

Sheridan County School District #2

Annual Board Retreat

Date: March 19, 2016

Time: 8:30 am - 3:30 pm

Place: The Ranch at Ucross

Sheridan County School District #2

March 19, 2016

Retreat Agenda

Open Session:

1. After School Programs - Tom Sachse, Mitch Craft, & Yvonne Osborne
2. Project Lead the Way Plan - Jeff Mowry & Mitch Craft
Break
3. PLC Status Report - Mitch Craft & Mick Wiest
4. Legislative Update - Tom Sachse & Roxie Taft
5. 2016-2017 North Central Association (NCA) Board Goals - Craig Dougherty
Lunch
6. 2016-2017 Board Meeting Schedule - Craig Dougherty
Break

Executive Session:

1. Personnel Matters, W.S. 16-4-405(a)(ii)
2. To Consider or Receive Information Under W.S. 16-4-405(a)(x)



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 14, 2016

TO: Board of Trustees

FROM: Tom Sachse, Assistant Superintendent
Yvonne Osborne, After School Coordinator

SUBJ: **After School Programs** *(Information)*

We have invited several teachers to describe their work in the 21st Century Learning Community Centers (21 CCLC) programs. As you are aware, we are using this federally funded program to offer enrichment programs in areas related to science, technology, engineering, art, and mathematics (STEAM). We will highlight the programmatic offerings from this year and forecast our plans to continue this programming during the summer of 2016 and beyond.



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 14, 2016

TO: Board of Trustees

FROM: Jeff Mowry, Sheridan High School Assistant Principal
Mitch Craft, Sheridan Junior High School Principal

SUBJ: **Project Lead The Way Plan** *(Information)*

Our presentation will focus on the current plans we have to implement Project Lead The Way (with Whitney Benefits support) over the next three years. We will give preliminary registration numbers and discuss faculty training opportunities for the implementation of Project Lead The Way beginning in August, 2016.

Sheridan County School District #2

Proposal to Design and Implement a Computer Programming Initiative

The following proposal is submitted as a formal collaboration between Sheridan College and Sheridan County School District #2. The plan is for the K-12 system to create and implement a phased design of programming opportunities at the elementary and secondary levels in advance of a more rigorous and applied coding program at the community college level. Planning for this proposed effort has had significant input and guidance from a number of Sheridan College administrators, including President Paul Young.

Project Lead The Way (PLTW) is the first organization to provide comprehensive K-12 curricular pathways in computer science, biomedical science, and engineering. These pathways offer multiple entry points of exposure into the world of STEM, growing students' confidence and interest in those fields. With a presence in over 6,500 schools, PLTW is the nation's leading provider of K-12 science, technology, engineering, and math (STEM) programs. PLTW's world-class, activity-, project-, and problem-based curriculum and high-quality teacher professional development, combined with an engaged network of educators and corporate partners, help all students develop the skills needed to succeed in the global economy. PLTW schools can be found in rural, urban, and suburban districts; across all income levels; as well as in public, private, and charter schools.

There is significant research that underlies and supports the PLTW curriculum. Robbins (2014) observed higher propensity for college STEM enrollments among PLTW students. Overshelde (2013) found that PLTW students were better prepared for college and more often enrolled in college than non-PLTW students. Starobin (2013) showed that PLTW students had higher attendance and greater success in community colleges. Tai (2012) and Schenk (2011) independently documented improved math and science achievement among PLTW students.

STATEMENT OF NEED

The U.S. Department of Commerce estimates that by 2018, there will be more than 1.2 million unfilled STEM jobs. STEM occupations include professionals such as computer engineers, petroleum engineers, mechanical engineers, mathematicians, software designers, and life science technicians. STEM is the sixth-largest occupational cluster and will provide the sixth-largest share of job openings in the economy over the next decade. At least eight million of the jobs available to college graduates in 2018 will be in STEM professions. Approximately half of these positions will be entirely new occupations and the remaining positions will be jobs vacated by retiring professionals. STEM engineers and technicians will be critical for supporting industry sectors such as energy, aerospace, manufacturing, bioscience, agriculture, and healthcare.

To address this issue and compete globally, the future U.S. workforce will require stronger skills in STEM disciplines. PLTW, a leading provider of STEM programs, is addressing this need. SCSD#2 reviewed a number of other computer science programs before selecting PLTW for K-12 deployment. The district sent faculty to view the program in action and sent one faculty member for training this past summer. The district is also investigating various other aspects of the initiative, including credentialing requirements, staffing alternatives, and connections to college course work leading to certifications and/or diplomas.

PROGRAM DESCRIPTIONS

PLTW Launch (grade K-5): Studies show that students decide as early as elementary school whether they like, and think they are good at, math and science. PLTW Launch is designed for students in kindergarten through fifth grade to capture their interest in and spark a lifelong passion for math and science. Through a series of topic-based modules, students engage in design problems that encourage collaboration, analysis, problem solving, and computational thinking. They use touch technology, robotics, and everyday materials to explore topics such as energy, light and sound, motion and stability, and gravity. Students apply the design process to sketch, build, and reflect on a new paintbrush design or use VEX IQ robotic components to develop an animal rescue device. With Launch, students will leave elementary school with a passion for and confidence in the STEM subjects, ready to continue their learning in middle school, high school, and beyond.

