

Sheridan County School District # 2

Board Meeting

Date: March 12, 2012

Time: 6:00 p.m.

Place: Central Office



Sheridan County School District #2
Board of Trustees Meeting
Central Office – Board Room
March 12, 2012
6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Approval of Agenda**
- III. Recognition**
 - A. Cast of “Hello Dolly!” – Marva Craft
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Minutes – February 6, 2012
 - B. Approval of Bills for Payment
- VI. Old Business**
 - A. Capital Construction Update (*Information*) – Craig Dougherty
 - B. Approval of Policies (*Action*) – Cody Sinclair
- VII. New Business**
 - A. Approval of Overnight Non-School Transportation Request (*Action*) – Steve Schlicting
 - B. Update on Math Recovery and Ramp Up Programs (*Information*) – Tom Sachse with Cassie Sundberg and Chelsea Bestram
 - C. Acceptance of Donation from Class of 1951 (*Action*) – Dirlene Wheeler
 - D. Memorial Fund Scholarship Recommendations for 2012-2013 (*Action*) – Roxie Taft
 - E. Award Surplus Bus Bids (*Action*) – Roxie Taft
 - F. Kindergarten Update (*Information*) – Scott Stults
 - G. Request for Waiver of Architectural Selection Process (*Action*) – Julie Carroll
 - H. Request to Liquidate Fixed Assets (*Action*) – Julie Carroll
 - I. 2013-2014 School Calendar (*Information*) – Scott Stults
- VIII. Reports and Communications**
 - A. Board of Trustees
 - B. PTO/Parents/Students/Organizations
 - C. Site Administration and Staff
- IX. District Reports**
 - A. Superintendent
 - 1. Board Goals
- X. Executive Session**
 - A. Personnel Matters
 - B. Legal Matters
- XI. Adjournment**

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting

Scott Hininger, Chairman

February 6, 2012

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 6, 2012, in the Board Room at the Central Administration Office. The presiding officer was Molly Steel, Vice-Chairman. A quorum was determined to be present with the following attendees:

Trustees:

Molly Steel, Vice-Chairman
Wayne Schatz, Treasurer
Ann Perkins, Clerk
Richard Bridger
Marva Craft
Nancy Drummond
Hollis Hackman

Administrators:

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

Absent:

Scott Hininger, Chairman
Erica O'Dell

Absent:

II. Approval of Agenda

TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE AGENDA, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

III. Welcome--Audience Comments

There were no comments from the audience.

IV. Consent Agenda Items

A. Approval of Minutes for January 16, 2012

B. Approval of Bills for Payment

General Fund	797,328.64
Federal Fund	39,968.26
Capital Fund	1,210,761.22
Major Maintenance Fund	12,931.23
TOTAL:	\$2,060,989.35

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

V. Old Business

A. Capital Construction Update (*Information*) – Craig Dougherty:

Craig Dougherty, Superintendent, reported that on January 25th a group of administrators and Board Trustees traveled to Cheyenne to visit with Governor Mead regarding his reasoning for excluding Coffeen in his budget. At this time, Coffeen Elementary has been approved for planning and design only, not for demolition and construction. District administrators and Board Trustees are working diligently to regain funding for Coffeen.

Superintendent Dougherty provided an update on the progress of Meadowlark Elementary. The exterior masonry work, roof membrane, and interior stud framing are almost complete. Drywall hanging is continuing and will proceed for several weeks. The plumbing, HVAC, fire suppression lines, and electrical rough-in are essentially complete in all walls. The building is progressing along the timeline, and is scheduled to be complete by August of 2012. Meadowlark staff toured the building on January 20th, and a board tour is scheduled for February 24th.

B. Approval of Policies (*Action*) – Cody Sinclair:

Human Resources Coordinator, Cody Sinclair, stated that six policies are up for first reading and four for second reading. Policy IJOA and IJOA-P are being held awaiting further feedback from legal counsel. These policies will go back to the Policies Advisory Council and Board Policy Committee before returning to the Board for second reading.

Mr. Sinclair reported the Policy EGAD – Copyright has been completely rewritten, with updated language that addresses a new state statute. EGAD-P – Duplicating Copyrighted Materials outlines the details of the policy. The policy and procedure have been disseminated to principals, teachers, and librarians for feedback.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE ON FIRST READING POLICY EGAD – COPYRIGHT, AND EGAD-P – DUPLICATING COPYRIGHTED MATERIALS, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

In addition to minor wording changes to Policy IK – State Standards, a reference to Wyoming Department of Education's website was added.

TRUSTEE DRUMMOND MADE A MOTION TO APPROVE ON FIRST READING POLICY IK – STATE STANDARDS, AS PRESENTED. TRUSTEE PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Policy ILB – Test Assessment Administration also has wording updates, and the last sentence under bullet #1 was deleted.

Trustee Hackman communicated that there is a bill pending in the House Chamber that relates to this policy.

TRUSTEE DRUMMOND MADE A MOTION TO APPROVE ON FIRST READING POLICY ILB – TEST ASSESSMENT ADMINISTRATION. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The order of Policy ILBA – Test/Assessment Participation was changed, and wording changes were made to improve clarity.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE ON FIRST READING POLICY ILBA – TEST/ASSESSMENT PARTICIPATION, AS PRESENTED. TRUSTEE PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Policy JICG/JICH – Alcohol/Tobacco/Drug/Substance Abuse by Students was completely rewritten. Language updates came from Wyoming School Boards Association (WSBA). Additional changes were made to remove items that would change over time.

TRUSTEE DRUMMOND MADE A MOTION TO APPROVE ON FIRST READING POLICY JICG/JICH ALCOHOL/TOBACCO/DRUG/ SUBSTANCE ABUSE BY STUDENTS, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH UNANIMOUS VOTE.

The policies recommended for second reading are IHBG – Home Schooling; IHBG-P – Home Schooling - Procedures; IKA – Grading Systems; and IMG – Policy and Procedures on Service Animals in School.

Mr. Sinclair reviewed minor updates to the policies and procedures up for second reading.

TRUSTEE PERKINS MADE A MOTION TO APPROVE ON SECOND READING POLICIES:

- **IHBG – HOME SCHOOLING**
- **IHBG – P – HOME SCHOOLING - PROCEDURES**
- **IKA – GRADING SYSTEMS**

- **IMG – POLICY AND PROCEDURES ON SERVICE ANIMALS IN SCHOOL**

AS PRESENTED, TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

C. FY12 Quarterly Financial Update (*Information*) – Roxie Taft

Roxie Taft, Business Manager, presented a financial update for the second quarter of fiscal year 2012, which is October through December, 2011. Ms. Taft reported that District revenues are above expenditures. As of December 31, 2011 the District has received 57.89% of budgeted revenues; and spent 36.72% of the budget. Revenues and expenditures are both at the level that Business Manager Taft expected for the end of the second quarter of the fiscal year.

VI. New Business

A. Donation of Compressors from Pacificorp (*Action*) – Julie Carroll

Julie Carroll, Facilities Director reported that Pacificorp has three commercial air compressors they are replacing with larger sizes and would like to donate the removed ones for use at the District. The maintenance staff has determined that they would be beneficial to the District.

TRUSTEE DRUMMOND MADE A MOTION TO ACCEPT THE DONATION OF THREE COMPRESSORS FROM PACIFICORP, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VII. Reports and Communications

A. Board of Trustees

Trustee Schatz and Trustee Hackman attended the Student Council Meeting at Sheridan High School today. Trustee Drummond and Trustee Bridger have been having lunch at the schools occasionally. Trustee Schatz reported that he had lunch at Sagebrush Elementary on the day of the power outage; he applauded the staff on how well they handled the outage.

B. PTO/Parents/Students/Organizations

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

C. Site/Administration/Staff

Ed Fessler invited everyone to the 2nd Annual Bird House Auction that will be held during Sheridan High School's Spring Musical, "Hello Dolly", March 1st through March 4th.

VIII. District Administration Reports

A. Superintendent

Superintendent Dougherty commended the principals, teachers, and staff for their response to the recent power outage. He said that because of the staff's flexibility students were focused and parents were calm.

In February the Health and Safety Board Goal and Teacher and Staff Excellence Board Goal were reviewed. In regard to the Health and Safety Goal - to date there has been a 5% participation increase in the Staff Wellness Program; the Food Service Department has added new items to the menus, to increase student exposure to new foods; and the Facilities Department continues to work with the City of Sheridan to obtain Safe Route to School Grants.

In regard to the Excellent Teachers and Staff Board Goal - the District has a 76% retention rate for teachers in their third year in School District #2. Superintendent Dougherty shared information about a major study completed by the Bill and Melinda Gates Foundation that reviewed teacher evaluation methods. The Charlotte Danielson evaluation model, which the District uses, was mentioned as one of the best in the country.

Trustee Schatz said he appreciates the inclusion of SMART Goals in the Board Goals.

TRUSTEE PERKINS MADE A MOTION AT 6:38 P.M. TO GO TO EXECUTIVE SESSION. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

IX. Executive Session:

The Board went into Executive Session at 6:44 p.m. to cover personnel and legal matters. The meeting reconvened at 7:54 p.m.

TRUSTEE DRUMMOND MADE A MOTION TO APPROVE THE REVISED PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE SCHATZ RECUSED FROM VOTING.

