

Sheridan County School District #2

Board Meeting



Date: April 5, 2016

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2

Board of Trustees Meeting

Central Office – Board Room

April 5, 2016

6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Recognition**
 - A. Wyoming Curriculum Director of the Year, Tom Sachse - Craig Dougherty
 - B. Fort Mackenzie Play - Terry Burgess
 - C. Sheridan High School Musical - Don Julian
 - D. Robbi Ryan - Gatorade Player of the Year - Don Julian
 - E. Winter Sports Update - Don Julian
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Board Meeting Minutes - March 7, 2016
 - B. Approval of Luncheon Board Meeting Minutes - March 14, 2016
 - C. Approval of Board Retreat Minutes - March 19, 2016
 - D. Approval of Bills for Payment
- VI. Old Business**
 - A. Capital Construction Update (*Information*) - Craig Dougherty
 - B. Next Level Update (*Information*) - Mitch Craft
 - C. Approval of Policies (*Action*) – Cody Sinclair
 - D. Additional Memorial Fund Scholarship Recommendation for 2015-16 (*Action*) - Roxie Taft
- VII. Recess for Public Hearing on Facility Plan Being Submitted to the Wyoming School Facilities Commission**
 - A. Update Summary for Facility Plan to be submitted to the Wyoming School Facilities Commission (*Action*) – Julie Carroll
- VIII. New Business**
 - A. Graduation Coach Position Report (*Information*) - Tom Sachse
 - B. Summary of PTO/Board of Trustees Focus Groups (*Information*) – Terry Burgess and Scott Stults
 - C. 2017-2018 School Calendar (*Information*) - Scott Stults
 - D. Approval of Elementary Parent-Student Handbooks (*Action*) – Scott Stults
 - E. Approval of Board Meeting Schedule for 2016-2017 School Year (*Action*) - Craig Dougherty
 - F. Approval of Board Goals for the 2016-2017 School Year (*Action*) - Craig Dougherty

- G. Approval of Participation in the School Risk Retention Program (SRRP) (*Action*) - Roxie Taft

IX. Reports and Communication

- A. Board of Trustees
 - 1. Board Reports
 - 2. Committee Reports
 - 3. Other
- B. PTO/Parents/Students/Organizations
- C. Site Administration and Staff

X. Executive Session

- A. To Review Personnel Matters Pursuant to W.S. 16-4-405(a)(ii)
- B. To Consider or Receive any Information Classified as Confidential by Law, W.S. 16-4-405(a)(ix)

XI. Adjournment

All Agenda items address Board Goals. The goals are as follows:

Student Learning

Communication High Expectations

Research-Based, Best Practices

Excellent Staff and Resources

Governance & Leadership

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting

Ann Perkins, Chairman

March 7, 2016

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, March 7, 2016, in the Board Room at the Central Administration Office. The presiding officer was Ann Perkins, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

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

Administrators:

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

Absent:

Absent:

Tom Sachse, Assistant Superintendent

A. Pledge of Allegiance

II. Recognition

A. 2016 Trustees' Scholars Award -- Zach Campbell, Anastasia Giljum, Caleb Hoopes, and Cole Kayser - Ed Fessler

Mr. Fessler thanked the Board of Trustees for the opportunity to present these outstanding students. He first introduced the recipients of the University of Wyoming (UW) 2016 Trustees' Scholars Award: Zach Campbell, Anastasia Giljum, Caleb Hoopes, and Cole Kayser. Mr. Fessler explained that the Trustees' Scholars Award recognizes a limited number of Wyoming's top graduating seniors. To be eligible for the award one needs to submit an application, the application fee, official transcripts, and ACT/SAT test scores. Mr.

Fessler said that this year's Trustees' Scholars have an average ACT score of 33 and an average GPA of 3.9.

B. Starr Scholarship Award -- Julia Fenn & Madison Pehringer - Ed Fessler and Troy Lake

Mr. Fessler explained the Starr Scholarship Award, saying that the Starr Scholarship Award is funded by an anonymous family in Wyoming who sends twelve to fifteen graduating seniors from the state of Wyoming and the Upper Peninsula of the state of Michigan to Michigan State University (MSU) on a "full ride" scholarship. Mr. Fessler congratulated Julia Fenn for her hard work. He credited Miss Fenn for her effort and perseverance and said she truly deserves this award.