PLTW Gateway (grades 6-8): Through topics like robotics, flight and space, and DNA and forensic analysis, students will find their natural curiosity and imagination engaged in creative problem solving. PLTW's Gateway program is a strong foundation for further STEM learning in high school and beyond, challenging students to solve real-world problems such as designing sustainable housing solutions. Using the same advanced software and tools as the world's leading companies, students see the application of math, science, technology, and engineering to their everyday lives.

PLTW Computer Science (grades 9-12): The number of job openings projected for STEM careers in 2018 is nearly 2.8 million – half of those will be in computer science. To prepare more students for great career opportunities requiring computational thinking, PLTW's four-year Computer Science program helps build student interest and engagement in computer science. Schools can offer the full program or incorporate the initial Computer Science and Software Engineering course as the third course in the PLTW Engineering program. Concepts covered include computer languages, coding, data mining, big data, cybersecurity, and more.

PROFESSIONAL DEVELOPMENT

To support and strengthen instructional practices and content knowledge related to each PLTW module, unit, or course, teachers selected to teach PLTW must first become certified by PLTW through successful participation in three phases of professional development. This model provides teachers with learning opportunities that emphasize proper preparation, in-depth training, and continuing education. The three phases of professional development are Readiness Training, Core Training, and Ongoing Training.

Readiness Training focuses on preparation and awareness to ensure that teachers have basic technical and content knowledge of software and equipment that will be used during the course prior to participating in pedagogy, skill, and knowledge enhancement training experiences. PLTW uses its PLTW Learning Management System (LMS) to deliver Readiness Training, which consists of self-paced e-Learning resources. Successful completion of Readiness Training is required before teachers attend Core Training.

Core Training focuses on building awareness and confidence related to STEM education; the roles of the teacher and student as they relate to instruction; and unit-specific STEM content. Core Training is a collaborative, in-person training experience offered at PLTW university affiliates across the nation and facilitated by PLTW master teachers. After successful completion of Core Training, teachers receive access to a national Professional Learning Community (PLC), unit-specific student and classroom instructional resources, and ongoing training resources all through the PLTW LMS.

Ongoing Training, the third phase, consists of self-paced and live online e-Learning resources that provide enhancement opportunities and ongoing learning for educators. Ongoing Training encourages teachers to move beyond baseline knowledge and skills related to both content and pedagogy and deepen their understanding. Teachers also have access to training resources related to unit updates and new releases.

Through PLTW's professional learning communities, teachers are also connected to other PLTW teachers across the country that are continuously supporting each other and sharing innovative, original, and proven ways to impact students and meet their needs. Because of PLTW's scale and partnerships with leading software product suppliers, teachers are provided access to resources and assistance that help them remain up-to-date on the products utilized in PLTW programs.

Additionally, PLTW and its network of partners regularly host counselor conferences and state conferences designed to provide school counselors, post-secondary advisors, principals, teachers, and school administrators information about PLTW programs, student recruitment, and networking opportunities with business and industry.

Implementation Plan

The district's Project Lead the Way (PLTW) initiative is a three-year phase-in with additional teachers and courses added each year, until there is a robust and complete set of courses and opportunities for all students. This is part of a larger plan to develop STEM education coursework and opportunities leading to post-secondary and vocational options for youth in the Sheridan community.

New courses will begin in August 2016 (Year 1) at the high school, alternative school, and junior high. Sheridan High School will offer Introduction to Computer Science and the PLTW equivalent of AP Computer Principles. Fort Mackenzie will offer those same two classes. The junior high will start in August 2016 with Introduction to Computer Science and Automation and Robotics. The elementary schools will pilot some modules in optional after school programs.

In Year 2, the high school will continue the above two classes and add Computer Science Applications and the PLTW equivalent of AP Computer Programming. The alternative school will maintain its original coursework and encourage interested students to take the two advance classes at Sheridan High School. The junior high will continue with the two classes listed above and add Designing and Modeling. The elementary schools will move forward with two pilot sites (likely Highland Park and Coffeen) implementing four modules school-wide in all grades.

In year 3, Sheridan High School will continue the Introduction to Computer Science and the two higher-level courses. Sheridan High School will work to increase the number of students in the SHS course, and look for classes at Sheridan College that will extend the learning of the students that have already completed the SHS courses. The alternative school will keep the same courses as in Year 2, as will the junior high. The elementary schools will fully phase in PLTW modules in all grades at all schools (including Story).