TRUSTEE BRIDGER MADE A MOTION TO APPROVE THE ADMINISTRATIVE CONTRACTS AS AMENDED. TRUSTEE HACKMAN SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Adjournment:

TRUSTEE DRUMMOND MADE A MOTION TO ADJOURN THE MEETING AT 7:55 P.M. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Chairman

Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL REPORT
February 6, 2012**

CERTIFIED STAFF

Changes/Transfers:

Dorcas Sundberg Coffeen School to Coffeen and Sagebrush Schools	Teacher-Math Recovery/Title I 1.0 FTE	Effective 1/26/12
Carol J. Goss Woodland Park School to Woodland Park and Meadowlark Schools	Teacher-Math Recovery/Title I 1.0 FTE	Effective 1/26/12

Resignations:

Melissa Mathis Elementary Schools	Teacher-Orchestra 1.0 FTE	Effective 6/4/12
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Retirements:

Carolynn Dowdy Sheridan High School	Teacher-Special Education 1.0 FTE	Effective 6/4/12
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CLASSIFIED STAFF

Approvals:

Daniel T. Duff Transportation Department	Bus Driver-Rotator 2.0-6.0 hours/day	Effective 2/13/12
Kathy J. Larson Transportation Department	Bus Driver-Rotator 2.0-6.0 hours/day	Effective 2/13/12
Richard J. Stevens Transportation Department	Bus Driver-Rotator 2.0-6.0 hours/day	Effective 2/13/12

Changes/Transfers:

Kristin Wilkes Coffeen, Story, and Sheridan Junior High Schools	Secretary and Technician-Accompanist to School Nurse and Technician-Accompanist 7.0 hours/day	Effective 1/25/12
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Resignations:

Alan Boyles Transportation Department	Bus Driver 4.0-6.0 hours/day	Effective 1/28/12
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Retirements:

William A. Justice Sheridan Junior High	Paraprofessional 3.0 hours/day	Effective 6/1/12
Evelyn Orum Transportation Department	Bus Driver 4.0-6.0 hours/day	Effective 1/31/12

BRIDGES – AFTER SCHOOL STAFF

Approvals:

<u>Name</u>	<u>Position</u>
Heather Johnson	Story/After School Paraprofessional
Jeanine Sweckard	Story/After School Teacher

TITLE II-D – AFTER SCHOOL STAFF

Approvals:

<u>Name</u>	<u>Position</u>
Danielle Law	Student Teacher Extra Assignment – iPad Professional Development/Set-up
Emma Hansen	Student Teacher Extra Assignment – iPad Professional Development/Set-up
Nathan Mullen	Student Teacher Extra Assignment – iPad Professional Development/Set-up
Megan Stransky	Student Teacher Extra Assignment – iPad Professional Development/Set-up

EXTRA DUTY 2011-2012

Approvals:

Name

Leon Schatz

Position

Swimming – Assistant Coach – SHS/SJHS



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: March 5, 2012

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent
Julie Carroll, Facilities Director

SUBJ: **Capital Construction Update** (*Information*)

Coffeen Elementary School Funding Update

Coffeen has been funded for the 2012-2014 biennium through the House and Senate. We are awaiting the Governor's signature.

Meadowlark Elementary School

The Board of Trustees toured the site on February 24th. We observed the changes and adaptations from the prototype of Woodland Park.

The exterior masonry work, roof membrane, and interior stud framing are complete. Rough-ins for mechanical, electrical, and plumbing in the ceilings is at 95% on the first floor and 85% on the second floor. Drywall hanging is complete on the first floor and about 50% on the second floor. Application of texture and primer is starting on first floor. The installation of windows and glazing is still progressing. As weather permits, site work will begin again. To date, the building is progressing nicely and is scheduled to be complete by August of 2012.



Craig Dougherty, Superintendent

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

DATE: March 5, 2012
TO: Board of Trustees
FROM: Cody Sinclair, Human Resources Coordinator
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

EGAB	Inspection and Copying of Public Records
IMB	Teaching About Controversial Issues
IMBB	Exemptions from Required Instruction
IMBB-E	Request for Exemption
JRA-P	Procedures and Practices of the School District Governing the Maintenance, Transfer, and Disclosure of Student Educational Records
JRA-E2	Notification of Rights Under FERPA for Elementary and Secondary Schools

The following policies are being recommended for second reading:

EGAD	Copyright
EGAD-P	Duplicating Copyrighted Materials
IJOA	Field Trips
IJOA-P	Field Trips Procedures
IK	State Standards
ILB	Test/Assessment Administration
ILBA	Test/Assessment Participation
JICG/JICH	Alcohol/Tobacco/Drug/Substance Abuse by Students

Policies

First Reading

INSPECTION AND COPYING OF PUBLIC RECORDS

~~Pursuant to the provisions of W.S. §16-4-201, et seq., the School District will open for inspection by any person at reasonable times, except as provided by the Wyoming Public Records Act, or otherwise provided by law, all public records maintained by the School District. In all cases in which the person has the right to inspect and copy any public records, the District will furnish such copies within five school days (PAC comment - check with legal/statute on this addition) for a reasonable fee to be charged as follows:~~

~~1. The actual cost to the District for the time of the person involved to gather and/or copy such records; and~~

~~2. The actual cost of copying such records if copied by another person or entity not an employee of the District or the actual cost for black and white photocopies made by the District ___¢ per page.~~

~~3. The District may require that the estimated cost of the copies be paid in advance. Any excess payment shall be refunded and any underpayment shall be collected prior to distribution of the copies.~~

Public records of Sheridan County School District No. 2 that are open to public inspection and copying pursuant to state or federal law shall be made available as follows:

1. A reasonable charge will be made for all copies requested:

50 copies or less - \$0.25 per page

More than 50 copies - \$0.25 per page plus \$15.00 per hour for copying.

2. The District may require that the estimated cost of the copies be paid in advance. Any excess payment shall be refunded and any underpayment shall be collected prior to

INSPECTION AND COPYING OF PUBLIC RECORDS (contd.)

distribution of the copies. Otherwise, all fees must be paid at the time the services are rendered.

3. The public records will only be made available during regular business hours.

4. The custodian of the records or a designated representative may be present at all times during inspection and copying.

5. The District reserves the right to impose a waiting period of up to ten (10) business days and ask that the request be made in writing. Written requests to inspect and/or copy public records must be submitted to the Superintendent or his designee and shall identify the following:

The specific public records sought and,

The name and contact information (address and phone number) for the person requesting the public records.

6. Nothing in this policy will limit or otherwise restrict the powers of Sheridan County School District No. 2 with respect to public records as granted in state and federal statutes.

Reference: Wyo. Stat. Ann. § 16-4-201 et seq.

First Reading:

Second Reading:

TEACHING ABOUT CONTROVERSIAL ISSUES

Controversial issues are those **topics** ~~problems, subjects, or questions~~ about which there are significant differences of opinion, for which there are no easy resolutions, and discussions **about** which generally create strong feelings among people. **Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students.** ~~Although there may be disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in the value people use in applying the facts.~~

~~Controversy is inherent in the democratic way of life. It is essential that the study and discussion of controversial issues have an important place in education for citizenship for a free society. Students can develop into free citizens with informed loyalty to democracy only through the process of examining evidence, facts, and differing viewpoints; through the exercise of freedom of thought and moral choice; and through the making of responsible decisions.~~

Each student has the right and need, with competent guidance and instruction, to study issues appropriate to his/**her** interest, experience and ability. He/**she** must have access to relevant information, and he/**she** has the obligation to examine all sides of an issue with care. He/**she** has the right to form and express his/**her** own point of view and opinions without jeopardizing his/**her** position in the classroom or in the school.

Each teacher has the right to teach about controversial issues. It is his/**her** responsibility to select issues for study and discussion ~~which~~ **that** contribute to the attainment of course objectives, and to make available to students the materials concerning the various aspects of the issues. The teacher also has the obligation to be as objective as possible and to present the several sides of an issue in a fair manner, **but the teacher does not have the right to indoctrinate students to his/her views.**

~~Although the teacher has the right to express his own viewpoint and opinions, the teacher does not have the right to indoctrinate students to his/her views. Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students. The influence on values, attitudes, and responsibility of the individual student must be considered in conjunction with the actual subject content.~~

First Reading: 1/14/97

Second Reading: 8/26/97

EXEMPTIONS FROM REQUIRED INSTRUCTION

If the philosophical belief system of a student or his or her parents or guardian is contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation.

To receive an exemption for a lesson or unit within a course, the parent or guardian must present a completed "Request for Exemption" form (**herein after referred to as "the form"**) to the principal for approval. ~~"Request for Exemption"~~ **The** form must state the conflict that is involved and specify those aspects of course content or activity that are contrary to their beliefs.

To receive an exemption for an entire course, the parent or **legal** guardian must present a completed ~~"Request for Exemption"~~ form **and** ~~along with~~ their plan to provide alternative curriculum opportunities and assessment procedures **for approval** to the principal and the assistant superintendent **and/or his/her designee** ~~for approval~~. The **form** ~~"Request for Exemption"~~ must state the conflict that is involved and specify those aspects of course content or activity that are contrary to their beliefs.

If the course content is required as a federal, state or local Board mandate, ~~then~~ the parent or **legal** guardian in seeking this exemption assume the responsibility for assuring that **his/her** ~~their~~ child learns and understands the basic course content from which he/she is being exempted. The school will certify **whether** the student has met the student performance standards by the school's assessment design already in place or an assessment mutually agreed upon by the school district and parent/guardian.

If a student is unable to participate in a physical education class, he or she may present a statement **to the principal** from a physician stating the reason for the student's inability to participate. ~~The statement or request for exemption will be presented to the principal.~~

Exemptions from required instruction will not excuse a pupil from the total semester **credit** hour requirement for graduation **and/or promotion to the next grade**.

First Reading: 1/15/07

Second Reading: 2/12/07

REQUEST FOR EXEMPTION
(Pursuant to Policy IMBB)

SCHOOL _____ DATE _____

SCHOOL **COURSE**, SUBJECT, OR ACTIVITY _____

PERSON(S) MAKING REQUEST _____

ADDRESS _____

PHONE NUMBER _____

STUDENT FOR WHOM EXEMPTION IS BEING SOUGHT:

STATEMENT OF CONFLICT:

SPECIFIC ASPECTS OF COURSE, **SUBJECT**, OR ACTIVITY THAT ARE
CONTRARY TO BELIEFS (Reference sources and/or page numbers).

PARENT/GUARDIAN SIGNATURE: _____

(Please submit this form along with your plan to provide alternative curriculum opportunities and the assessment verification procedures to your child's principal. Once the principal has signed and dated the form your child is then authorized the exemption).

