, both legal and equitable, as a result of the breach.

12. Term: Annual Renewal of Agreement.

The term of this Agreement shall begin as of the date of signing and shall end on June 30, 2016.

13. Protection of Intellectual Property.

The Entity agrees to adhere to any and all restrictions in connection with equipment, software and other intellectual property use agreements between PLTW, INC. and software producers, vendors or other such entities, and to take proactive measures to protect intellectual property used or available under such agreements, as shall be requested by PLTW, INC. or the owner of the intellectual property. Upon a termination of this Agreement, the Entity shall discontinue use of all software or other intellectual property provided to the Entity pursuant to this Agreement or through special agreements relating to the Entity's participation in the **PLTW** Program. PLTW, INC. assumes no liability for the non-performance of the software or other intellectual property but will provide reasonable assistance to resolve non-performance issues with the owner of the software or other intellectual property. The Entity agrees that if it materially breaches these restrictions, its right to use such software or other intellectual property will be terminated and all software or other intellectual property shall be immediately returned to PLTW, INC. or the owner. The Entity shall solely be responsible for any remedies sought by the owner relating to the Entity's breach of these provisions, and PLTW, INC. shall not be liable in any way for such breach.

14. Responsibility of Parties.

To the extent permitted by law, the Entity hereby agrees to indemnify, defend and hold harmless PLTW, INC. from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that PLTW, INC. may incur as a result of any negligent or willful act of the Entity or any of its agents or employees or the failure by such Entity to perform any of its representations, warranties, commitments, or covenants under this Agreement.

To the extent permitted by law, PLTW, INC. hereby agrees to indemnify, defend and hold harmless the Entity from and against, and in respect to, any and all losses, expenses, costs, obligations, liabilities and damages, including interest, penalties and reasonable attorney's fees and expenses, that the Entity may incur as a result of any negligent or willful act of PLTW, INC. or any of its agents or employees or the failure by PLTW, INC. to perform any of its representations, warranties, commitments, or covenants under this Agreement.

15. Miscellaneous Provisions.

- A. Assignment. The Entity is prohibited from assigning to or in any other way enabling any of its rights under this Agreement to inure to any third party without the prior written consent of PLTW, INC. This prohibition on assignment shall be a material term of this Agreement and any violation of this Section shall be a material breach of this Agreement, which shall allow PLTW, INC. to terminate this Agreement.
- B. Notices. Legal notices or communications required under this Agreement shall be in writing and shall be sent by registered or certified mail, return receipt requested, or by overnight delivery, as follows:

**If to the Entity:**

Sheridan County School District #2  
201 N. Connor, Suite 100  
Sheridan, WY 82801

**If to PLTW, INC.:**

Project Lead The Way, Inc.  
Attn: **PLTW** Agreements  
3939 Priority Way South Drive, Suite 400  
Indianapolis, IN 46240  
ph: 877-335-7589

Other notices or communications permitted under this agreement shall be sent via the PLTW electronic communication network.

- C. Benefit. This Agreement shall be binding upon, and shall inure to the benefit of, the parties and their respective successors and permitted assigns.
- D. Entire Agreement. This Agreement, including any instruments of agreements attached hereto as exhibits or incorporated herein by reference, contains the entire understanding of the parties with respect to the subject matter hereof. This Agreement supersedes all prior agreements and understandings between the parties with respect to such subject matter.

IN WITNESS WHEREOF, the parties have each executed this Agreement on the dates indicated below.

**Sheridan County School District #2**

Date: \_\_\_\_\_

By: \_\_\_\_\_

Entity Superintendent or School Board  
President/Chairperson, or their legally authorized  
designee

Name: \_\_\_\_\_

Title: \_\_\_\_\_

**Project Lead The Way, Inc.**

Date: \_\_\_\_\_

By: \_\_\_\_\_

Jonathan Dilley  
Senior Vice President and Chief of Staff



**Excellence and Accountability**

Craig Dougherty, Superintendent

Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: February 29, 2016  
TO: Board of Trustees  
FROM: Scott Stults, Director of Elementary Education  
SUBJ: **Kindergarten Registration Update** *(Information)*

Registration for 2016-2017 kindergarten students was held Tuesday, February 9th - Thursday, February 11th from 8:30 am - 3:30 pm at the respective elementary schools. Parents were requested to bring: child's birth certificate, immunization records, and a current utility bill (verifying their address) to registration. In addition, parents were assigned a time for their child to attend screening at their neighborhood school site in April.