Mr. Fessler invited Troy Lake, Principal of Fort Mackenzie High School and the Wright Place, to recognize Madison Pehringer. Mr. Lake described the qualifications necessary to be eligible for this award. He said applicants write four essays, maintain a 3.0 GPA, and they must have applied and been accepted to MSU. After the initial application, applicants are chosen for an interview. He said applicants are asked questions about their life and career goals. Mr. Lake said that Miss Pehringer is a strong leader of the student body at Fort Mackenzie and she will be the class valedictorian this year.

C. University of Wyoming High School Institute -- Jillian Destefano and Garrett Perkins - Ed Fessler

Mr. Fessler explained the UW Summer High School Institute as a full college immersion experience without the pressure of exams. He said these students get to spend three weeks in Laramie at the UW campus and have the opportunity to learn and be creative just for the pure joy of learning. Mr. Fessler said that in the past, the program accepted 100 sophomores from the state, but this year, they were asked to select one female and one male student from each school. He said that this year, Sheridan High School sent in two applications and both students were selected. Mr. Fessler congratulated Jillian Destefano and Garrett Perkins.

D. National Merit Finalists -- Brock Gransberry, Caleb Hoopes, and Madison Wilkerson - Ed Fessler

Mr. Fessler explained the National Merit Scholarship Corporation and its intricate process in narrowing down scholarship applicants. He said that we have three incredible intellects who qualified as semi-finalists in the fall, and have now been named as National Merit Finalists. Mr. Fessler congratulated Brock Gransberry, Caleb Hoopes, and Madison Wilkerson for this honor.

Chairman Perkins congratulated all the students and thanked Mr. Fessler for recognizing them.

E. We the People, State Champions 2016 - Tyson Emborg

Sheridan High School Social Studies Teacher Tyson Emborg recognized the We the People team and congratulated them on their recent State Championship. He said that the students worked hard and have earned this title. Mr. Emborg informed the Board that the team will be traveling to the University of Maryland for the national competition in April. He said they have already received their new questions and they are busy preparing for the competition. Mr. Emborg added that they are busy fundraising and he encouraged everyone to attend the showcase dinner on April 5th.

III. Approval of Agenda

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

IV. Welcome--Audience Comments

V. Consent Agenda Items

A. Approval of Board Meeting Minutes - February 1, 2016

B. Approval of Luncheon Board Meeting Minutes - February 8, 2016

C. Approval of Teachers' Roundtable Board Meeting Minutes - February 15, 2016

D. Approval of Bills for Payment

| | |
|------------------|-----------------------|
| General Clearing | \$2,621,633.59 |
| Federal Fund | \$162,213.56 |
| TOTAL: | \$2,783,847.15 |

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

VI. Old Business

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

Superintendent Craig Dougherty said the new locker room is starting to look complete. He thanked those Trustees who could attend the tour that was held just prior to the board meeting. Mr. Dougherty thanked Facilities Director Julie Carroll and Activities Director

Don Julian for their hard work and fundraising efforts. He also thanked the community for the locker plaques that were purchased. Mr. Dougherty said the addition is concise, efficient, and exactly what was needed at the high school. He ensured there will be an Open House and tour for the public when it is completely finished.

Mr. Dougherty said that the junior high hill side mitigation is complete. He said it is being seeded this week and the engineers think the problem has been thoroughly vetted and fixed.

Mr. Dougherty said that the John C. Schiffer Collaborative School project is not funded. He said that we continue to work with the Joint Appropriations Committee. Mr. Dougherty informed everyone that the School Facilities Department (SFD) did move the Old Highland Park building to number one on the Needs Index List. He said that next year will involve the process of how facilities funding gets allocated to the schools. Mr. Dougherty said he will keep the Board and community updated as we continue to work with our legislators. He reminded everyone that no decisions regarding construction will be made until next year.

B. Update Summary for Facility Plan (*Information*) - Julie Carroll

Facilities Director Julie Carroll shared an update on the facility plan summary that is presented to the Wyoming State Facilities Department each year. She said a bill has been adopted that will change the facilities department as a whole. Now all state facility funding will be under one department. Ms. Carroll said that concern was expressed about this change, but the state assured this would make methods more efficient and fair. Ms. Carroll said that this information is presented every year and it looks at a five-year plan to be able to see changes and look ahead to what might need to be done in the future. She said we are trying to get funds for the John C. Schiffer Collaborative schools and divert maintenance funds to do renovations on Sagebrush Elementary school. Ms. Carroll informed everyone that it will take several years of saving funds to complete the Sagebrush renovation. She said that the Capital Construction Committee has started to discuss that and we will keep the Board updated. Ms. Carroll said that maintenance funds will need to be saved for areas in the high school building, which was built in the 1980s. She said we also need to think about maintenance for the transportation and maintenance department, as well as life cycle replacements for buildings ten years or older. She explained that those facilities will soon reach a point where we will need to divert money to major maintenance. Ms. Carroll welcomed any questions.