PRINCIPAL'S SIGNATURE: _____

DATE: _____

Signature is necessary, if exemption is for entire course:

ASSISTANT SUPERINTENDENT'S SIGNATURE: _____

DATE: _____

SHERIDAN COUNTY SCHOOL DISTRICT #2

REQUIRED CURRICULUM EXEMPTION REQUEST
(Pursuant to Policy IMBB)

- A. Please use the space below to describe the curriculum resources, instructional techniques, and schedule for providing an alternative route to learn mandated course content requested for exemption.
- B. Please select one of the assessment mechanisms listed below for verification of learned content.
1. School's Assessment Design
 2. Alternative Standardized Assessment (specify)
 3. Customized Assessment Protocol (attach)

**PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS**

1. Student educational records and progress records will be maintained on established forms **that** ~~which~~ have been adopted for district-wide use (cumulative folders, health records, history sheets, achievement test labels, attendance registers, etc.). Additional information reports such as observation notes, letters from parents, teacher comments, etc. will be placed in the educational records of students only upon the advice of the school principal or other school official who is responsible for the maintenance of student educational records.
2. The additional information reports, considered to be the property of the school district, shall be maintained in files other than student cumulative folders. This policy shall apply to lesson plan books, grade books, observation notes, evaluation comments, case study records, and other similar record forms developed by teachers, psychologists, therapists, social workers, and other similarly trained professionals employed by the school district.
3. Achievement tests may be administered without prior parental permission and the results of those tests may become part of the student's educational records. In addition, other tests may be administered upon approval of parents or the appropriate school officials. Results of those additional tests may also be placed in the educational records of students.
4. In compliance with applicable governmental regulations, the record-keeping practices of the school district shall include the following:
 - a. Provision to annually inform parents of their rights regarding the educational records of students;
 - b. Announcement of the procedure to be followed by those who seek to examine, challenge, or obtain copies of student educational records;
 - c. Announcement of the location of student educational records and the responsible school district officials.
5. ***The ~~School~~ District may in the discretion of the***

PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)

superintendent, or his/her designee, disclose ~~disclosure of~~ directory information ~~will be made~~ without prior or written parental permission. *If a parent/guardian does not wish the School District to disclose directory information without consent, the parent/guardian may notify the School District in writing by September 20. unless the School District receives a written request from the parent or guardian requesting specific directory information not be disclosed.* Directory information, for the purposes of the school district, may include: student name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, **degrees, honors and** awards received, and the most recent previous school attended.

6. Personally identifiable information, for the purposes of the school district, may include such information as: names of parents and other family members, health records, identifiers such as student or social security number, descriptions of personal or educational characteristics, test scores and other similar information. Personally identifiable information generally shall require written consent prior to disclosure.
7. Officials of the school district may disclose the educational records of students, without prior or written consent:
 - a. When parents or legal guardians seek to examine the records of their own children;
 - b. *To officials of other schools or school systems in which the student seeks or intends to enroll, upon condition the student's parents are notified and receive a copy of the record if desired.* ~~When parents request that records be transferred to schools or school districts that in which the students seek or intend to enroll;~~
 - c. ~~When requested by school officials from schools or school districts that in which the students seek or intend to enroll;~~

PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)

- cd. To officials and employees of the school district who have a legitimate educational interest in those records;
 - de. To eligible students (those who have reached 18 years of age or are attending a post-secondary educational institution) who seek to examine their own educational records;
 - ef. To comply with a judicial order or lawfully issued subpoena **for a law enforcement purpose**, provided that a reasonable attempt has been made to notify the parent prior to compliance with the judicial order;
 - fg. To appropriate organizations and governmental officials (as specified by the Family Educational Rights and Privacy Act, P. 99.31).
 - g. ***In connection with a student's application for, or receipt of, financial aid.***
8. Written records of disclosure will be maintained by the responsible school district officials. Disclosure records will be maintained on approved forms and will be filed with the educational records of students. Records of disclosure will be maintained by the school district.
 9. Unless it has received legal evidence to the contrary (legal instrument or court orders governing such matters as divorce, separation, or custody), the school district will presume that both parents of students have the legal authority to examine the educational records of their children.

RIGHTS OF PARENTS UNDER THE PROVISIONS OF THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

1. Parents, legal guardians, and eligible students under the provisions of the Family Educational Rights and Privacy Act are granted the right to examine the educational records of local educational agencies. Upon receipt of the request, the educational agency has a maximum of 45 days in which to

PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)

comply with that request.

2. Unless the school agency has received official or legal evidence to the contrary (divorce decree, contested custody, etc.) it may presume that either parent has legal right of access to the records of students, and may honor the written request from either parent.
3. No portion of an educational record may be destroyed during the period of time when there is an outstanding request for the disclosure of those records.
4. It is permissible to require that the educational records be examined in the presence of a school district official. If the parent requests a copy of the records, the request must be honored (costs of reproduction will be borne by the parent).
5. Parents, legal guardians, and eligible students who feel that the contents of educational records are inaccurate, misleading, inappropriate, or in violation of privacy or other rights of students may request that the records be amended.
6. If the school agrees with the request, the records will be amended and the parent will be advised, in writing, of the agreement.
7. If the education agency does not agree with the request for amendment, the parent must be advised of his/*her* right to a hearing. ***All hearings shall be conducted pursuant to the Rules and Regulations of Sheridan County School District No. 2, dated September 11, 2001.*** ~~(Central administration instructions should be sought at this point, for the regulations governing hearings are lengthy, detailed and explicit.)~~
8. If the hearing determines that an amendment will be made, the records are amended and the parent informed, in writing, of the changes.
9. If the hearing does not result in a record amendment, the parent must be advised of his right to place a statement of

**PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT
GOVERNING THE MAINTENANCE, TRANSFER, AND
DISCLOSURE OF STUDENT EDUCATIONAL RECORDS (contd.)**

disagreement in the educational record of the student. The disagreement statement must remain as part of the student record as long as the record is maintained by the school district. Any disclosure of the educational record must include the disclosure of the statement of disagreement.

First Reading: 3/03/08
Second Reading: 4/14/08

**NOTIFICATION OF RIGHTS UNDER FERPA
FOR ELEMENTARY AND SECONDARY SCHOOLS**

The Family Education Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's educational records. These rights ~~are~~ **include**:

1. The right to inspect and review the student's educational records within 45 days of the date the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's educational records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing heading the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of

**NOTIFICATION OF RIGHTS UNDER FERPA
FOR ELEMENTARY AND SECONDARY SCHOOLS (contd.)**

using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a person or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records, including disciplinary records relating to suspension and expulsion, without consent to officials of another school district in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

The District may in the discretion of the superintendent, or his/her designee, disclose directory information without prior or written parental permission. If a parent/guardian does not wish the School District to disclose directory information without consent, the parent/guardian may notify the School District in writing by September 20. Directory information, for the purposes of the school district, may include: student name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous school attended.

~~Sheridan County School District Number 2 will make available to the public directory information pertaining to students at Sheridan County School District Number 2. Directory information includes the following: the student's name, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, the most recent previous~~

**NOTIFICATION OF RIGHTS UNDER FERPA
FOR ELEMENTARY AND SECONDARY SCHOOLS (contd.)**

~~education agency or institution attended, and degrees and awards received. If you are unwilling to allow any or all of the above described directory information to be released without your consent, you must notify the Office of the Superintendent within thirty (30) days from the date of this notice.~~

First Reading: 3/03/08
Second Reading: 4/14/08

Policies

Second Reading

COPYRIGHT

~~It is the intent of Sheridan County School District No. 2, its board of education, staff, and students to adhere to the provisions of the current copyright laws (Public Law 94-533). While the District encourages its staff to enrich learning programs by making proper use of instructional materials, it is the responsibility of all District personnel to obey these copyright laws. Under no circumstances shall it be necessary for employees of the District to violate copyright requirements in order to perform their duties properly. Therefore, the Board shall not be responsible for or provide legal support for any violation of the copyright laws by its employees.~~

~~Employees who make copies and/or use copyrighted materials in their jobs are expected to be familiar with the provisions stated in Public Law 94 533, section 107, Fair Use (17 U.S.C. Sec. 107). In determining whether the use made of a work in any particular case is a fair use the factors to be considered include:~~

- ~~1. The purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes.~~
- ~~2. The nature of the copyrighted work.~~
- ~~3. The amount of and substantiality of the portion used in relation to the copyrighted work as a whole.~~
- ~~4. The effect of the use upon the potential market for or value of the copyrighted work.~~

~~Any staff member who is uncertain as to whether reproducing or using copyrighted materials complies with copyright laws should contact the building principal.~~

It is the expectation of the board of school trustees that all school employees will adhere to all of the provisions of the copyright laws. Copyright protection extends to literary works; musical works; dramatic works; pantomimes; and choreographic works; pictorial, graphic and sculptural works; and other visual works, including audio and visual recordings; and computer software. Where questions arise, they should be submitted to the building administrator, who will provide answers or contact appropriate personnel to receive answers to questions posed. Further guidance on this topic may be found in the Duplicating Copyrighted Materials procedure (EGAD-P). This policy/procedure shall be reviewed with all staff in each building annually with all staff during August.

First Reading: 2/6/12

Second Reading:

DUPLICATING COPYRIGHTED MATERIALS

WORKS PROTECTED BY COPYRIGHT

Copyright protection extends to literary works, musical works, dramatic works, pantomimes and choreographic works, pictorial, graphic, and sculptural works, computer programs, motion pictures and other audiovisual works, including television and sound recordings.

Unpublished works by U.S. and foreign authors are protected by the new copyright statute, as are published works by U.S. authors. The published works of foreign authors are subject to copyright under certain conditions, including coverage under national treaties such as the Universal Copyright Convention.

U.S. government works are excluded. The new law does not change the basic premise of prior law that works produced for the U.S. government by its officers and employees are not subject to copyright.

INFRINGEMENT

One who violates the rights of the copyright owner is a copyright infringer. Remedies available to the copyright holder for infringement include damages (actual or statutory, the latter set by statute from \$100 to \$50,000), injunction, recovery of court costs, and attorney's fees.

PERMISSION TO DUPLICATE

Any staff member of the School District shall consult with the media person in his/her building ~~and/or the Supervisor of Curriculum & Instruction responsible for Media Services~~ or principal to verify that duplicating of a particular material is permitted or to obtain permission for the copying of such material.

PRINTED MATERIALS

Single Copying for Teachers - A single copy may be made of any of the following by or for a teacher at his/her individual request for his/her scholarly research or use in teaching or preparation to teach a class:

DUPLICATING COPYRIGHTED MATERIALS (contd.)

1. a chapter from a book;
2. an article from a periodical or newspaper;
3. a short story, short essay, or short poem, whether or not from a collective work; or
4. a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

Multiple Copies for Classroom Use - Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion, provided that:

1. the copying meets the tests of brevity and spontaneity as defined below; and
2. meets the cumulative effect test as defined below; and
3. each copy includes a notice of copyright.