Publicity was done through the Sheridan Press, Sheridan Media, Public Pulse, flyers in all the schools, day cares, preschools, and pediatricians' offices.

Currently, we have 222 students registered compared to 231 (2015-16), 238 (2014-15), and 220 (2013-14).



DATE: February 29, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **Memorial Fund Scholarship Recommendations for 2015-16** *(Action)*

The following Memorial Fund scholarship recommendations are being made for the 2015-16 school year. These are funds contributed for a specific purpose and are awarded following the Board's direction.

**Agnes Greisen Memorial Scholarships**

The recommendation is for 16 scholarships of \$1,000 each to be awarded to graduating seniors. The income from the Agnes Greisen Trust Fund is generated by trust investments.

**Fred Chez Memorial Scholarship**

The funds in this account are used to sustain an annual scholarship. The recommendation is to keep this scholarship at \$500 for next year. The Chez family has established the guidelines for this scholarship that include academic excellence, citizenship, leadership, and participation in activities.

**Byron Chamberlain Memorial Scholarship**

We are recommending a \$300 scholarship from funds donated in memory of Byron Chamberlain. The family is requesting that the scholarship be awarded to a graduating senior who has participated in SHS athletics for at least three years. This award can be made on an annual basis until the funds run out.

**Kathryn Ann Skatula Memorial Scholarship**

The Skatula family is offering \$1,000 scholarship(s) for graduating Sheridan High School students who plan to major in a music-related field. This includes, but is not limited to, Music Education; Music Performance; Music Therapy; Composing; Music & Technology (i.e. sound engineer); and Music & Business (i.e. record label or artist management).

**EMIT Technologies Scholarship**

Scholarships are given to graduating Sheridan High School students whose parents are employees of EMIT.



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Craig Dougherty, Superintendent

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Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

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DATE: February 29, 2016

TO: Board of Trustees

FROM: Trustee Schatz & Trustee Wilson

SUBJ: **Endowment Fund Committee Report** *(Action)*

The Endowment Fund Committee had its first meeting to discuss how to logistically provide funds following the guidelines of the resolution. The committee is recommending action that the We the People State Champion Team be funded \$1,000 toward their costs of attending the national competition. Please see their attached application form.



## **RESOLUTION**

### **A RESOLUTION PROVIDING FOR THE ESTABLISHMENT OF THE GOLLINGS ENDOWMENT FUND**

#### **WITNESSETH**

**WHEREAS**, Sheridan County School District No. 2 owns certain artwork originally painted by the artist William Gollings (referred to herein as the "Gollings Artwork") and has entered into an agreement for the sale of the Gollings Artwork to a third party;

**WHEREAS**, the Board of Trustees desires to take a portion of the funds realized from the sale of the Gollings Artwork to create the "Gollings Endowment Fund"; and

**WHEREAS**, the Board of Trustees desires for the Gollings Endowment Fund to be managed and administered pursuant to the guidelines set forth herein.

**NOW THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF  
SHERIDAN COUNTY SCHOOL DISTRICT NO. 2 AS FOLLOWS:**

1. The Board of Trustees directs that the sum of \$1,237,500.00 be separated from the proceeds realized from the sale of the Gollings Artwork and deposited in such account or accounts as deemed appropriate by the Superintendent or his/her designee and which are established for the purpose of holding the funds allocated to the Gollings Endowment Fund (referred to herein as the "Endowment Fund").
2. The principal allocated to the Endowment Fund shall remain intact and shall not be distributed unless required by law or pursuant to further resolution by the Board of Trustees of Sheridan County School District No. 2.
3. Ninety percent of the interest income or other income earned by the Endowment Fund shall be available for distribution for such purposes as determined by the board. Unless otherwise directed by the board, ten percent of the interest income or other income earned by the Endowment Fund shall be retained and added to the principal of the Endowment Fund on annual basis.
4. The Board shall establish the guidelines and process for distributing the endowment funds.
5. The Board shall have the power to receive, as a part of the Endowment Fund, directly from any individual, firm or corporation as a donor, gifts and contributions in money, securities, or any other form of property. The Board shall establish a means for acknowledging the receipt of each gift and contribution including, whenever feasible and appropriate, a designation of the value ascribed to each gift. The Board shall not be required or obligated to accept gifts made upon special terms and/or conditions.