The budget and budget narrative for this implementation schedule follow:

Proposed Budget:

Sheridan High School				
	Year 1	Year 2	Year 3	Totals
Professional Development	\$5,400.00	\$5,400.00	\$2,700.00	\$13,500.00
Materials/Equipment	\$43,950.50	\$1,000.00	\$1,000.00	\$45,950.50
Other	\$5,000.00	\$5,000.00	\$5,000.00	\$15,000.00
Yearly Totals	\$54,350.50	\$11,400.00	\$8,700.00	\$74,450.50
Alternative School				
Professional Development	\$2,700.00			\$2,700.00
Materials/Equipment	\$5,000.00	\$1,000.00	\$1,000.00	\$7,000.00
Other	\$2,000.00	\$2,000.00	\$2,000.00	\$6,000.00
Totals	\$9,700.00	\$3,000.00	\$3,000.00	\$15,700.00
Sheridan Junior High				
Professional Development	\$5,400.00	\$2,700.00	\$2,700.00	\$10,800.00
Materials/Equipment	\$10,950.00	\$450.00	\$450.00	\$11,850.00
Other	\$750.00	\$750.00	\$750.00	\$2,250.00
Total	\$17,100.00	\$3,900.00	\$3,900.00	\$24,900.00
Elementary Schools				
Staffing	\$3,460.00			\$3,460.00
Professional Development	\$12,700.00	\$28,900.00	\$10,000.00	\$51,600.00
Materials/Equipment	\$7,111.00	\$20,670.00	\$37,796.00	\$65,577.00
Other	\$750.00	\$1,500.00	\$3,750.00	\$6,000.00
Totals	\$24,021.00	\$51,070.00	\$51,546.00	\$126,637.00
External Evaluator	\$10,000.00	\$10,000.00	\$10,000.00	\$30,000.00
Total Proposal	\$115,171.50	\$79,370.00	\$77,146.00	\$271,687.50

Budget Narrative:

Sheridan High School: The professional development costs are based on two faculty members attending required PLTW training in year one. The one-week training cost is \$1,200 and we estimate \$1,500 for travel, room, and board for a total of \$5,400. Only one training would be required in years two and three, each for a total of \$2,700. The equipment budget for Sheridan High School is primarily hardware and consumables. In the first year, SHS would purchase a classroom set of PCs with considerable processing speed and storage capacity. A class set of Dell Mobile Precision M2800s would cost \$38,950.50 (25 at \$1,558.02.) A class set of Samsung android tablets would cost \$4,000 (25 at \$160.) Consumables of \$1,000 per year would cover all other costs associated with this implementation plan. The “Other” category includes the annual PLTW participation fee at \$2,000 per high school per year, and \$3,000 to support students’ participation in state and national level coding competitions, like the Wyoming Governor’s STEM Cup.

Sheridan Junior High School: The proposed SJHS budget calls for no additional faculty because they have existing staff with expertise in coding and experience with PLTW. The professional development costs are based on two faculty members attending required PLTW training in year one. The one-week training cost is \$1,200 and we estimate \$1,500 for travel, room, and board for a total of \$5,400. Only one training would be required in years two and three, each for a total of \$2,700. The equipment budget is a base cost of \$2,000 for the Design and Modeling instructional materials and \$4,500 for the Automation and Robotics instructional materials. (Automation and Robotics is more expensive because it has class sets of Vex Robotics kits.) Introduction to Computer Science requires the use of android tablets, which can be shared with the other courses. At a cost of approximately \$160, we propose the purchase of 25 for a total of \$4,000. There is also \$450 in consumables for both courses for a total of \$10,950. In years two and three, the equipment budget requires just the consumables for \$450 per year. The “Other” category is the annual PLTW participation fee at \$750 per pre-high school per year.

Fort Mackenzie High School: The professional development costs are based on one faculty member attending two required PLTW trainings in year one. The one-week training cost is \$1,200 and we estimate \$1,500 for travel, room, and board for a total of \$5,400. No training would be required in years two and three. A class set of Samsung android tablets would cost \$4,000 (25 at \$160.) Consumables of \$1,000 per year would cover all other costs associated with this implementation plan. The “Other” category is the annual PLTW participation fee at \$2,000 per high school per year.

Elementary Schools: The proposed budget for the elementary schools’ implementation of PLTW begins with pilot expenses in the first year. The program would be piloted in one site’s after school program with one individual being trained for a total of \$2,700. There would be two modules piloted in the after school program, and the “other” category is the annual PLTW

participation fee for pre-high school per year. For all three years, the district would bring in PLTW Staff to provide local training opportunities during the elementary school institute. But in year two, seven staff members (one per grade level K-5, and a principal) would attend the PLTW required Launch trainings. These individuals would be trainers for the other five faculty members that teach those grades at the two schools implementing PLTW. The one-week training cost is \$1,200 and we estimate \$1,500 for travel, room, and board, for a total of \$18,900. These trainers would lead the follow-up training for the other three schools in year three. Equipment costs for four modules of Launch for two schools in year two would total \$32,406. The modules we plan to implement include Animals & Algorithms, Animated Story Telling, Grids & Games, Programming Patterns, Input:Output, and Robotics & Automation. A detailed list of the proposed purchases is available on request. Replacement costs for two schools and new equipment for three other schools in year three would cost \$37,796. The “Other” category is the annual PLTW participation fee at \$750 per pre-high school per year for a total of \$1,500 in year two, and \$3,750 in year three.