DEFINITIONS - PRINTED MATERIALS

Brevity

1. Poetry:
 - a. a complete poem if less than 250 words and if printed on not more than two pages,
 - b. or, from a longer poem, an excerpt of not more than 250 words.
2. Prose:
 - a. either a complete article, story, or essay of less than 2,500 words, or
 - b. an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less but, in any event, a minimum of 500 words.

(Each of the numerical limits stated in (a) and (b) above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

3. Illustration: one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

DUPLICATING COPYRIGHTED MATERIALS (contd.)

4. "Special" works: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Paragraph 2 above notwithstanding, such "special works" may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such "special works" and containing not more than 10% of the words found in the text thereof may be reproduced.

Spontaneity

1. The copying is at the instance and inspiration of the individual teacher, and
2. the inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

Cumulative Effect

1. The copying of the material is for only one course in the school in which the copies are made.
2. Not more than one short poem, article, story, essay, or two excerpts may be copied from the same author and not more than three from the same collective work or periodical volume during the class term.
3. No more than nine instances of such multiple copying for one course are permitted during one class term.

PROHIBITIONS - PRINTED MATERIALS

Notwithstanding any of the above, any of the following shall be prohibited:

1. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

DUPLICATING COPYRIGHTED MATERIALS (contd.)

2. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests, and test booklets and answer sheets and like consumable material.
3. Copying shall not:
 - a. substitute for the purchase of books, publishers' reprints, or periodicals;
 - b. be directed by higher authority;
 - c. be repeated with respect to the same item by the same teacher from term to term.
4. No charge shall be made to the student beyond the actual cost of the photocopying.

TELEVISED PROGRAMS/VIDEOTAPES

A live television broadcast may be viewed by the teacher and students during scheduled class time, so long as no admission is charged, either directly or indirectly.

Taping Television Broadcasts for Later Viewing

1. A broadcast program may be recorded off-air simultaneously with broadcast transmission and retained for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording.
2. Off-air recordings may be made only at the request of and used by individual teachers and may not be regularly recorded in anticipation of requests.
3. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.
4. The recordings are to be shown to students no more than two times during the 10-day period and the second time only for necessary instructional reinforcement.
5. The tape recordings may be viewed after the 10-day period only by the faculty for evaluation purposes,

DUPLICATING COPYRIGHTED MATERIALS (contd.)

that is, to determine whether to include the broadcast program in the curriculum in the future.

6. All copies of off-air records must include the copyright notice on the broadcast program as recorded.
7. The "off-air recordings" may not be physically or electronically altered or combined with others to form anthologies. Also off-air records need not be used or shown in their entirety.
8. If several faculty request the videotaping of the same program, duplication is permitted, but all copies are subject to restrictions of the original recording.
9. These guidelines do not apply to programs only available from cable television services such as HBO, the Disney Channel, ESPN, or C-Span.
10. Some public television programming has different rules than commercially broadcast television. For PBS programming the following will apply:
 - a. only a single copy of the program may be recorded by an educational institution and it may not be duplicated;
 - b. programs may be recorded with prior request from a faculty member and may be recorded and shown each time a program is broadcast;
 - c. the program may be retained for seven 7 consecutive days following the broadcast but must be erased at the end of the seventh 7th day;
 - d. the program may be transmitted on closed circuit systems, closed cable systems, or ITFS systems;
 - e. the program may be shown as often as needed during the seven 7-day period; and
 - f. the educational or public service coordinator at ~~WNIT~~ must be contacted before a PBS program is videotaped for educational use.

In-Classroom Use of a Copyrighted Videotape - In-classroom performance of a lawfully-made copyrighted videotape is permissible under the following conditions:

DUPLICATING COPYRIGHTED MATERIALS (contd.)

1. the performance must be by instructors (including guest lecturers) or by students;
2. the performance directly supports the adopted curriculum for the course;
3. the performance is in connection with the face-to-face teaching activities;
4. the entire audience is involved in the teaching activity;
5. the entire audience is in the same room or same general area;
6. the teaching activities are conducted by a nonprofit education institute;
7. the performance takes places in a classroom or similar place devoted to instruction, such as a school library, gym, auditorium, or workshop; and
8. the videotape is lawfully made or the person responsible has no reason to believe that the videotape was unlawfully made.

MUSIC

Permissible Uses:

1. Emergency copying to replace purchased copies that ~~which~~ for any reason are not available for an imminent performance provided purchased replacement copies shall be substituted in due course.
2. For academic purposes other than performance, multiple copies of excerpts or works may be made, provided that the excerpts do not comprise a part of the whole that ~~which~~ would constitute a performable unit such as a section, movement, or aria, but in no case more than 10% of the whole work. The number of copies shall not exceed one copy per pupil.
3. For academic purposes other than performance, a single copy of an entire performable unit (section, movement, aria, etc.) may be made by or for a teacher solely for

DUPLICATING COPYRIGHTED MATERIALS (contd.)

the purpose of his/her scholarly research or in preparation to teach a class as long as the work is:

- a. confirmed by the copyright propriety to be out of print, or
 - b. unavailable except in a larger work.
4. Printed copies ~~which~~ that have been purchased may be edited or simplified provided that the fundamental character of the work is not distorted or the lyrics, if any, altered or lyrics added if none exist.
 5. A single copy of recordings of performances by students may be made for evaluation or rehearsal purposes and may be retained by the ~~School~~ District or individual teachers.
 6. A single copy of a sound recording (such as a tape, disc, or cassette or copyrighted music may be made from sound recordings owned by the ~~School~~ District or any individual teacher for the purpose of constructing aural exercises or examinations and may be retained by the School District or individual teacher. (This pertains only to the copyright of the music itself and not to any copyright ~~which~~ that may exist in the sound recording.)

PROHIBITIONS

1. Copying to create, replace, or substitute for anthologies, compilations, or collective works is prohibited.
2. Copying of or from works intended to be "consumable" in the course of study or of teaching such as workbooks, exercises, standardized tests, and answer sheets, and like material is prohibited.
3. Copying for the purpose of performance, except as in Permissible Uses (1) above is prohibited.
4. Copying for the purpose of substituting for the purchase of music, except as in Permissible Uses (1) and (2) is prohibited.

DUPLICATING COPYRIGHTED MATERIALS (contd.)

5. Copying without inclusion of copyright notice that ~~which~~ appears in the printed copy is prohibited.

First Reading: 2/6/12
Second Reading:

FIELD TRIPS

Field trips include any time teachers take their class off the school property. Field trips ~~and excursions~~ are encouraged when a reasonable educational objective can be established. ~~and these Field trips~~ must be approved ***in advance*** by the superintendent, ~~and/or~~ ***his/her*** designee, ***or the building principal***. All trips to foreign countries are to be approved in advance by the Board. The Superintendent shall provide the Board with a recommendation concerning any foreign trip. The recommendation shall take into account any foreign travel warnings or cautions of the U.S. State Department. In addition, before making any recommendation, the Superintendent ~~may shall~~ seek advice concerning foreign travel from the District's legal counsel and insurance carrier. ~~The Superintendent shall develop rules and regulations regarding Educational Field trips~~ ***shall follow procedures as defined in Field Trips Procedures (IJOA-P).***

First Reading: 1/16/12
Second Reading:

FIELD TRIPS PROCEDURES AND EXCURSIONS

~~Educational~~ Field trips **must** ~~will~~ be planned **and carried out** in accordance with the following guidelines:

1. The teacher shall review the **essential outcomes**/educational **standards** ~~value~~ of the field trip and **explain to the principal how the standards will be assessed. The teacher must** receive the principal's approval prior to making arrangements for the field trip.
2. The teacher will **make a reasonable attempt** to provide parents with information concerning the purpose and destination of the trip, transportation and eating arrangements (**if applicable**), date and time of departure, estimated time of return, and an itinerary when a field trip will extend beyond the school day. **This information may be provided via the course syllabus or through a note correspondence given to students/parents to take home.**
3. **Adequate supervision, as approved by the principal, will be provided based on the number of students and nature of the field trip.** ~~One or more adults, in addition to the teacher, will accompany each class on field trips unless other arrangements have been approved by the principal. Teachers are responsible for informing the~~ **any** accompanying **chaperones** ~~adults~~ of their duties and responsibilities.
4. The teacher should review acceptable standards of conduct with the students in advance of the trip. The teacher has primary responsibility for the conduct of the children.
5. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.
6. Student safety will be a primary consideration.
7. School buses will ordinarily be used for **when** transportation **is necessary for a field trip.** ~~The use of private vehicles by staff members and/or parents for transporting small groups of students may be authorized in certain instances with the approval of the superintendent.~~
8. Requests for school bus transportation will be channeled through the principal followed by the Transportation

FIELD TRIPS PROCEDURES AND ~~EXCURSIONS~~

Director ~~Coordinator~~ at least **two** ~~one~~ weeks (**10 school days**) prior to the trip.

9. Children will not be permitted to leave the field trip group during the trip unless they are released **pursuant to written documentation from parents or legal guardians with ~~written documentation permission.~~**
10. The funding necessary for any activity trip or field trip sponsored by the school **may** ~~will~~ come from district monies and be approved by the principal.
11. Parental permit slips **may** will be required. **The District's "Consent to Participate in Field Trips and Extra-Curricular Activities" form may be used to meet this requirement and will be a part of student registration paperwork each year.** No student will be required to go on a field trip, if **his/her** ~~their~~ parents **or legal guardians** do not approve.
12. **Pre-approval is required by the district's insurance company prior to approval of an overnight field trip.**

First Reading: 1/16/12
Second Reading:

STATE STANDARDS

The Board of Trustees adopts the Wyoming Department of Education **Academic** Content Standards (**Wyoming Department of Education**), ~~Performance Standards, and Performance Indicators,~~ including future ~~additions~~ **editions** and/or revisions. These state standards will be used ~~as benchmarks~~ for reporting purposes ~~at grades four, eight, and eleven.~~

Wyoming Department of Education (WDE). "Wyoming Content and Performance Standards." Wyoming Department of Education, 2012, Web. 31 Jan. 2012.

First Reading: 2/6/12
Second Reading:

TEST/ASSESSMENT ADMINISTRATION

The school district will establish and maintain a district educational assessment program.