6. All investments of the Endowment Fund assets shall be deposited and invested in accordance with applicable Wyoming statutes and any other rules or regulations governing Wyoming school districts.

PASSED, APPROVED AND ADOPTED THIS 6th day of April, 2015.

By: Molly M. Steel  
Chairman,  
Trustees of Sheridan County School District No. 2

ATTEST:

By: Carica O'Sell  
Clerk,  
Trustees of Sheridan County School District No. 2

Gollings Endowment Application

Award Parameters:

- The award will be directed towards the performing arts, but may be used for any SHS activity.
- The award will be based on qualifying standards or rigor of the event and must be a regional and/or national competition.
- The limit is one award per activity per academic year.
- Award limits: Awards shall be limited to \$300 per applicant, or \$1,000 per group.

Name of students or student group: WE THE PEOPLE (A.P. U.S. GOVERNMENT & POLITICS)

Name of sponsor or coach in charge of the activity: TYSON EMBORG

Name of event: WE THE PEOPLE NATIONAL FINALS 2016

Date of the event: APRIL 22 - 26

Location of the event: UNIVERSITY OF MARYLAND

Describe in detail how you qualified for this event: SHERIDAN HIGH SCHOOL WON THE WYOMING WE THE PEOPLE STATE CHAMPIONSHIP TO BECOME THE 3-TIME STATE CHAMPIONS.

Describe in detail how your students will benefit from this activity: THERE ARE NUMEROUS BENEFITS TO THIS ACTIVITY. AS PART OF THIS COMPETITION STUDENTS HAVE BEEN ENGAGED IN A RIGOROUS STUDY OF THE CONSTITUTION. STUDENTS HAVE ALSO WORKED WITH SHERIDAN'S LEGISLATIVE DELEGATION AND WILL NOW WORK WITH OUR FEDERAL DELEGATION. IN ADDITION LAST YEAR THE WYOMING STATE SUPREME COURT CHOOSE TO TRAVEL TO SHERIDAN IN PART BECAUSE WE ARE NOW RECOGNIZED AS HAVING THE TOP CIVICS SCHOOL IN THE STATE.

Describe any other learning opportunities that your students will be able to participate in: STUDENTS WILL NOW BE ABLE TO VISIT THE SITES AND SEE THE DOCUMENTS THAT THEY HAVE BEEN STUDYING AS PART OF THEIR STUDIES. THIS WILL INCLUDE VISITING THE U.S. CAPITOL, SUPREME COURT, AND WHITE HOUSE AS WELL AS VISITING NUMEROUS MONUMENTS, MEMORIALS, AND MUSEUMS.

Submitted by: TYSON EMBORG Date: 2/21/2016

For committee use only: \_\_\_\_\_ approved for \$ \_\_\_\_\_ or \_\_\_\_\_ disapproved

Signature:  Date: 2/23/16



**Excellence and Accountability**

Craig Dougherty, Superintendent

Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: February 29, 2016  
TO: Board of Trustees  
FROM: Craig Dougherty, Superintendent  
SUBJ: **Board Goal Updates** *(Information)*

I will be reporting on the status of your Board Goals at each board meeting leading up to the Board Retreat. During Monday's meeting, I will report on the Communicating High Expectations board goal.

## COMMUNICATING HIGH EXPECTATIONS BOARD GOAL

**Communicating High Expectations Goal:** SCSD #2 will consistently and continually communicate the District expectations for academic excellence and behavioral norms.

**Discussion:** The Board of Trustees believes that as a public entity, the District needs to be crystal clear about the academic potential that each student can reach and provide the educational programming to help each student reach their potential. There are two obvious opportunities for implementing this communication goal: one involves setting the board meeting agenda and board work sessions with an emphasis on conveying those expectations, and the second involves asking district staff to communicate those expectations in a variety of venues.