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

Sheridan Junior High School Principal Mitch Craft informed everyone that Jana Sander, the external evaluator of Next Level, was home sick tonight and so, she will present her report at the April meeting. He said that this might be beneficial because now additional student data will be included in the report. Mr. Craft said that Ms. Sander's report is specific to our Graduation Coach position and that after the report is presented to the Board of Trustees, it will be presented to the Ellbogen Foundation, who has funded the Graduation Coach position with \$40,000 for three consecutive years.

Mr. Craft referenced the attached notes from the steering committee meeting that was held on Wednesday, February 3rd. He said it was an exciting meeting, as five trustees were present and the meeting was called to order. Mr. Craft welcomed any questions regarding the notes from the meeting.

D. Approval of Policies (*Action*) - Cody Sinclair

FIRST READING

Human Resources Coordinator Cody Sinclair reminded everyone of the process for reviewing policies. He said that there are three policies being presented for first reading.

Mr. Sinclair presented policy GCC-GDC - Staff Leaves and Absences. He said that long-term disability (LTD) leave was redefined to help clarify when LTD begins and employment end. Workers' Compensation was changed to work more closely with the state's program. Mr. Sinclair said that there was great conversation regarding this policy. He said there were specific questions on maternity leave. Mr. Sinclair said they clarified that if two employees use maternity/paternity leave at the same time, only five days of the leave may be used at the same time.

Trustee Steel asked for clarification of the use of sick days for maternity and paternity leave. Mr. Sinclair said that the policy reads that up to forty-five days of accrued sick leave may be used immediately after the birth of a child, but if both parents are employees of Sheridan County School District #2, only five days of each person's leave may be used at the same time. Trustee Steel thanked Mr. Sinclair for the clarification.

TRUSTEE SCHATZ MADE A MOTION TO APPROVE POLICY GCC-GDC - STAFF LEAVES AND ABSENCES, ON FIRST READING, AS PRESENTED. TRUSTEE WENDTLAND SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that Policy IJNDC - Employee Use of Social Media Sites, Including Personal Sites is being recommended as a new policy. He said that the Board Policy Committee directed the policy to be sent to staff in order to gain feedback for the new policy. Mr. Sinclair reported that five staff members replied to the feedback request. He welcomed members of the Board Policy Committee to give their thoughts and feedback regarding the new policy.

TRUSTEE STEEL MADE A MOTION TO APPROVE POLICY IJNDC - EMPLOYEE USE OF SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES (NEW) TO REPLACE AND DELETE POLICY IJNDC - EMPLOYEE USE OF SOCIAL MEDIA SITES (OLD), AS PRESENTED. TRUSTEE ACHORD SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

SECOND READING

Mr. Sinclair said no policies were changed between first and second reading and he recommended taking them as a group. He advised taking policies JD - Education of Homeless Students (NEW), JD - Education of Homeless Students (OLD), and Policy JD-E - Education of Homeless Student Examples as a separate group.

TRUSTEE WILSON MADE A MOTION TO APPROVE POLICY EBB - FIRST AID AND SAFETY PROCEDURES, POLICY EBBA - PREVENTION OF DISEASE/INFECTION TRANSMISSION, AND POLICY EBCB - EMERGENCY PROCEDURES , ON SECOND READING, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

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

VII. New Business

A. Project Lead the Way Agreement (*Action*) - Craig Dougherty

Superintendent Craig Dougherty said that Assistant Principal at Sheridan High School, Jeff Mowry, represented the district at the February Whitney Benefits meeting and that he did a tremendous job presenting our Project Lead the Way proposal. From that presentation, Whitney Benefits has fully funded the three-year initiative of Project Lead the Way. Mr. Dougherty thanked Trustee Wendtland for his efforts and leadership with this initiative. Mr. Dougherty asked that the Board approve the Project Lead the Way agreement and he assured that the agreement had been thoroughly vetted by our legal counsel.