The purpose of the District **educational assessment** testing program is to facilitate and provide information for the following:

1. STUDENT ACHIEVEMENT - To produce information about relative student achievement so that parents, students, and teachers have a baseline against which to monitor academic progress. ~~Within the limitations of group testing instruments, the information may be used to serve as a validation device, for other measures of student progress.~~
2. STUDENT **GUIDANCE** ~~COUNSELING~~ - To serve as a tool in **the** ~~counseling and~~ guidance of students to further education and for specific academic placement.
3. INSTRUCTIONAL CHANGE - To provide data **that** ~~which~~ will assist in preparing recommendations for instructional changes. This data should:
 - a. Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
 - b. Help staff formulate and recommend instructional policy.
 - c. Help the Board of Trustees adopt instructional policy.
4. SCHOOL AND DISTRICT ASSESSMENT - To provide indicators of the relative progress of schools within the District.
5. ~~COMPETENCY~~ **PROFICIENCY** TESTING - To provide evidence of demonstrated **achievement** ~~ability~~ in all curricular areas.

First Reading: 2/6/12

Second Reading:

TEST/ASSESSMENT PARTICIPATION

~~Except as expressly permitted otherwise in these policies, or as expressly requested in writing, in advance, by the parent or legal guardian,~~ The district requires students' participation in all state mandated or federally mandated ~~testing and~~ assessment programs. It is the goal of the district to have 98% student participation in required **testing programs** ~~tests and~~ assessments. Nothing in this policy shall **contradict** ~~contravene~~ the participation **exemptions** ~~exceptions~~ or assessment **accommodations** ~~adaptations~~ for students with individualized educational plans. **Student participation is required in assessments except as expressly permitted otherwise in these policies or as expressly requested in writing, in advance, by the parent or legal guardian.**

First Reading: 2/6/12

Second Reading:

STUDENT ALCOHOL/TOBACCO/DRUG/SUBSTANCE ABUSE BY STUDENTS

~~The district recognizes that chemical dependency is a treatable illness. Health problems of youth are primarily the responsibility of the home. However, the community and the school share responsibility in chemical dependency problems because they often interfere with behavior, learning, and fullest development of each student. Early intervention in the disease process is desired by the district and, as a result, district personnel will contact students manifesting signs of inappropriate behavior and make an effort to both educate and aide them.~~

~~Each case of a student under the influence of or in possession of drugs, tobacco, and/or alcohol on school premises and/or at a school function shall be considered on its own merits as a unique problem requiring a unique decision by the school staff. Any action shall be based upon an attempt to deal with the causes of behavior as well as the symptoms.~~

~~Any student of Sheridan County School District No. 2 who possesses, furnishes, or uses, tobacco, drugs, alcohol, or other intoxicants on school premises and/or at a school function, shall be subject to suspension, expulsion, or other disciplinary action. In addition, any illegal offense will be reported to the police department.~~

The possession, distribution or use of alcoholic beverages, tobacco, drugs for which the user does not have a lawful prescription, or other substances that which are used in such a manner as to be dangerous to the student in any school building, on school grounds, at any school function, or while on any school-sponsored trip is prohibited. Students are prohibited from being in any school building, on school grounds, or at any school function while under the influence of alcohol, drugs or other substances or following the immediate prior use of alcohol, tobacco, drugs, or other substances. This policy shall apply to all students regardless of whether or not they are of legal age and regardless of the location of the school function.

Any student suspected of being under the influence of alcohol, drugs or other substance or whose immediate prior use of alcohol, drugs, or other substance is suspected may be removed from the classroom, school building, school grounds, or school function pending further investigation. Students may be suspended or expelled for violation of the prohibition of alcohol, tobacco, drugs or other substances this policy. In

STUDENT ALCOHOL/TOBACCO/DRUG/SUBSTANCE ABUSE BY STUDENTS
(contd.)

addition, any illegal offense will be reported to the police department.

The reference herein to "other substance" is intended to prohibit the use, possession, or distribution, ~~including smoking, huffing, inhaling, consuming, absorbing or otherwise ingesting~~ a of any substance for the purpose of generating a ~~high or rush, or otherwise~~ altering the mental processing or impairing the consumer's judgment or motor skills, or for use contrary to the lawful and intended use of the substance. Such ~~substances include, but are not limited to, glue, paint, Dust-off, petroleum products, "spice", "K-2", "Black Mamba", "Puff", "Sugar Sticks",~~ herbal incense, Salvia Divinorum, Salvinorum A, or any other substance, whether organic or non-organic, which ~~substances are utilized in such a manner as to create a high or rush or otherwise alter the mental processing or impair the consumer's judgment or motor skills or in such a way as to be contrary to their intended use or purpose.~~

To help students in violation of this policy ~~who are identified as abusing alcohol/drugs/substances,~~ District and community resources will be available to work toward overcoming ~~this~~ the illegal use of tobacco, alcohol, drugs or other substances. Students may self-refer or be remanded to such District and community resource providers. The responsibility of correcting an identified problem is that of the student and his/her parent(s).

The District will develop programs to educate students to bring about awareness and understanding of the dangers inherent in the use/abuse of alcohol, tobacco, controlled drugs, or other substances.

The District will provide counseling service that will make it possible for students to seek and obtain counseling for drugs/substances and/or alcohol-related problems or will provide information ~~counseling~~ as to where appropriate help can be received.

See also policy:

IHAMA - Teaching About Drugs, Alcohol and Tobacco

First Reading: 2/6/12

Second Reading:



Craig Dougherty, Superintendent

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

DATE: March 12, 2012

TO: Board of Trustees

FROM: Steve Schlicting

SUBJ: **Approval of Overnight Non-School Transportation Request** (*Action*)

We recently received a request to rent one of our buses and provide a driver to transport the Sheridan County Girl Scout Troop to Cody, Wyoming. This will be an overnight trip, so the girls can attend and celebrate the 100th anniversary of the Girl Scouts. This trip will leave early Saturday, April 21st and return late afternoon on Sunday, April 22nd, 2012. Since this is a trip that exceeds 24 hours in duration, it does require Board approval to proceed (as stipulated in Policy KGA). Per Chapter 20 Rules for Cost-Based Block Grant Model Transportation Reimbursement, Section 10, the driver's wages and benefits, fuel, and a per mile fee of \$1.18 will be charged. I request that you approve bus rental, as outlined, to the Sheridan Girl Scouts.

NON-SCHOOL TRANSPORTATION REQUEST

REQUEST MADE BY: Sheridan Co. Girl Scouts PHONE #: 672-3611
(Name of person or group = Lessee)

BILLING ADDRESS: 731 Sumner, Sheridan, WY 82801

DATE: Jan. 27, 2012

TRIP INFORMATION: Cody, WY for Girl Scout 100th anniversary event
(Destination; please be specific)

LOADING LOCATION: east end Albertson Parking lot # OF PASSENGERS: 40

DEPARTURE TIME: 6:00 a.m. p.m. ON: Saturday DATE: April 21, 2012
(Circle one) (Day of week)

RETURN BEGINS AT: NOON a.m. p.m. ON: Sunday DATE: April 22, 2012
(Time) (Circle one) (Day of week)

WILL DRIVER(S) NEED TO TAKE, OR PLAN TO PROVIDE, OWN MEAL(S)? yes - Saturday sack lunch

PLACE OF LODGING (If overnight): motel to be determined
[Be sure room(s) is reserved for driver(s)]

PERSON IN CHARGE: Jean Harm PHONE #: 751-7879 (wk) 672-3611 (hmn)

Signed: Jean Harm *
(Person in charge)

(*Signature indicates agreement with terms of included Non-School Bus Use Agreement Policy KGA)

Approved: _____
(Superintendent)

DRIVER'S REPORT

NAME (S) OF DRIVER (S): _____ PHONE #: _____

PHONE #: _____

ODOMETER (Beginning): _____ (Ending): _____ MILES DRIVEN: _____

DRIVING HOURS: _____; WAITING HOURS: _____; TOTAL HOURS: _____

BUS LEFT CLEAN? (Circle one) YES MODERATELY SO NO

SPECIAL PROBLEMS: _____

Signed: _____
(Driver)

Signed: _____
(Driver)

CLAIM APPROVED: _____
(Transportation Supervisor)



Craig Dougherty, Superintendent

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

DATE: March 5, 2012

TO: Board of Trustees

FROM: Tom Sachse, Assistant Superintendent for Curriculum and Assessment

SUBJ: **Update on Math Recovery and Ramp Up Programs** *(Information)*

The district is fortunate to have two programs that help students succeed in mathematics. These programs are designed to help students that may have difficulty learning the foundations of mathematics. Both are research-based, though the programs were developed from different sources. At your board meeting, we will hear from Cassie Sundberg, Math Recovery Coordinator, who will describe the Math Recovery program. We will also hear from Chelsea Bestram, Sheridan Junior High Math Teacher, who will describe the Ramp Up program. Each presentation will briefly describe the research basis, program design, and student results for each program.

Math Recovery

An Early Intervention Program

Cassie Sundberg, SCSD#2 Math Recovery Leader

Introduction

It seems hard for us to believe that something as simple as our number system is a complete mystery to anyone. Our number system is based on ten, because that is the human calculator (fingers) that we were born. To quote one 3rd grader who was struggling to work a simple arithmetic problem, “The numbers get jumbled up inside my head!” If an eight-year-old has not made sense of numbers and simple operations, then how is she going to survive fractions, algebra, balancing her checkbook, or giving us proper change at the grocery store when she grows up? Math Recovery offers “at-risk” students early intervention and a chance to experience success mathematically.

The Math Recovery Program has been developed as a response to the problem of chronic failure in school mathematics. It involves identification of low-attainers at the first grade level and provides a program of intensive, individualized instruction for a 10 to 15 week period. By helping these at-risk students develop their own clear number sense and knowledge of mathematics, we can almost guarantee their continued success in the classroom. It vastly increases the likelihood that the student will have the strong mathematical foundation to continue on in mathematical disciplines that were potentially closed to them. Early intervention is also important because it provides an opportunity for these at-risk students to underpin their math successes before they experience too much failure and develop strong, negative attitudes about mathematics.