Project Evaluation:

For projects with this scale and complexity, the school district usually prefers to hire an independent contractor to provide an objective and external evaluation of the strengths and weakness of a given initiative. We propose to ask Melissa Mowry to conduct an external evaluation of the overall effort with annual reports provided to both the school district and Whitney Benefits. Ms. Mowry is a former school counselor and currently is the external evaluator for the 21st Century Community Learning Centers After School Enrichment Program that features students working with a variety of STEM programs, including programmable robots. Her work will include observations at each of the participating schools along with students’ surveys, analysis of course-based test results, analysis of related achievement data, and follow-up studies at Sheridan College and beyond. She will be looking at enrollment patterns, course completion, college matriculation, fields of study, certifications earned, and employment patterns.



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 14, 2016

TO: Board of Trustees

FROM: Mick Wiest, Professional Learning Communities Coordinator
Mitch Craft, Sheridan Junior High School Principal

SUBJ: **PLC Status Report** *(Information)*

Progress toward the goal of becoming the premier Professional Learning Communities (PLC) district in Wyoming (perhaps the nation) is well on its way. We look forward to spending some time with you at the school board retreat, apprising you of the district's work and the advances our schools have been making by means of job-embedded, collaborative, continuous improvement efforts focused on high levels of learning for all students.

This presentation will bring you district-level insight, as well as specific reports from five of our school sites. These presentations will offer information in the following areas:

- The philosophy and principles that drive our work
- The foundation upon which this year's efforts have been built
- The role of district and building leadership in spurring growth of PLC efficacy
- Efforts to involve state-level officials in support of a statewide PLC initiative
- An appraisal of our current reality
- Considerations/recommendations for future action

We will, of course, look forward to answering questions you currently have and which may arise during the presentation. Please feel free to contact either of us in advance of the retreat if you have suggestions or questions.

Mick Wiest - mick.wiest@scsd2.com, 461-7188
Mitch Craft - mitch.craft@scsd2.com, 672-9745 x7109



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 14, 2016

TO: Board of Trustees

FROM: Tom Sachse, Assistant Superintendent
Roxie Taft, Business Manager

SUBJ: **Legislative Update** *(Information)*

Attached are Legislative Service Office (LSO) summaries of legislation that we will review with you on Saturday.

The result of the budget bill was a 1% reduction in FY17 (July 1, 2016 - June 30, 2017) and a 1.4% reduction in FY18 (July 1, 2017 - June 30, 2018). Not accounting for growth, this results in an estimated \$466,000 loss in FY17 and an estimated \$652,000 loss in FY18.

Senate File 68 gives the Governor the right to further reduce budgets if needed based on Consensus Revenue Estimating Group (CREG) revenue forecasts. I am currently working with the Wyoming Department of Education (WDE) to see if that could affect school funding. I am hoping to have more information to share with you on Saturday. However, Wyoming §21-13-312, already gives the State Superintendent the ability to reduce payments to districts by a uniform percentage if it appears the income available in the foundation account is not sufficient to make payments. Based on these two factors, I am worried that we may see more of a reduction in FY18 than the 1.4% outlined in the budget bill.

Bill No.: HB0013

Effective: 7/1/2016

LSO No.: 16LSO-0144

Enrolled Act No.: HEA No. 0025

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Joint Education Interim Committee

Catch Title: Public records-student communications.

Subject: Public records definition and student electronic communications

Summary/Major Elements:

- For purposes of the Public Records Act, “public records” is defined as any information in a physical form created, accepted, or obtained by the state or any agency, institution or political subdivision of the state in furtherance of its official function and transaction of public business which is not privileged or confidential by law.
- This bill adds to that definition to provide that:
 - Electronic communications solely between students attending the University of Wyoming, any community college and any public school within a school district in the State are not a public record of that school;
 - Electronic communications solely between students attending the University of Wyoming, any community college and any public school within a school district in the State and a sender or recipient using a non-school user address are not a public record of that school.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: HB0019 **Effective:** 3/15/2016
LSO No.: 16LSO-0207
Enrolled Act No.: HEA No. 0055
Chapter No.: [Chapter Number_RO]
Prime Sponsor: Select Committee on Statewide Education Accountability
Catch Title: Statewide student assessment.
Subject: Modification of the statewide student assessment system

Summary/Major Elements:

- The law previously required the statewide summative assessment be administered in grades three through eight in reading and math and in grades four and eight in science. Additionally, the law provided for administration of a computer adaptive college placement assessment in grade twelve and required districts administer benchmark adaptive assessments in reading and math at least twice annually for grades two through eight and once in grade one.
- The act:
 - Modifies the statewide student assessment system in accordance with recommendations from the Assessment Taskforce convened as a result of 2015 legislation. The modifications include the following:
 - Requires the statewide summative assessment be administered in grades three through ten in English language arts and math, and in grades four, eight and ten in science;
 - Eliminates the restrictions on item types for statewide summative assessments;
 - Limits the administration time for the statewide summative assessment to 1% of all teacher-pupil contact hours;
 - Requires the statewide summative assessment be comparable to student performance in other states;
 - Requires the Wyoming State Board of Education (State Board) to secure interim assessments for school districts aligned to the student content and performance standards and the summative assessment that school districts have the option of administering;
 - Eliminates the requirement for administration of the college placement examination in grade twelve;