TRUSTEE WENDTLAND MADE A MOTION TO APPROVE THE PROJECT LEAD THE WAY AGREEMENT FOR THE REMAINDER OF THE 2015-16 FISCAL YEAR, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

B. Kindergarten Registration Update (*Information*) - Scott Stults

Director of Elementary Education Scott Stults informed the Board that kindergarten registration for the 2016-17 school year was held at the beginning of February. He reported that 222 students have registered, which is nine less than last year. Mr. Stults said that he is optimistic that thirty to forty students will register between now and the start of school in August. Mr. Stults described the changes that were made to kindergarten registration this year. Screening will be held at each school site with the rationale that the students can meet

some of the teachers, their principal, and get exposure to their building. He said it also gives the parents an opportunity to meet office staff and the principal. Mr. Stults said that in August each school will host an Open House so kindergarten students can see their classroom and meet their teacher. At this time, they go through another academic screening of dental, vision, and hearing. Mr. Stults informed the Board that these screenings do not overlap. They have multiple dates scheduled, so if parents can't attend at their specific school they can have their child attend a screening at another school.

Trustee Schatz asked if the district has noticed trends of growth and/or decline. He said he was specifically interested in Story Elementary's numbers. Mr. Stults replied that Story has been steady in their enrollment. He reported that there are currently seventeen students attending Story Elementary and they hope to stay around twenty. Mr. Stults added that Henry A. Coffeen Elementary and Highland Park Elementary have high enrollment numbers and Woodland Park Elementary has the lowest.

Trustee Hackman asked if the parent liaisons will be present at the screenings. Mr. Stults said that they are planning to be in attendance at the screenings and Open Houses in August. He said it is a great opportunity to meet incoming parents. Mr. Stults reported that the parent liaisons have received strong, positive feedback from the PTO/Board meetings. He said that when kindergarten parents have been present, they report positive experiences and have appreciated the openness the liaisons have provided.

C. Memorial Fund Scholarship Recommendations (*Action*) - Roxie Taft

Business Manager Roxie Taft reported on the recommendations for memorial fund scholarships. She said the Greisen, Chez, and Chamberlain scholarships will remain at the same level as last year. Mrs. Taft said the Skatula family and EMIT technologies decide the levels of their scholarships based on their own parameters. She reminded everyone that these scholarships are reviewed and awarded through the Board Scholarship Committee.

TRUSTEE WILSON MADE A MOTION TO APPROVE THE MEMORIAL FUND SCHOLARSHIP RECOMMENDATIONS FOR 2015-16, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

VIII. Reports and Communications

A. Board of Trustees

1. Board Reports

Chairman Perkins said that on April 30th at the Sheridan County Fairgrounds, the Parents for Academic Student Success (P.A.S.S.) group is hosting a fundraiser event for Fort Mackenzie and the Wright Place. She also reported that Fort Mackenzie and

the Wright Place will be presenting two short plays on March 17th and 18th at Fort Mackenzie High School.

Chairman Perkins congratulated Trustee Craft for a job well done with the Sheridan High School musical. Trustee Steel added that the production was wonderful. Trustee Craft thanked them and said the students loved performing for everyone.

Trustee Hackman said that he had attended a couple of the PTO/Board meetings and said it has been a great opportunity to get feedback from parents. Chairman Perkins agreed and Trustee Wilson said the junior high and high school meetings had great turn outs.

2. Committee Reports

a. Endowment Fund Committee (*Action*) - Trustee Schatz & Trustee Wilson

Trustee Schatz said that the Endowment Fund Committee had met and discussed the award guidelines. He reported that the Committee recommends offering a \$1,000 scholarship to the We the People team to help in their expenses to attend the national competition.

Trustee Steel asked if the \$1,000 is the interest earned. Business Manager Roxie Taft confirmed that that is correct.

TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE DONATION OF \$1,000 TO THE WE THE PEOPLE TEAM TO HELP FUND THEIR ATTENDANCE TO THE NATIONAL COMPETITION. TRUSTEE WILSON SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

3. Other

There were no other board reports.

B. PTO/Parents/Students/Organizations

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

C. Site/Administration/Staff

There were no Site/Administration/Staff reports.

IX. District Administration Reports

A. Superintendent

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

Superintendent Dougherty said that Communicating High Expectations is the last goal to be reported on before our retreat on March 19th. He said that the statewide assessments show us as being number one in the state for academic performance and we have been the top performing district for four years. Mr. Dougherty added that through the Statewide PLC Proposal, we are showing districts across the state how to be high performing through the process of collaboration. Mr. Dougherty said that a perfect example of our high expectations was the recognition in tonight's meeting. He commended those students for their successes. Mr. Dougherty also acknowledged the students who participated in the musical and commended them for their top performance. Mr. Dougherty said that the informational luncheons that are held almost every month are rehearsed and prepared two weeks to a month in advance to make sure the best information is presented.