Research (Wright, Martland, Stafford, 2006) has established that there are already vast differences in the mathematical knowledge of students when they begin the first year of school. Additionally, those students who have trouble with mathematical concepts and number sense tend to continue having problems with mathematics throughout their schooling. They develop a strong negative attitude about mathematics. Without early intervention and successful practices such as Math Recovery, students may be lost to a revolving door of remedial programs – most of which we know do not work. They have not worked for over 40 years, but we still continue to rely on them for the mathematical success of most of our struggling student population.

Theory and Research

The Math Recovery Program draws extensively on a body of research in the learning and teaching of mathematics. This research was undertaken by Dr. Leslie Steffe and his colleagues at the University of Georgia and by Dr. Bob Wright from Southern Cross University in New South Wales, Australia, who worked with Steffe as a doctoral student for several years. The focus of this research is extensive investigations into young children's mathematical learning and their progression in instructional contexts. Math Recovery has also drawn from the classroom inquiry theory of Dr. Paul Cobb at Vanderbilt University. It is also supported by past and current research practices in constructivism and learning styles. Math Recovery supports developmentally appropriate practices and the findings of current brain research. It takes advantage of a young child's "window of learning" opportunity.

Math Recovery data has shown consistent results. Fully, 70% to 80% of 1st grade students are successfully discontinuing from the short-term Math Recovery cycle and are then performing at an average level with their peers.

Theoretical Underpinnings

A teacher of Math Recovery is referred to as a Math Recovery Intervention Specialist (MRIS). It is essential for a MRIS to have a solid theoretical understanding of how young children learn mathematics. To this end, research and best educational practices are important in the professional development of all teachers of mathematics, especially to the MRIS. The discussion and the application of research and best practice also add to the professional growth of the MRIS.

As classroom teachers immerse themselves in the theory and techniques of Math Recovery, they are better able to serve not only their at-risk population, but also their average or able learners. Many Math Recovery ideas can be applied to small group and whole class instruction within a regular classroom, but cannot replace concentrated one-on-one instruction that is needed for specific low-attaining -- Math Recovery students.

Key Features of the Math Recovery Program

1. Intensive, individualized teaching of low-attaining first grade students by specialist teachers for teaching cycles of 10 to 15 weeks.
2. Extensive professional development courses to prepare the specialist teachers, and on-going collegial and leader support for these teachers.
3. Use of specially designed instructional approach with distinctive instructional activities and individual, interview-based assessment procedures.
4. Mathematical content focused on early arithmetical knowledge.

Math Recovery Teaching Cycle

Math Recovery students undergo a short teaching cycle lasting 10-15 weeks. During this time, students are taught 30 minutes daily and receive approximately 40-60 teaching sessions. Students are carefully selected using Math Recovery assessment procedures with important input from the regular classroom teacher. Other district or standardized criteria may also be considered along with the Math Recovery assessment results when determining possible placement in the Math Recovery Program. Typically, in SCSD#2, a MRIS serves either four Math Recovery students or three Math Recovery students and one small group of first grade students during each teaching cycle.

Professional Development and Certification

Math Recovery teacher candidates participate in a thirteen day professional development course. The initial phase of the course includes a detailed introduction to the theory, techniques and assessments of Math Recovery. After the initial phase, the teacher begins with the assessment of potential participants and development of initial teaching frameworks. The teacher then must successfully demonstrate effective implementation of Math Recovery instructional techniques and complete a minimum of 100 hours of individualized teaching sessions with Math Recovery students. Specific and unique to Math Recovery is the fact that all teaching sessions are videotaped, reviewed, and reflected upon by the teacher each and every day. Daily reflections are essential and help ensure student growth and teacher growth. When teachers are reflective practitioners, they think deeply and make better instructional decisions. This, in turn, ensures students are developing strong arithmetic knowledge and are making advancement with the strategies they employ to solve genuine mathematical problems.

Two critical aspects of the teacher's professional development are learning team meetings and one-on-one coaching sessions. Collegial meetings are held on a regular basis, usually one meeting per month, with Math Recovery Leader and other MRIS. Time is devoted to share video clips, discuss students' learning trajectories, and discuss specific instructional techniques. Coaching sessions are conducted by the Math Recovery Leader(s), generally 3 to 5 times per year. During coaching sessions the focus is about the progressions the student is making mathematically, the quality of the teacher's instructional approach, and the teacher's self-reflections. On-going learning team meetings and coaching sessions are essential for the development of a teacher's specialized pedagogical content knowledge necessary to provide quality instruction and positively influence student achievement in mathematics.

Math Recovery teacher candidates successfully completing the professional development program receive Math Recovery Intervention Specialist certification issued by the United States Math Recovery Council (USMRC). Specific requirements for maintaining certification are overseen by the Math Recovery Leader(s) and the USMRC.

Instructional Approach and Assessment

An individualized teaching framework is developed for each Math Recovery student, based on an assessment profile. This teaching framework involves selecting from an extensive range of instructional setting and teaching activities developed especially for Math Recovery. The MRIS is continually assessing student progress during the teaching sessions through careful observation and review of videotapes of each teaching session. The MRIS continually endeavors to understand each student's current strategies, and then adjusts setting and activities accordingly. In this way, Math Recovery teaching is always at the cutting-edge of a student's knowledge and is always challenging and stretching the student's mathematical thinking.

Focused Mathematical Content

The mathematical content of the Math Recovery Program includes:

- facility with number words and number word sequences;
- ability to recognize, identify, and write numerals;
- developing strategies for addition and subtraction;
- knowledge of the tens and ones aspect of the numeration system;
- developing methods of notating in arithmetic; and
- structuring numbers, which involves the ability to ascribe number to spatial patterns (e.g. domino and dice patterns), using finger patterns efficiently, learning to combine and partition numbers without counting in the range 1 to 10, then in the range 1 to 20.

Rationale for Focus on Early Arithmetical Knowledge

The Math Recovery Program focuses on early arithmetical knowledge and not necessarily on topics such as measurement and geometry. The following information lists some of the relevant issues for focusing on number and number sense.

- For first grade students, number or early arithmetic is the most fundamental and important mathematics topic. Number sense underpins and permeates all topics of the mathematics curriculum.
- Student success in Math Recovery impacts positively on all of their classroom learning and in particular on their attitudes toward learning and their view of themselves as learners.
- Math Recovery establishes a strong foundation that can result in improved learning across all mathematical topics.
- Math Recovery does not replace the regular classroom program in mathematics. It aims to advance low-attaining students to a level where they can successfully learn mathematics in a regular class.
- Math Recovery teaching and assessment is supported by a powerful theory of young children's early arithmetical learning. This theory is powerful because it enables teachers to understand and explain student's current strategies, to document their current knowledge, and to predict their likely advancements.
- There is much documented research on the vast differences among first grade students' knowledge of early arithmetic.
- Students' early knowledge of measurement arises out of their early arithmetical knowledge.
- Math Recovery students make major advancements in their arithmetical knowledge.
- The development of more general mathematical learning, or meta-cognition, is an important by-product of Math Recovery instruction. This would include:
 - The student learning about justification and checking their solutions.
 - The student sees the importance of hard thinking and reflection.
 - The student develops positive beliefs about their ability to do mathematics.
 - The student develops a positive attitude toward mathematics.

Brief History and Success of Math Recovery in SCSD#2

2011-2012 marks the thirteenth consecutive year of Math Recovery in our school district. In these thirteen years, thirty-six teachers have been trained as Math Recovery Intervention Specialists (MRIS). Nineteen of these teachers are still working in the district. Ten are regular classroom teachers, two are special education teachers, one reading specialist, and six Math Recovery specialists. Five were trained and became Math Recovery Leaders (MRL), which means they are certified to deliver Math Recovery training courses.

Available records show that during the past six years (2005-2011) there have been 315 first grade students within the district who received early numeracy intervention with Math Recovery. This is 22 % of the first grade student population over the course of those six years.

Math Recovery began as a 'pilot' program at Coffeen School during the 1999-2000 school year. Two elementary Math Coordinators were charged to find an early intervention program that was equally as strong as Reading Recovery. They found Math Recovery and the district provided the support and the funding to send them to South Carolina, so they could learn about Math Recovery. Their work at Coffeen School began with just a few (four to six) low-attaining first graders that 'pilot' year. The district readily realized the effectiveness of Math Recovery as an early intervention, the tremendous impact on advancing children's numeracy knowledge, and the power of the professional development for teachers. This began the district's comprehensive commitment and support of Math Recovery.

The following year, four more teachers were trained and the district implemented Math Recovery in its Title I schools – Coffeen, Sagebrush, and Woodland Park. In 2001-2002, eight more teachers were trained and the Math Recovery program was implemented in all five elementary sites throughout the district.

The Math Recovery Program in SCSD#2 has consistent data demonstrating student achievement and success in mathematics. A strong measure of student success is the district's longitudinal analysis of former Math Recovery participants on the PAWS. The data from 2005 to 2009 demonstrates at the end of third grade 81% to 97% of former Math Recovery participants score proficient and advanced in the area of mathematics on the state assessment.

In summary, Math Recovery complements our Everyday Mathematics program in philosophy, pedagogy, and practice. Teachers' professional development and increased knowledge is powerful and sustained. The theory and techniques of Math Recovery are readily adaptable to various teaching settings and different age groups. Math Recovery is a solid, research-based program that helps struggling students succeed.

RAMP-UP Mathematics

Recognizing Accelerated Math Potential in Under-represented People (RAMP-UP), which was an NSF-Funded Project to raise interest and performance in math for girls and minorities.

Ramp-Up students become better learners, because they develop the habits of mind and activity that characterize effective learners. Ramp-Up students work individually, in small groups, and intensively with partners every day. Teachers have seen their students transform into;

- Active learners whose primary focus is doing mathematics
- Problem-solving enthusiasts who are rarely satisfied with working a problem just once
- Mathematical sleuths who let no error stand, tracking errors down to their source
- Adept communicators who are comfortable expressing mathematical ideas (even when flawed or half-formed)
- Vocal learners who routinely discuss and sometimes debate their strategies
- Academic communicators who use the proper technical terms and definitions to express their reasoning
- Productive and contributive learners who ask questions, offer challenges, and connect related ideas

Ramp-up Mathematics is a rigorous, year-long math intervention course that accelerates the learning of middle and high school students who are behind grade level. Ramp-Up Mathematics is a proven, research-based program that gives struggling students more time—up to 90 minutes daily—to learn, practice, discuss, and think about math. It includes;

- Instruction in the core skills, problem solving and concepts
- Classroom management “rituals and routines” that provide more instructional time and help teachers effectively differentiate instruction
- An approach to arithmetic and algebra fundamentals, such as linear notation, that smooths the transition to Algebra I
- A comprehensive assessment system

Two Ramp-Up Mathematics courses target student needs.