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

- Replaces “job skills assessment” with “career readiness assessment”;
 - Eliminates the requirement for administration of benchmark adaptive assessments by school districts;
 - Modifies the Wyoming Accountability in Education Act to reflect the grades and subjects modified by the act and eliminates performance on the standardized college readiness test in grade eleven from the readiness, growth and equity measures of school level performance ratings.
- Requires the State Board to commence development of a Request for Proposals (RFP) to secure a vendor to administer the statewide summative assessment in accordance with the changes required by the act and requires the State Board to report to the Advisory Committee and the Select Committee on Statewide Education Accountability (Select Committee) at least 30 days prior to the release of an RFP.
 - Requires the State Board to convene small committees to make recommendations for specialty assessments and to report to the Advisory Committee and the Select Committee not later than September 30, 2016.
 - Continues the operation of the Select Committee and the Advisory Committee.
 - Appropriates \$70,000 for the operation of the Select Committee and the Advisory Committee and \$10,000 for the operation of the specialty assessment committees.

Comments: The act amends a major program; contains a delayed effective date of July 1, 2017, for the statutory revisions; and requires multiple reports as noted above.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: HB0052 **Effective:** 7/1/2016
LSO No.: 16LSO-0388
Enrolled Act No.: HEA No. 0012
Chapter No.: 25
Prime Sponsor: Joint Appropriations Interim Committee
Catch Title: School facilities appropriations-3.
Subject: 2017-2018 biennial appropriations for school facilities projects.

Summary/Major Elements:

- Forwards a biennial budget for school facilities projects.
- Requires the School Facilities Department to develop an estimated schedule for deployment of appropriations for projects funded for the biennium, together with projects funds by previous appropriations, and to report fund deployment and project progression to the Select Committee on School Facilities, the Joint Appropriations Committee and the Governor.
- Appropriates \$103,698,258 for the biennium as follows:
 - \$4,982,000 for design projects, \$4,919,527 of which is to address previously funded projects;
 - \$10,494,694 for construction projects, \$8,402,193 of which is to address previously funded projects;
 - \$6,698,790 for construction of an elementary school to address capacity needs in Sweetwater County School District No. 2 from funds appropriated in 2014 and re-appropriated by this bill;
 - \$654,600 for land acquisitions, including land leases;
 - \$459,174 for unanticipated costs over the biennium;
 - \$400,000 for payment of leases for charter schools operating lawfully as a part of a Wyoming school district;
 - \$80,000,000 (appropriated from the Legislative Stabilization Reserve Account) for the 2017-2018 fiscal year for school facilities projects to be identified by the School Facilities Department and Commission prior to the 2017 General Session. Legislative authorization is required prior to expenditure.
- Requires the School Facilities Department and Commission to complete the condition needs assessment of Wyoming school buildings in creating the request

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

for expenditure of the \$80,000,000 appropriated for fiscal year 2017-2018 and the statewide priority list for projects required by W.S. 21-15-117.

- Allows districts to expend up to 10% of the funds received for major maintenance on school safety and security building and facility needs with the approval of the School Facilities Department.
- In addition to the project deployment report, the School Facilities Department is to report to the Select Committee on School Facilities and the Joint Appropriations Committee on processes and mechanisms directed at reducing future project cost overages.

Comments: Multiple reports required as noted above.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: HB0087

Effective: 7/1/2016

LSO No.: 16LSO-0267

Enrolled Act No.: HEA No. 0033

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Kinner

Catch Title: School finance-nonresident attendance.

Subject: Modifies annual computation of district revenue and allows attendance of students in another district on a part-time basis

Summary/Major Elements:

- This act allows for the attendance of students in a nonresident school district on a part-time basis and excludes tuition received for the attendance of part-time, nonresident students from the annual computation of district revenues.
- The act requires the tuition paid be equal to or less than the average daily membership amount received by the nonresident district and requires the tuition be prorated to reflect the number of classes attended by the student in the nonresident district.
- Prior to the enactment of this law, there was no provision allowing for the attendance of a student in a nonresident school district on a part-time basis.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: SF0015 **Effective:** 3/1/2016
LSO No.: 16LSO-0209
Enrolled Act No.: SEA No. 0016
Chapter No.: 15
Prime Sponsor: Select Committee on Statewide Education Accountability
Catch Title: Hathaway scholarship eligibility.
Subject: Provides a generic scale for Hathaway scholarship eligibility

Summary/Major Elements:

- The law previously identified required scores on the American College Test (ACT) for each level of eligibility under the Hathaway scholarship program.
- The act provides the national percentile rank equivalent to the ACT score for each level of scholarship eligibility, allowing for the use of standardized college entrance examinations in addition to the ACT for purposes of Hathaway scholarship eligibility.