Mr. Dougherty shared information from the Project Lead the Way ceremony that took place at the Sheridan College on Monday morning. He said that Whitney Benefits presented the check to the college and said he is thankful for the partnership. Mr. Dougherty said that he attended the inaugural UW Trustee Education Initiative meeting in Laramie last Friday, March 4th. He said they discussed ideas and concepts about how to transform preservice education for teachers and administrators. Mr. Dougherty said they received a five million dollar grant from the Daniels Fund.

Trustee Schatz asked what percentage of students was represented on the Communicating High Expectations Board Goal. Mr. Dougherty replied that it shows the district ordinals. He said we take each grade and that is where the percentage comes from.

2. Board Meeting Schedule Revised (*Action*) - Craig Dougherty

Mr. Dougherty said the Board meeting schedule has been revised to avoid a scheduling conflict with the 2nd Annual PLC Summer Institute. He thanked Trustee Steel for noticing this potential conflict and asked the Board to approve the revised schedule.

TRUSTEE WENDTLAND MADE A MOTION TO APPROVE THE REVISED BOARD MEETING SCHEDULE, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE WILSON MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 6:56 P.M. TO TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii) AND TO CONSIDER OR RECEIVE ANY INFORMATION CLASSIFIED AS CONFIDENTIAL BY LAW, PURSUANT TO W.S. 16-4-405(a)(ix). TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 6:56 p.m. to address personnel and legal matters.

TRUSTEE SCHATZ MADE A MOTION TO RETURN TO REGULAR SESSION AT 7:48 P.M. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 7:48 p.m.

TRUSTEE BRIDGER MADE A MOTION TO APPROVE THE REVISED PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE ACHORD AND TRUSTEE CRAFT VOTED NO.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE SUPERINTENDENT TO PROCEED WITH AN AGREEMENT IN WFEP #69-2015. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

XI. Adjournment:

TRUSTEE SCHATZ MADE A MOTION TO ADJOURN THE MEETING AT 7:50 P.M. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 7:50 p.m.

Chairman

Clerk

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

CERTIFIED STAFF

Approvals:

| | | |
|--|--|----------------------|
| Kellie Boedecker Highland Park School | Literacy Coordinator/PLC Instructional Facilitator (1.0 FTE) 185 days | Effective 8/23/16 |
|--|--|----------------------|

Changes/Transfers:

| | | |
|--|--|----------------------|
| Timothy Cooper Sheridan Junior High School | Teacher-Social Studies (0.8 FTE)/Instructional Facilitator (0.2 FTE) to Teacher-Social Studies (0.6 FTE)/Instructional Facilitator (0.4 FTE) 185 days | Effective 8/23/16 |
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| Jennifer Craft Highland Park School | Teacher-1st Grade to 3rd Grade (1.0 FTE) 185 days | Effective 8/23/16 |
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| Kyle Ewing Sheridan Junior High School | Teacher-Language Arts to Social Studies 1.0 FTE (185 days) | Effective 8/23/16 |
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|--|---|----------------------|
| Karl Fiedler Sheridan Junior High and Sheridan High School to Sheridan Junior High School | Teacher-Industrial Technology 1.0 FTE (185 days) | Effective 8/23/16 |
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|--|---|----------------------|
| Ryan Fuhrman Sheridan Junior High School | Teacher-Science (1.0 FTE) to Teacher-Science (0.6 FTE)/Instructional Facilitator (0.4 FTE) 185 days | Effective 8/23/16 |
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| Brenda Jairell Highland Park School | Teacher-5th Grade to 3rd Grade (1.0 FTE) 185 days | Effective 8/23/16 |
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| Taylor Kelting Fort Mackenzie and the Wright Place Schools to Sheridan Junior High School | Teacher-Physical Education/Health 1.0 FTE (185 days) | Effective 8/23/16 |
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| Margaret Klebba Leave of Absence to Returning to Teaching | Teacher-Position TBD 1.0 FTE (185 days) | Effective 8/23/16 |
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| Breanna Powell Highland Park School | Teacher-4th Grade to 2nd Grade (1.0 FTE) 185 days | Effective 8/23/16 |
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|-------------------------------------|--|----------------------|
| Kyle Warnke Highland Park School | Teacher-3rd Grade to 4th Grade (1.0 FTE) 185 days | Effective 8/23/16 |
|-------------------------------------|--|----------------------|