- Ramp-Up to Pre-Algebra prepares middle school students to complete Algebra I by the end of 8th grade.
- Ramp-Up to Algebra helps 8th- and 9th-graders catch up in math and learn the foundational concepts they must understand to enter college or prepare for a career.

Both of these innovative programs

- Engage students in math and help them become better math learners - a skill they will take to future math classes and challenges
- Focus on “rich” problems—not superficial coverage of unnecessary topics—to deepen understanding of the concepts critical for success in Algebra
- Create a language-rich environment for reading, writing, and talking about mathematics.
- Support ELL and special needs students
- Provide extensive, high-quality professional development that gives teachers solid grounding in an accelerated approach, so they can help their struggling learners

“The quality of our student work has improved tremendously since we’ve used Ramp-Up Mathematics. The students know and understand more mathematics; they are much more engaged in the learning, and, thus, they are willing to put more effort into their work. They are also learning to take more responsibility for learning. I think they have more of an investment in what they do.” – Claire Pierce, math coach, Summerville Middle School, Summerville, Georgia

Ramp-Up Mathematics is a comprehensive year-long program with eight units of instruction. The program includes:

- Well-crafted teacher materials, including daily lesson plans, homework assignments, and effective ways to explain and illustrate key concepts and differentiate instruction
- Assessment tools that enable teachers to tailor instruction to students’ individual profiles to prepare them for success on state accountability tests, like PAWS, and high school graduation examinations
- A complete set of student materials that engage students in mathematics and support their learning
- Extensive, high-quality professional development that provides teachers with solid grounding in an approach to classroom instruction that accelerates the learning of students who have struggled in the past



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 22, 2012

TO: Board of Trustees

FROM: Dirlene Wheeler

SUBJ: **Acceptance of Donation from Class of 1951** (*Action*)

Recently, the Class of 1951 and Jack Sorvik donated \$2,751.30 to Sheridan High School through fundraisers and class contributions. This money will be used to purchase two picnic tables for the landscaped courtyard, and \$500 will be placed in the We Are the Change (WAtCH) account for the After-Prom Alcohol/Drug Free Party. Please accept this generous donation.



Craig Dougherty, Superintendent

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DATE: February 24, 2012
TO: Board of Trustees
FROM: Roxie Taft
SUBJ: **Memorial Fund Scholarship Recommendations for 2012-13** (*Action*)

The following Memorial Fund scholarship recommendations are being made for the 2012-13 school year. These are funds contributed for a specific purpose and are awarded under the Board's direction.

Agnes Greisen Memorial Scholarships

The recommendation is for 15 scholarships of \$1,000 each to be awarded for the 2012-13 school year. 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.

Sue Henry Memorial Scholarship

We are recommending a \$350 scholarship for a student pursuing an education in the fine arts. This will be the final award for this scholarship.

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 e.g. sound engineer); Music & Business (e.g. record label or artist management).

EMIT Technologies Scholarship

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

Please approve this list of available scholarships, as presented.



Craig Dougherty, Superintendent

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Fax: 307-674-5041

DATE: March 1, 2012
TO: Board of Trustees
FROM: Roxie Taft
SUBJ: **Award Surplus Bus Bid** (*Action*)

The district received four bids on surplus used buses. The bids ranged from \$500.00 to \$3,200.00.

I would recommend the Board approve the sale of buses as follows:

- 1999 72 Passenger International Am Tram VIN 26287 to Harlow's Bus Sales for a bid price of \$2,200.00.
- 2001 72 Passenger Thomas Freightliner VIN 90078 to Todd Greig for a bid price of \$1,400.00.
- 2000 84 Passenger Bluebird Rear Engine VIN 92914 to Harlow's Bus Sales for a bid price of \$3,200.00.



Craig Dougherty, Superintendent

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Sheridan, WY 82801
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Fax: 307-674-5041

DATE: February 28, 2012

TO: Board of Trustees

FROM: Scott Stults

SUBJ: **Kindergarten Update** (*Information*)

Registration for 2012 – 2013 kindergarten students was held Wednesday, February 29th – Friday, March 2nd from 8:30 a.m. – 3:30 p.m. at the respective elementary schools. Parents are requested to bring both a birth certificate and immunization records to registration. In addition, parents were assigned a time for their child to attend screening either April 11th or 12th at Sagebrush Elementary.

Publicity was done through the Sheridan Press, KROE radio, Public Pulse, flyers at all the schools, day cares, preschools, Shout Point, and pediatricians. I will provide the specific number of students that registered at each site on our Monday, March 12th Board meeting.



Craig Dougherty, Superintendent

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

DATE: March 8, 2012

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: **Request for Waiver of Architectural Selection Process** (*Action*)

Please see the attached two memos sent to Director Catellier at the Wyoming School Facilities Department. Now that Coffeen has been funded, we are ready to proceed with design documents and site investigation. As planned since 2006, we are ready to proceed in building our third prototype. With the previous two successful projects, I would recommend we proceed using our prototype and TSP as our architectural team in order to expedite the schedule as laid out in the second attached memo.



Craig Dougherty, Superintendent

Office of the Superintendent
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March 7, 2012

Wyoming School Facilities Department
Director Ian Catellier
1103 Old Town Lane, Suite 1
Cheyenne, WY 82002

Dear Mr. Catellier:

Sheridan County School District #2 would like to formally request to be on the Agenda for the March 22nd Wyoming School Facilities Commission Meeting. We would like to have the opportunity to discuss Coffeen ES that was currently funded during the March 2012 Legislative Session. We would like to be able to discuss the following points and get approval for:

- A request for waiver of the architectural selection process and be able to proceed using our third elementary school prototype (See attached letter)
- Determination of the square footage and enrollment for Coffeen as discussed in November 2011 Wyoming School Facilities Commission Meeting

Please call me if you have any further questions.

Sincerely,

Craig Dougherty
Superintendent



Craig Dougherty, Superintendent

Office of the Superintendent
201 N. Conner Street, Ste 100
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

March 7, 2012

Wyoming School Facilities Department
Director Ian Catellier
1103 Old Town Lane, Suite 1
Cheyenne, WY 82002

Dear Mr. Catellier:

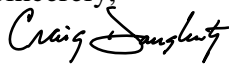
Sheridan County School District #2 would like to use our prototype for the third time at Coffeen Elementary School (ES). A Sheridan elementary school facility planning committee established in 2006, helped determine the prototype to be used to build our elementary schools. This committee consisted of School Facilities Department staff, teachers, principals, educational specialists, parents, TSP architects, independent consultants, school board members, administrators and maintenance staff. Coffeen ES was a major factor in how our prototype was designed in order to accommodate the existing site. We believe that continuing with the architectural team utilizing our prototype will realize time and cost savings. TSP has been responsive, successful, and has had a good local working relationship in helping us complete the previous two projects on time and under budget. We would like to request consideration for a waiver of the architectural selection process for Coffeen ES and allow us to negotiate a contract continuation with TSP for the third prototype.

Sheridan County School District #2 and our School Facilities Department Representative have been in communication with TSP and discussed timelines proceeding with the prototype. If we proceed with our architectural team and prototype, we see our schedule for Coffeen ES as follows:

- | | |
|---|-------------------------|
| • Funding available for Planning and Design | March 2012 |
| • Site Soil Borings, Geotechnical, Survey, Etc. | End of March 2012 |
| • Site Layout and Construction Documents | April-June 2012 |
| • Construction Funding Available | July 1, 2012 |
| • Documents Out for Bid | July-August 2012 |
| • Award Demo/Construction Contract | September-October 2012 |
| • Demo/Construction | November 2012-June 2014 |
| • District Move In | July-August 2014 |

Our Board of Trustees Capital Construction Committee and Board of Trustees will be asked to take action on this item on March 8th and March 12th at their respective meetings.

Again, we greatly appreciate the opportunity the State has afforded our district in building new facilities. Please contact me at (307) 752-1778, if you have any questions or concerns regarding this request.

Sincerely,

Craig Dougherty
Superintendent



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: March 8, 2012

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: **Request to Liquidate Fixed Assets** (*Action*)

Please see the attached memo regarding items that the Buildings and Grounds Department would like to accept sealed bids on. These are items that we are no longer using and would like to remove them from our inventory.

Sheridan County School District #2 is liquidating the following items (that are no longer needed by the School District) for the best fair and reasonable price as determined by the District. Sealed bids must be legible, signed and dated, clearly state a price that is being bid, clearly state the item number and description of the piece(s) of equipment or vehicles you are bidding on, and include an address and phone number for point of contact. Sealed bids will be accepted until 3:00 pm on March 26, 2012 and shall be submitted in a sealed envelope with annotation “**SCSD2 Equipment**” on the outside and addressed to:

Sheridan County School District #2
Attn. Jeff Wells, Asst Facilities Director
201 N. Connor St., Ste. 100
Sheridan, WY 82801

Or hand delivered to the above stated address. If more information is needed, contact Jeff Wells at (307) 674-7405 ext 5304.

Items will be on display outside of Old Woodland Park Elementary, 5135 Coffeen Ave, Sheridan, Wyoming, beginning March 13, 2012. Items are numbered as follows:

1. **1987 Chevy 3500**, VIN# 1GBHV34K9HS16922, 4x4, 350, 4 spd., needs clutch and engine, some rust on floor boards. good parts vehicle.
2. **1984 GMC 2500**, VIN# 2GDGC24M8E15410, 350, 4 spd., 2WD, rear main seal leaks, runs good.
3. **1984 Ford F350**, VIN# 1FTJF35G7EPA47809, 2WD, flatbed, 351, 4 spd., runs good, needs front end work and U-joints.
4. **Dual tank sprayer** w/ 30 gallon tanks on trailer.
5. **15 h.p. T30 Ingersoll Rand** reciprocating air compressor w/ 120 gal tank, 208 V. 3 phase, 3 phase junction box included, tank has a small crack.
6. **Quincy climate control compressor unit** built in Sept. 2009, Model No. QCO1508D Duplex 1 1/2 hp Compressor, 208 Volt - 3 Phase, 2-3/4 horsepower motors, 80 gallon storage tank.
7. **Cub Cadet mower**. Model 142-743-100 Serial#824982.
8. **100 gal fuel tank**.
9. **2006 GMC-2500 OEM 8' pickup bed**.
10. **2008 GMC-2500 OEM 8' pickup bed**.