Comments: Applies to scholarships available to eligible high school students graduating in school year 2016-2017 and each year thereafter.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: SF0032 **Effective:** 3/15/2016
LSO No.: 16LSO-0208
Enrolled Act No.: SEA No. 0064
Chapter No.: [Chapter Number_RO]
Prime Sponsor: Select Committee on Statewide Education Accountability
Catch Title: Alternative school accountability.
Subject: Continues creation of an alternative school accountability model under the Wyoming Accountability in Education Act

Summary/Major Elements:

- The Select Committee on Statewide Education Accountability received a report pursuant to 2015 law related to a school level accountability system appropriate for alternative schools.
- The recommendations of the Technical Advisory Group for the creation of an alternative school accountability model are incorporated in this act and include:
 - Requiring the Wyoming Department of Education (Department) to pilot an alternative school accountability model in school year 2016-2017 utilizing existing alternative school data and the indicators identified in the 2015 report (including student growth and achievement measured by the statewide summative assessment, college and career-readiness measured by credits earned towards graduation, student engagement measured by attendance, and a student success plan and school climate as measured by appropriate survey instruments);
 - Requiring the Department submit proposed business rules to govern the operation of an alternative school accountability model not later than July 1, 2016, to the Technical Advisory Group and the Joint Education Interim Committee;
 - Mandating that the Wyoming State Board of Education (State Board) convene professional judgement panels to set appropriate performance levels for alternative schools and report to the Joint Education Interim Committee periodically, with a final report to be submitted not later than October 15, 2018;
 - Requiring the State Board to identify an appropriate system of support for alternative schools.
- The act exempts alternative schools from the school level performance ratings required under the Wyoming Accountability in Education Act, providing that the alternative schools will receive informational reporting only.
- The act continues the operation of the Alternative School Technical Advisory Group.
- Appropriates \$6,500 for the operation of professional judgement panels and \$3,500 for expenses associated with the operation of the Technical Advisory Group.

Comments: Multiple reports required as noted above.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: SF0092 **Effective:** 7/1/2016

LSO No.: 16LSO-0170

Enrolled Act No.: SEA No. 0059

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Nicholas, P.

Catch Title: State construction department.

Subject: Consolidation of state construction entities

Summary/Major Elements:

- This act:
 - Combines the construction management program, currently within the Department of Administration and Information, with the School Facilities Department to create the State Construction Department;
 - Generally, provides that all personnel, functions, equipment, funding, contracts and rules of the existing entities are transferred to the State Construction Department by a “type 1” transfer under the Government Reorganization Act;
 - Provides that the functions of the General Services Division within the Department of Administration and Information relating to routine maintenance and leasing of property remain with the Department of Administration and Information. Construction related functions are transferred to the new department;
 - Provides the director of the new department will be appointed by the Governor, subject to confirmation by the Senate;
 - Creates two divisions within the new department, the School Facilities Division and State Construction Division;
 - Provides the budget for the new department will come from appropriations made to the two consolidated entities. The Governor is given flexibility to move funds and personnel as necessary from the two entities to the new department;
 - The State Construction Department will function as the administrative arms of the State Building Commission (for construction related oversight) and the School Facilities Commission.

Comments:

- The Governor is to report to the Legislature by October 15, 2016, regarding additional positions and functions that should be transferred to the new department.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: SF0094

Effective: 7/1/2016

LSO No.: 16LSO-0008

Enrolled Act No.: SEA No. 0034

Chapter No.: [Chapter Number RO]

Prime Sponsor: Meier

Catch Title: Payment for educational services.

Subject: Payment for the educational expenses of students placed in psychiatric residential treatment facilities

Summary/Major Elements:

- Prior to this act, the Department of Education was unable to pay the educational expenses for students placed in psychiatric residential treatment facility, except in the instance of a court order under W.S. 21-13-315.
- This act:
 - Requires the Department of Education to pay for the educational expenses of students placed in a psychiatric residential treatment facility when the student's placement has been certified by the Department of Health as medically necessary;
 - Requires a psychiatric residential treatment facility to notify a child's school district within seventy-two hours of the child's placement to allow the district to make arrangements to provide educational services to the child;
 - Sets standards for educational records and the development of individualized learning plans for students placed in psychiatric residential treatment facilities;
 - Contains appropriations and provides rulemaking authority to the Department of Education for purposes of administering the act.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.

Bill No.: SF0097 **Effective:** 3/15/2016

LSO No.: 16LSO-0414

Enrolled Act No.: SEA No. 0051

Chapter No.: [Chapter Number_RO]

Prime Sponsor: Coe

Catch Title: Student and school safety call center.

Subject: Requiring the Attorney General establish a call center for school safety purposes.

Summary/Major Elements:

- This act requires the Attorney General to establish a call center to receive information related to school and student safety issues and requires the Attorney General to assist in the delivery of information received by operation of the call center to allow for the coordination of local law enforcement, emergency response personnel and school district officials.
- The act provides the identity of the reporting party shall remain unknown to the extent possible and provides that all records related to the operation of the call center are confidential and are not public records. The act further provides that, absent a court order, the Attorney General is not compelled to produce information obtained in relation to the operation of the call center.
- The act provides the Attorney General with rulemaking authority regarding the duties required under the act.
- The act allows for the transfer of federal funds and up to two full-time positions, funded solely with federal funds, from the Office of Homeland Security to the Attorney General for the 2017-2018 biennium.

Comments: The Attorney General is required to report to the Joint Education Interim Committee on the impact and effectiveness of the program not later than October 15, 2016 and October 15, 2017.

The above summary is not an official publication of the Wyoming Legislature and is not an official statement of legislative intent. While the Legislative Service Office endeavored to provide accurate information in this summary, it should not be relied upon as a comprehensive abstract of the bill.