Resignations:

| | | |
|-----------------------------------|---|---------------------|
| Toni Reid Highland Park School | Teacher-2nd Grade 1.0 FTE (185 days) | Effective 6/6/16 |
|-----------------------------------|---|---------------------|

CLASSIFIED STAFF**Approvals:**

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|--|--|---------------------|
| Tyler Cooper Sheridan Junior High School | Paraprofessional-Special Education 1:1 7.0 hours/day (175 days) | Effective 2/8/16 |
|--|--|---------------------|

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

Changes/Transfers:

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

Resignations:

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

EXTRA DUTY 2015-2016

Approvals:

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

Changes:

| <u>Name</u> | <u>Position</u> |
|--------------------------------------|----------------------------------|
| Cyrita Martini to Elizabeth Moore | Track-6th-8th Grade A Coach-SJHS |
| Cory Pickett | Soccer-Boys Assistant Coach-SHS |
| Julie Weitz to Debra Hill | Spelling Bee-SJHS |

ACADEMIC EXTRA DUTY 2015-2016

Approvals:

| <u>Name</u> | <u>Position</u> |
|--------------------|------------------------------|
| Julianne Blaha | EL Paraprofessional Training |
| Kathy Good | EL Paraprofessional Training |
| Michaela Uhling | EL Paraprofessional Training |

HENRY A. COFFEEN AFTER SCHOOL PROGRAM STAFF 2015-2016

Approvals:

| <u>Name</u> | <u>Position</u> |
|--------------------|---------------------------|
| Danya Burke | Teacher (Student Teacher) |
| Lauren Peterson | Teacher (Student Teacher) |

MEADOWLARK AFTER SCHOOL PROGRAM STAFF 2015-2016

Approvals:

| <u>Name</u> | <u>Position</u> |
|--------------------|---------------------------|
| Danya Burke | Teacher (Student Teacher) |
| Lauren Peterson | Teacher (Student Teacher) |
| Andrew Johnson | Teacher (Student Teacher) |
| Mary Kozlowski | Teacher (Student Teacher) |

SAGEBRUSH AFTER SCHOOL PROGRAM STAFF 2015-2016

Approvals:

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

SHERIDAN JUNIOR HIGH AFTER SCHOOL PROGRAM STAFF 2015-2016

Approvals:

| <u>Name</u> | <u>Position</u> |
|--------------------|---|
| Stephany Carrillo | After School Detention/Saturday School (Substitute) |

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

Approvals:

| <u>Name</u> | <u>Position</u> |
|--------------------|------------------------|
| Sheila Georgen | Teacher |
| Debra Johnson | Paraprofessional |

Sheridan County School District No. 2

Board of Trustees

Board Luncheon Work Session

March 14, 2016

Ann Perkins, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The Luncheon Work Session of the Board of Trustees of Sheridan County School District #2 was called to order at 12:00 p.m., Monday, March 14, 2016, in the Second Floor Conference Room at the Central Administration Office. The presiding officer was Tony Wendtland, Vice-Chairman. The following attendees were present:

Trustees:

Tony Wendtland, Vice-Chairman
Craig Achord, Treasurer
Hollis Hackman
Wayne Schatz
Molly Steel
Sue Wilson

Administrators:

Craig Dougherty, Superintendent
Terry Burgess, Assistant Superintendent
Tom Sachse, Assistant Superintendent
Roxie Taft, Business Manager
Coree Kelly, Technology Director

II. New Business

A. Technology Hardware & Integration (*Information*) - Coree Kelly, Ryan Schasteen, & Sarah Stadick

Technology Director Coree Kelly, Ryan Schasteen, and Sarah Stadick presented on technology hardware and integration within district schools.

III. Adjournment

TRUSTEE WENDTLAND MADE A MOTION TO ADJOURN THE MEETING AT 1:02 P.M. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 1:02 p.m.