Sheridan County School District #2 is selling equipment on an “as is” basis and is not responsible for any warranty, liability, or perceived condition of any of the equipment or vehicles. The District reserves the right to reject any and all bids or parts thereof, and to waive any irregularities of any bid. The Owner also reserves the right to award the contract to such responsible bidders as may be determined by the Owner.



Craig Dougherty, Superintendent

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Sheridan, WY 82801
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Fax: 307-674-5041

DATE: March 8, 2012
TO: Board of Trustees
FROM: Scott Stults
SUBJ: **2013 - 2014 School Calendar** (*Information*)

The Calendar Committee met and is proposing three calendar options for the 2013 – 2014 school year, and I will explain the rationale for each option on Monday, March 12th. The details for these calendars are as follows:

Option A

- Students begin Tuesday, August 27th;
- Students last day is Tuesday, June 3rd;
- New teachers report Friday, August 16th;
- All teachers report Tuesday, August 20th;
- Parent-Teacher Conferences November 7th-8th and February 20th -21st;
- Labor Day, Thanksgiving (3 days), Christmas (2 weeks), Spring Break (1 week March 10th – March 14th), Good Friday, Monday after Easter, and Memorial Day are vacation days;
- Teacher in-service days: August 20th-26th, October 14th, January 17th, and June 4th.

Option B

- Students begin Tuesday, August 27th;
- Students last day is Friday, May 30th;
- New teachers report Friday, August 16th;
- All teachers report Tuesday, August 20th;
- Parent-Teacher Conferences November 7th-8th and February 20th -21st;
- Labor Day, Thanksgiving (3 days), Christmas (2 weeks), Spring Break (1 week March 10th – March 14th), and Memorial Day are vacation days;
- Teacher in-service days: August 20th-26th, October 14th, January 17th, and June 2nd.

Option C

- Students begin Tuesday, August 27th;
- Students last day is Tuesday, June 3rd;
- New teachers report Friday, August 16th;
- All teachers report Tuesday, August 20th;
- Parent-Teacher Conferences November 7th-8th and February 20th -21st;
- Labor Day, Thanksgiving (3 days), Christmas (2 weeks), Spring Break (1 week March 24th – March 28th), Good Friday, Monday after Easter, and Memorial Day are vacation days;
- Teacher in-service days: August 20th-26th, October 14th, January 17th, and June 4th.

Please review and provide me any feedback as it is our intent to place these three options on our web site for staff and parent to cast their vote.

August 2013

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2013

S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2013

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- ◇ New Teacher
- Teacher In-Service Days (No School)
- Vacation
- △ Snow Days
- Begin/End of School Year/End of Quarter
- ⬡ Early Dismissal Day

The first day of school will be a full day.

- 8/16 First Day New Teachers
- 8/20 First Day Teachers
- 8/20-26 Teacher In-Service (NO SCHOOL)
- 8/27 School Begins (Full Day)
- 9/2 Labor Day
- 10/14 Teacher In-Service (NO SCHOOL)
- 11/7 K-12 Parent/Tchr Conf. (early dismissal)
- 11/8 K-12 Parent/Teacher Conferences
- 11/27-29 Thanksgiving Break
- 12/23-1/3 Christmas Break
- 1/17 Teacher In-Service (NO SCHOOL)
- 2/20 K-12 Parent/Tchr Conf. (early dismissal)
- 2/21 K-12 Parent/Teacher Conferences
- 3/10-14 Spring Break (Aligned with Sheridan College & District #1)
- 4/18 Good Friday
- 4/21 Monday After Easter
- 5/24 Fort Mackenzie Graduation
- 5/25 SHS Graduation
- 5/26 Memorial Day
- 6/3 School Ends
- 6/4 Teacher In-Service (NO SCHOOL)
- 6/5 & 6 Snow Days

185 Teacher Days
175 Student Days

- 1st Quarter Ends 10/25 - 42 days
- 2nd Quarter Ends 1/16 - 45 days
- 3rd Quarter Ends 3/28 - 44 days
- 4th Quarter Ends 6/3 - 44 days

February 2014

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September 2013

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December 2013

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January 2014

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- ◇ New Teacher
- Teacher In-Service Days (No School)
- Vacation
- △ Snow Days
- Begin/End of School Year/End of Quarter
- ⬡ Early Dismissal Day

The first day of school will be a full day.

- 8/16 First Day New Teachers
- 8/20 First Day Teachers
- 8/20-26 Teacher In-Service (NO SCHOOL)
- 8/27 School Begins (Full Day)
- 9/2 Labor Day
- 10/14 Teacher In-Service (NO SCHOOL)
- 11/7 K-12 Parent/Tchr Conf. (early dismissal)
- 11/8 K-12 Parent/Teacher Conferences
- 11/27-29 Thanksgiving Break
- 12/23-1/3 Christmas Break
- 1/17 Teacher In-Service (NO SCHOOL)
- 2/20 K-12 Parent/Tchr Conf. (early dismissal)
- 2/21 K-12 Parent/Teacher Conferences
- 3/10-14 Spring Break (Aligned with Sheridan College & District #1)
- 4/18 Good Friday (early dismissal)
- 5/24 Fort Mackenzie Graduation
- 5/25 SHS Graduation
- 5/26 Memorial Day
- 5/30 School Ends
- 6/2 Teacher In-Service (NO SCHOOL)
- 6/3 & 4 Snow Days

185 Teacher Days
175 Student Days

- 1st Quarter Ends 10/25 - 42 days
- 2nd Quarter Ends 1/16 - 45 days
- 3rd Quarter Ends 3/28 - 44 days
- 4th Quarter Ends 5/30 - 44 days

February 2014

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July 2014

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August 2013

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September 2013

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October 2013

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November 2013

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December 2013

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January 2014

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- 2/21 K-12 Parent/Teacher Conferences
- 3/24-28 Spring Break
- 4/18 Good Friday
- 4/21 Monday after Easter
- 5/24 Fort Mackenzie Graduation
- 5/25 SHS Graduation
- 5/26 Memorial Day
- 6/3 School Ends
- 6/4 Teacher In-Service (NO SCHOOL)
- 6/5 & 6 Snow Days

185 Teacher Days
175 Student Days

- 1st Quarter Ends 10/25 - 42 days
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March 2014

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April 2014

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May 2014

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June 2014

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July 2014

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Craig Dougherty, Superintendent

Administration Offices
201 N. Conner Street
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

DATE: March 1, 2012
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **Board Goal Updates** (*Information*)

I will complete reporting on the status of your Board Goals at the Monday Board meeting, covering the Student Responsibility and the Parental Engagement Goal.

PARENTAL ENGAGEMENT BOARD GOAL

Parent Engagement Goal: SCSD #2 will establish a working relationship with parents that build partnerships and conveys clear expectations. A growing majority of SCSD #2 parents will be positively engaged with their children.

Discussion: SCSD #2 believes that the first and foremost teacher of our students is the parent. Parental engagement is paramount to the success of our District, as the home environment is among the most important influences on academic performance. An article in the “Education Leadership” magazine states that parental engagement is the single most important factor to a psychologically healthy child. “Parental engagement that increases student performance consists of four things: a) actively organizing and monitoring the child’s time; b) helping with homework; c) discussing school matters with the child; and, d) explaining concepts and generally providing support when the child experiences difficulties.”

2011-2012 Milestones:

1. *The District conducted another “public service audit” to gauge whether we are improving community outreach. The audit was reviewed with principals, and will be presented to the Board at the retreat.
2. The District provided parents of K-5 students access to Infinite Campus.
3. The District reviewed each actionable item from the Board-Parent Focus Group meetings.
4. The District conducted parent surveys at each site as part of their NCA School Improvement Plan and results will be reported to the Board of Trustees, in April.
5. The District offers parenting classes, especially at the elementary level. This is driven by each site.

STUDENT RESPONSIBILITY BOARD GOAL

Student Responsibility Goal: SCSD #2 believes that students need to exhibit behavior that ensures success in school. This results in a student that is motivated, well disciplined, and energetic toward setting high standards to achieve educational success.

Discussion: The Board of Trustees believes that student responsibility is a necessary element for building expectations for students' work ethic as they apply themselves to classroom, school, and District requirements to better meet their long-term goals. Through this goal, the Board of Trustees hopes to build on the good work that has transpired during the past several school years in regard to expanding school offerings and increasing the responsibility efforts of students.

Faculty are concerned at each major transition--into Kindergarten, into the Junior High, and into the High School--that more students could exemplify the work ethic and commitment to schooling that is required for academic success. To be sure, many of our students are engaged and responsible for their learning. But as has been documented in the 2002 Manley Report for Whitney Benefits, as well as numerous faculty discussions: "many students fail not because they can't do, but because they won't do." The District feels we need to make a systemic change—from Board members to staff members, from employers to parents, and from discipline system to judicial system—that all our students need a connection and commitment to the work and demands of schooling.

2011-2012 Milestones:

1. The District continues to provide special behavioral services for students that match these needs by directing them to "Accountability, Change, and Educate" (ACE) services before they return to their regular school. We are the only district in the state that uses an outside agency in place of home suspension.
2. *The District and SHS staff has monitored the success of the Freshman Learning Community, Early Out Fridays, Closed Campus Lunch, and Freshman Academy during the academic year. The graduation rate goal for 2013 is 90%. (Graduation rate has climbed to 84% in 2010.
3. The District continues to implement, evaluate, and train staff in the Positive Behavioral Interventions & Support (PBIS) program throughout the District.
4. The District continues to acknowledge and celebrate excellence among our students.
5. The District continues work with Department of Family Services, County Attorney, Juvenile Justice, judges, and law enforcement in a collaborative and productive manner.
6. The District continues to encourage activity participation, with the goal that nearly all of our students will participate in extra-curricular and co-curricular activities.
7. The District continues to communicate with students and parents through Infinite Campus, regarding grades and attendance (this year we included all K-5).