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 14, 2016
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **2016-2017 North Central Association (NCA) Board Goals** *(Information)*

Attached are drafts of the board goals for 2016-2017. The goals were aligned with the five North Central Association (NCA) standards in past years, and we feel that this has helped the District prepare for NCA Accreditation in the fall of 2017. This year, the NCA has highlighted three main goals. We are certainly willing to change any of these board goals at the request of the Trustees.

- Leadership Capacity Board Goal
- Resource Utilization Board Goal
- Teaching and Learning Board Goal

LEADERSHIP CAPACITY BOARD GOAL

Leadership Capacity Goal: SCSD #2 will exhibit and monitor the district role in promoting academically-focused leadership.

Discussion: The Board of Trustees believes that, as a public entity, the District is responsible to the Sheridan community to model and provide governance and leadership that is consistent and coherent. Board policy needs to be congruent with administrative priorities and procedures. There should be a feedback loop to ensure the ongoing evaluation and refinement of the degree to which board policy is implemented with fidelity and results.

The District has worked to provide a world-class education to the students of SCSD #2. This is reflected in policy and procedure. Another example of proper governance is that the district has worked hard to be accountable to the public in regard to expenditure of taxpayer dollars.

2016-2017 Projections:

1. *The Board will maintain the goal of two-thirds of its members reaching certified board member status with regard to school board professional development. This requires 50 points based on the WSBA development recognition program. **
2. The Board will continue its progress through policy review and approval, emphasizing public and staff awareness and input.
3. The Board will continue its participation in state and National School Board Association matters to maintain its focus on governance and leadership.
4. The Board will continue its advocacy with the state legislature on matters of vital interest to the District.

*SMART Goal

RESOURCE UTILIZATION BOARD GOAL

Resource Utilization Goal: By their very nature, school districts consider human capital (teachers and other staff) their most valued resource. SCSD #2 will continue to recruit and retain high quality teachers and staff. Model professional development programs, with the support of Professional Learning Communities (PLC), which build teachers' capacity for success and learning for all students, will be used to develop and upgrade our teachers and staff. The District has established and will continue to improve its training programs for all teachers as a support system and to meet the Every Student Succeeds Act (ESSA) mandates for highly qualified teachers. SCSD #2 will continuously monitor the financial aspects of the District.

Discussion: SCSD#2 believes the fundamental purpose, the single organizing idea, that unifies and guides the work of this District, is ensuring high levels of learning for all students. Focusing efforts on effective staff development programs and PLC best practice will provide significant long-term benefits to the District. The Excellent Staff and Resources Goal will be used to strengthen PLC, teacher and staff performance.

Professional development and PLC support for all teachers through implementation of ongoing, sustained training programs can have tangible benefits for the District, including a decrease in the rate of turnover, a reduction in costs for recruiting and hiring additional teachers, and, most importantly, improved teaching and learning. Teachers who receive PLC development and staff development, consistently report that their teaching has improved, that they become more thoughtful and reflective, and that their students have improved achievement. The District's professional development program begins from day one with a well-designed induction program, which benefits not only the beginning teacher, but the mentor teacher as well.

Hattie (2012) identified three 'big ideas' in *Visible Learning for Teachers*, as follows and we must apply these ideas to our daily work.

- The fundamental purpose of schools is to ensure that all students learn; not merely that all students are taught. Student learning must be the lens through which educators look when examining all of their practices, policies, and procedures.
- Schools cannot help all students learn, if educators work in isolation. Schools must create structures and cultures that foster effective educator collaboration--collaboration that focuses on factors within our sphere of influence to impact student learning in a positive way.
- Schools will not know whether students are learning unless they are clear on what students must learn, and unless teachers continually gather evidence of that learning, and then use the evidence:
 - o to better meet the needs of students through systematic instruction and enrichment; and
 - o to inform and improve the individual and collective professional practice of educators.

The Board of Trustees believes that as a public entity, we are responsible to the taxpayers of Sheridan County and the state of Wyoming to be fiscally prudent and accountable with our education dollars.

The District has worked to provide a competitive salary and benefit package that not only attracts quality staff, but rewards those who have continually worked hard educating the students of SCSD #2. The district has also worked hard to be accountable to the public in regard to expenditures of taxpayer dollars.

2016-2017 Projections:

1. *The Board will continue to monitor revenues and expenditures with a goal of maintaining a 15-20% cash reserve level, as reported in the January 2016 Audit Report. **
2. *The Board Budget Committee will continue to work closely with the Business Manager to provide a competitive salary and benefit package to maintain the thirty-year earning power of the certified salary schedule in the top ten school districts in the state, as published by the WEA and reported at the 2017 Board Retreat. **
3. The District will continue to partner with the University of Wyoming and other universities in supporting pre-service teachers at the elementary and secondary levels.
4. The district will offer professional development that focuses on PLC teams and administrators gaining a deeper understanding of the need for achieving the most rigorous standards, the impact of technology on daily instruction, and the necessary formative assessment protocols that will result in improved student learning.
5. Sheridan County District #2 will be hosting a PLC Summer Institute at Sheridan College. Teachers from the District and surrounding states can gain deep professional learning from three nationally renowned educational leaders. Teachers and administrators will work this summer on curriculum and assessments and will continue our technology integration priorities for the five days of professional development for the 2016-17 school year.
6. The District will continue to study the state education accountability and assessment legislation.
7. The Board will continue to monitor legislation that may affect the finances or operations of the District.