Chairman

Clerk

Sheridan County School District No. 2

Board of Trustees

Board Retreat

March 19, 2016

Ann Perkins, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 8:30 a.m., Saturday, March 19, 2016, in the Ranch at Ucross. The presiding officer was Ann Perkins, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

Ann Perkins, Chairman
Tony Wendtland, Vice-Chairman
Craig Achord, Treasurer
Marva Craft, Clerk
Wayne Schatz
Molly Steel

Administrators:

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

Absent:

Richard Bridger
Hollis Hackman
Susan Wilson

Absent:

II. Regular Session

During regular session the following items were discussed: After School Programs; Project Lead the Way; PLC Status Report; Legislative Update, including the biennium budget impacts; 2016-2017 North Central Association (NCA) Board Goals; and 2016-2017 Board Meeting Schedule.

TRUSTEE CRAFT MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 1:03 P.M. TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES AND TO CONSIDER ACCEPTING OR TENDERING OFFERS CONCERNING WAGES, SALARIES, BENEFITS, AND TERMS OF EMPLOYMENT DURING ALL NEGOTIATIONS, ALL PURSUANT TO W.S. 16-4-405. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

III. Executive Session

The Board went into Executive Session at 1:03 p.m. to cover personnel matters.

TRUSTEE SCHATZ MADE A MOTION TO RETURN TO REGULAR SESSION AT 1:57 P.M. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 1:57 p.m.

IV. Adjournment

TRUSTEE CRAFT MADE A MOTION TO APPROVE THE PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

TRUSTEE CRAFT MADE A MOTION TO ADJOURN THE MEETING AT 1:58 P.M. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Chairman

Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
March 19, 2016**

ADMINISTRATIVE STAFF

Approvals:

| | | |
|---|---------------------------------|---------------------|
| Heather Nicole Thomas Sheridan Junior High School | Principal 1.0 FTE (261 days) | Effective 7/1/16 |
|---|---------------------------------|---------------------|

PROFESSIONAL STAFF

Approvals:

| | | |
|--|---|----------------------|
| Amanda Kirlin Henry A. Coffeen School | Speech Language Pathologist 1.0 FTE (187 days) | Effective 8/19/16 |
|--|---|----------------------|

CERTIFIED STAFF

Approvals:

| | | |
|---|---|----------------------|
| Keri Mulholland Highland Park School | Teacher-5th Grade 1.0 FTE (185 days) | Effective 8/23/16 |
|---|---|----------------------|

Changes/Transfers:

| | | |
|---|---|----------------------|
| Jennifer Black District Elementary to Meadowlark School | School Counselor-Special Education to School Counselor 1.0 FTE (185 days) | Effective 8/23/16 |
|---|---|----------------------|

| | | |
|---|---|----------------------|
| Robert Winn Highland Park, the Wright Place, and Fort Mackenzie Schools to Fort Mackenzie and Sheridan High Schools | Teacher-Special Education (1.0 FTE) to Teacher- Special Education (0.5 FTE)/Transition Coordinator (0.5 FTE) 185 days | Effective 8/23/16 |
|---|---|----------------------|

Resignations:

| | | |
|--|---|---------------------|
| Cottey Greene Sheridan High School | Teacher-Science 1.0 FTE (187 days) | Effective 6/6/16 |
| Kira Kulinsky Henry A. Coffeen School | Teacher-1st Grade 1.0 FTE (185 days) | Effective 6/6/16 |

CLASSIFIED STAFF

Changes/Transfers:

| | | |
|---|---|----------------------|
| Laurie Lee Administration Building | Secretary-Buildings and Grounds to Accounts Payable Accounting Technician 8.0 hours/day (261 days) | Effective 7/1/16 |
| Heather Schmidt Sheridan High School to Transportation Department | Paraprofessional-Special Education 1:1 (7.5 hours/ day) to Paraprofessional-Special Education (3.0 hours/day)/Bus/M Meal Delivery (2.0 hours/day) 175 days | Effective 3/21/16 |

Resignations:

| | | |
|---|---|----------------------|
| Joan Carpenter Henry A. Coffeen School | Paraprofessional-Special Education 1:3 7.0 hours/day (175 days) | Effective 4/4/16 |
| Carol Jowett Transportation Department | Paraprofessional-Special Education (3.0 hours/ day)/Bus/M Meal Delivery (2.0 hours/day) 175 days | Effective 3/18/16 |

Retirements:

| | | |
|---|--|---------------------|
| Noreen Naler Fort Mackenzie High and the Wright Place Schools | Paraprofessional-Library 6.0 hours/day (175 days) | Effective 6/3/16 |
|---|--|---------------------|

EXTRA DUTY 2015-2016

Resignations:

| <u>Name</u> | <u>Position</u> | <u>Effective</u> |
|--------------------|--------------------------------|-------------------------|
| Gale Smith | Basketball-Boys Head Coach-SHS | 3/8/16 |

SHERIDAN HIGH AFTER SCHOOL PROGRAM STAFF 2015-2016

Approvals:

| <u>Name</u> | <u>Position</u> |
|--------------------|------------------------|
| Stephanie Penrose | Teacher |



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 21, 2016
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **Capital Construction Update** *(Information)*

Sheridan High School Projects and Future Planning

The Sheridan High School new locker rooms transition is occurring this week. The old locker rooms renovation will begin the week of spring break and continue through September 2016.