### 2015-2016 Projections:

1. *District administration will report by October, 2015, on the percentage of students who meet high academic expectations, with the goal of improving academic proficiency and graduation rate. \**
2. The Board will celebrate students, staff, and others who demonstrate they have reached high expectations in a wide variety of pursuits--academic and otherwise.
3. The Board will receive reports from district staff on programs that help children meet high academic expectations.
4. District administration will communicate to a variety of community groups about the high expectations held for students by the Board of Trustees.

### 2015-2016 Milestones:

1. This year, because our assessment results came in a little earlier, Dr. Sachse reported PAWs results in August, 2015 and ACT results in September. Taken together, the district scores based on ordinal placements showed SCSD#2 to be the highest performing district in the state. Our students and teachers have been recognized for the top district PAWS and ACT scores in the state for four consecutive years.
2. This has been a phenomenal year for celebrations - from AP scholars; to athletic champions; to our Principal of the Year, even up to tonight's STARR Scholarship and Curriculum Director of the Year. We also celebrated the locker room fundraising campaign, the First Federal land donation and the Moonbeam Book Award recipient.
3. We have received reports throughout the year from staff members who make a difference every day in the lives of children. Reports for the year have spanned the gamut, from After School STEM Programs to implementation of the new state standards. Reports on graduation rate, Next Level, and school improvement plans were shared, along with our professional development programs, summer school, and Project Lead the Way.
4. Craig has presented to our local legislators and to representatives of the City of Sheridan. He will be presenting to the Sheridan County Retired Education Personnel

(SCREP) next week. Mitch presented on Next Level to the Rotary Club. This year, Craig has made numerous presentations to the Governor, the University of Wyoming (UW) Board of Trustees, and the UW College of Education Dean.

\*SMART Goal



**Excellence and Accountability**

Craig Dougherty, Superintendent

Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: February 29, 2016

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

SUBJ: **Board Meeting Schedule Revised** (*Action*)

Attached is the Board Meeting Schedule for the 2015-2016 year. The July meeting has been rescheduled to avoid any scheduling conflicts with the 2nd Annual Summer PLC Institute. I suggest we take action to approve the revised 2015-2016 Board Meeting Schedule.



**Excellence and Accountability**

Craig Dougherty, Superintendent

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201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

## Board Meeting Schedule 2015-2016

Meeting Date	Type of Meeting	Location	Time
August 10	Regular	Central Office	6:00 p.m.
September 14	Regular	Central Office	6:00 p.m.
October 5	Regular	Central Office	6:00 p.m.
October 19	Legislative Roundtable	Central Office	6:00 p.m.
November 2	Regular	Central Office	6:00 p.m.
December 7	Regular	Central Office	6:00 p.m.
January 11	Regular	Central Office	6:00 p.m.
January 25	Sheridan College Board	Central Office	6:00 p.m.
February 1	Regular	Central Office	6:00 p.m.
February 15	Teachers' Roundtable	Central Office	6:00 p.m.
March 7	Regular	Central Office	6:00 p.m.
March 19	Board Retreat	Ucross Ranch	All Day
April 5 (Tuesday)	Regular	Central Office	6:00 p.m.
May 9	Regular	Central Office	6:00 p.m.
June 20	Regular	Central Office	6:00 p.m.
July 19	Regular/Budget Hearing Adoption	Central Office	6:00 p.m.



*Draft*  
*Personnel*  
*Action*  
*Report*

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2**  
**PERSONNEL ACTION REPORT**  
**March 7, 2016**

**CERTIFIED STAFF**

**Changes/Transfers:**

Timothy Cooper Sheridan Junior High School	Teacher-Social Studies (0.8 FTE)/Instructional Facilitator (0.2 FTE) to Teacher-Social Studies (0.6 FTE)/Instructional Facilitator (0.4 FTE) 185 days	Effective 8/23/16
Kyle Ewing Sheridan Junior High School	Teacher-Language Arts to Social Studies 1.0 FTE (185 days)	Effective 8/23/16
Karl Fiedler Sheridan Junior High and Sheridan High School to Sheridan Junior High School	Teacher-Industrial Technology 1.0 FTE (185 days)	Effective 8/23/16
Ryan Fuhrman Sheridan Junior High School	Teacher-Science (1.0 FTE) to Teacher-Science (0.6 FTE)/Instructional Facilitator (0.4 FTE) 185 days	Effective 8/23/16
Taylor Kelting Fort Mackenzie and the Wright Place Schools to Sheridan Junior High School	Teacher-Physical Education/Health 1.0 FTE (185 days)	Effective 8/23/16
Margaret Klebba Leave of Absence to Returning to Teaching	Teacher-Position TBD 1.0 FTE (185 days)	Effective 8/23/16