*SMART Goal

TEACHING AND LEARNING BOARD GOAL

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district.

Discussion: The Board of Trustees is committed to helping all students reach their potential both academically and in many other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

While each goal is important, student learning is the most important goal for the school district. It is the essence and prime mover of everything in which the school district engages. The Board sets policy to promote and actualize student learning. The Board prioritizes expenditures based on opportunities to maximize student learning. The Board hires all staff with an eye towards optimizing student learning. The Board regularly expects and anticipates reports from the central office and site administration on the degree to which students learn the core and elective curricula.

2016-2017 Projections:

1. *The District will maintain its ordinal position as first among large (4A) school districts in the state in 2017. **
2. *The District will make progress towards reaching its academic (SMART) goals in 100% of the schools in 2017. **
3. *The District will make progress towards reaching its graduation rate goal of 100% completion in 2017. **
4. District administrators will report to the Board on programs and interventions that improve student achievement in the core academic subjects.
5. The Board will continue its advocacy with the state legislature to fund school districts that demonstrate the priority for student learning.
6. The Board will monitor the effectiveness of district administration in evaluating teachers based on effective measures of student learning.

*SMART Goals



Teaching and Learning

- Improving Graduation Rate
- Expanding Formative Assessments to Other Disciplines
- Achieving SMART Goals
- Responding to Accountability Demands

Excellence and Accountability

Resource Utilization

- Deepening our Professional Learning Communities
- Continuing to Provide Competitive Salary/Benefits
- Continuing to Monitor Internal Controls and Procedures
- Utilizing Technology Resources for Effective Instruction and Communication

Leadership Capacity

- Maintaining Policy Input Process
- Continuing Board Governance Development
- Building Culture Throughout Leadership
- Improving Professional Development of Trustees



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 14, 2016

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

SUBJ: **2016-2017 Board Meeting Schedule** *(Information)*

Attached is a draft of the board meeting schedule for 2016-2017. This schedule is patterned after last year's schedule, which we feel worked pretty well for most of the Trustees. Please look over your own calendars and see if you have any major conflicts. For the school year calendar view, please [click here](#).



Excellence and Accountability

Craig Dougherty, Superintendent

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

Tentative **Board Meeting Schedule 2016-2017**

Meeting Date	Type of Meeting	Location	Time
August 15	Regular	Central Office	6:00 p.m.
September 12	Regular	Central Office	6:00 p.m.
October 3	Regular	Central Office	6:00 p.m.
October 17	Legislative Roundtable	Central Office	6:00 p.m.
November 7	Regular	Central Office	6:00 p.m.
December 5	Regular	Central Office	6:00 p.m.
January 9	Regular	Central Office	6:00 p.m.
January 23	Sheridan College Board	Central Office	6:00 p.m.
February 6	Regular	Central Office	6:00 p.m.
February 20	Teachers' Roundtable	Central Office	6:00 p.m.
March 6	Regular	Central Office	6:00 p.m.
March 18	Board Retreat	Ucross Ranch	All Day
April 10	Regular	Central Office	6:00 p.m.
May 8	Regular	Central Office	6:00 p.m.
June 19	Regular	Central Office	6:00 p.m.
July 18	Regular/Budget Hearing Adoption	Central Office	6:00 p.m.

Central Office is located at 201 North Connor Street, Suite 100

August 2016

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 2016

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 2016

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					

November 2016

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			

December 2016

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 2017

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.

- 8/19 First Day New Teachers
- 8/23 First Day Teachers
- 8/23-29 Teacher In-Service (NO SCHOOL)
- 8/30 School Begins (Full Day)
- 9/5 Labor Day
- 10/10 Teacher In-Service (NO SCHOOL)
- 11/3 K-12 Parent/Tchr Conf. (early dismissal)
- 11/4 K-12 Parent/Teacher Conferences
- 11/23-25 Thanksgiving Break
- 12/21-1/3 Christmas Break
- 1/20 Teacher In-Service (NO SCHOOL)
- 2/23 K-12 Parent/Tchr Conf. (early dismissal)
- 2/24 K-12 Parent/Teacher Conferences
- 3/27-31 Spring Break
- 4/14 Good Friday (early dismissal)
- 5/27 Fort Mackenzie Graduation
- 5/28 SHS Graduation
- 5/29 Memorial Day
- 6/2 School Ends
- 6/5 Teacher In-Service (NO SCHOOL)
- 6/6 & 7 Snow Days

185 Teacher Days
175 Student Days

- 1st Quarter Ends 10/28 - 42 days
- 2nd Quarter Ends 1/19 - 45 days
- 3rd Quarter Ends 3/24 - 44 days
- 4th Quarter Ends 6/2 - 44 days

February 2017

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				

March 2017

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	

April 2017

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						

May 2017

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			

June 2017

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	

July 2017

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					