**Resignations:**

Toni Reid Highland Park School	Teacher-2nd Grade 1.0 FTE (185 days)	Effective 6/6/16
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**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2  
PERSONNEL ACTION REPORT  
March 7, 2016**

**CLASSIFIED STAFF**

**Approvals:**

Leslea Hunt Sheridan Junior High School	Paraprofessional-Special Education 1:3 7.0 hours/day (175 days)	Effective 2/8/16
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Tyler Cooper Sheridan Junior High School	Paraprofessional-Special Education 1:1 7.0 hours/day (175 days)	Effective 2/8/16
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**Changes/Transfers:**

Cindy Morris Sheridan Junior High School	Paraprofessional-Special Education (7.0 hours/day) to Paraprofessional-Special Education (7.0 hours/ day)/Saturday School (4.0 hours/week) 175 days	Effective 2/6/16
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**Resignations:**

Patricia Drake Sagebrush School	Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 2/9/16
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Anne Marie McClintock Fort Mackenzie and the Wright Place Schools	Discovery Program Coordinator 8.0 hours/day (180 days)	Effective 6/3/16
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Richard Stevens Transportation Department	Bus Driver 5.5 hours/day (175 days)	Effective 3/18/16
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**EXTRA DUTY 2015-2016**

**Approvals:**

<u>Name</u>	<u>Position</u>
Kelli Anderson	Track-6th-8th Grade B Coach-SJHS
Ashley Cooper	Soccer-Girls Soccer Assistant Coach-SHS
Tyson Emborg	Assistant to Activities Director-SHS
Gene Leath	Soccer-Boys Assistant Coach-SHS
Nick Morton	Soccer-Girls Assistant Coach-SHS
Stephanie Penrose	Soccer-Girls Assistant Coach-SHS

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2  
PERSONNEL ACTION REPORT  
March 7, 2016**

Hunter Reece

Soccer-Boys Assistant Coach-SHS

**Changes:**

**Name**

**Position**

Cory Pickett

Soccer-Boys Assistant Coach-SHS

Julie Weitz to Debra Hill

Spelling Bee-SJHS

**ACADEMIC EXTRA DUTY 2015-2016**

**Approvals:**

**Name**

**Position**

Julianne Blaha

EL Paraprofessional Training

Kathy Good

EL Paraprofessional Training

Michaela Uhling

EL Paraprofessional Training

**HENRY A. COFFEEN AFTER SCHOOL PROGRAM STAFF 2015-2016**

**Approvals:**

**Name**

**Position**

Danya Burke

Teacher (Student Teacher)

Lauren Peterson

Teacher (Student Teacher)

**MEADOWLARK AFTER SCHOOL PROGRAM STAFF 2015-2016**

**Approvals:**

**Name**

**Position**

Danya Burke

Teacher (Student Teacher)

Lauren Peterson

Teacher (Student Teacher)

Andrew Johnson

Teacher (Student Teacher)

Mary Kozlowski

Teacher (Student Teacher)

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2  
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**SAGEBRUSH AFTER SCHOOL PROGRAM STAFF 2015-2016**

**Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Darcie Achord	Teacher
Jessica Browning	Teacher (Student Teacher)
Brittany Canfield	Teacher
Cynthia Craft	Teacher
Ben Emery	Teacher
Amy Gilbertson	Teacher
Valerie Grammens	Teacher
Jena Hughes	Teacher (Student Teacher)
Meggan Irving	Teacher (Student Teacher)
Alexandria Jelly	Teacher (Student Teacher)
Laura Smith	Teacher
Amy Willson	Teacher
Joni Zowada	Teacher

**SHERIDAN JUNIOR HIGH AFTER SCHOOL PROGRAM STAFF 2015-2016**

**Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Stephany Carillo	After School Detention/Saturday School (Substitute)

**SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) STAFF 2015-2016**

**Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Sheila Georgen	Teacher