Sheridan Junior High School Hill Stabilization

Seeding is nearly completed and the stabilization will be monitored for any changes.

Collaborative School

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

Please see the [attached memo from the Wyoming School Facilities Department](#) that explains upcoming changes to the Wyoming School Facilities Department.



March 15, 2016

*******FOR IMMEDIATE RELEASE*******

Contact:

Anthony Hughes

Public Information Officer

anthony.hughes@wyo.gov

State Construction Agencies Merge – Create New Department

CHEYENNE, Wyo. – In an effort to streamline services and refine operations, Wyoming legislators have approved a bill creating a new department to oversee all state construction.

Created under Senate File 0092, the new **State Construction Department** will merge the School Facilities Department (SFD) and the Construction Management Division from the Department of Administration and Information.

Construction Management will continue to oversee the construction and renovation of state buildings, while SFD will retain responsibility for the building, upkeep and modernization of K-12 schools.

Delbert A. McOmie, director of SFD, discussed the key advantages of merging agencies. “These agencies have always operated separately,” he said. “Now they can come together and share expertise, best practices and resources. Putting them under one roof should be a big win for everybody.”

The **State Construction Department** will be led by a new director appointed by Governor Mead and approved by the Legislature. The director will be responsible for ensuring consistent policies and standards while streamlining services and overall operations.

“As I understand, the goal of the merge is to streamline services,” McOmie commented. “So I don’t see us reinventing the wheel, just tweaking certain systems to maximize efficiency.”

McOmie said the agencies would start merging July 1.

-end-



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DATE: March 21, 2016
TO: Board of Trustees
FROM: Mitch Craft, Sheridan Junior High School Principal
SUBJ: **Next Level Update** *(Information)*

For this month's Next Level update, Scott Stults will report on our work specific to Early Childhood and our partnership with Sheridan College.



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DATE: March 21, 2016
TO: Board of Trustees
FROM: Cody Sinclair, Human Resources Coordinator
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

IKF-P Graduation Requirements

The following policies are being recommended for second reading:

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

*Policies -
First Reading*

GRADUATION REQUIREMENTS

In order to receive a diploma from Sheridan County School District No. 2 students must:

(1) Successfully complete the following components in grades nine (9) through twelve (12), as evidenced by passing grades or by the successful performance on competency-based equivalency examinations:

(i) ~~POLICY FOR DETERMINING MASTERY OF STANDARDS:~~

~~It is the procedure of Sheridan County School District No. 2 that in order to receive a diploma, students must receive a score of "proficient" or "advanced" in five of the nine common core subjects. Proficient for assessment of each state standard is defined as 70% or more of objective items and rubric scores of three or four. For students to demonstrate mastery of the set of state standards for a given subject area, they must pass a majority of the state standards. Valid and reliable assessments address the state and local standards that are used to determine "mastery."~~

~~Students will be given multiple opportunities to pass assessments of the state standards. Students need to pass standard assessments that demonstrate proficiency. The mastery of these assessments constitutes the "District Assessment Systembody of evidence" for determining the awarding of a diploma from the district.~~

~~Students who are judged proficient or above on the Wyoming state wide assessment in Reading and Writing tests will also be considered proficient in the English core content area. Students who are judged proficient or above on the Wyoming state wide assessment in Mathematics will be considered proficient in the Mathematics content core area. Students who are judged proficient or above on the Wyoming state wide assessment in Science will be considered proficient in the Science content core area. If a student fails to demonstrate proficiency in the majority of the standards in five of nine subjects on three repeated, validated measures of the standards, he/she will not be awarded a standard diploma.~~

Comment [1]: Is this allowed in the state of Wyoming? We currently do not practice this in SCSD#2.

Comment [2]: Recommend deleting these first three paragraphs...awaiting feedback from Tom Sachse.

GRADUATION REQUIREMENTS (contd.)

~~Sheridan County School District No. 2 will recognize and accept a diploma or certificate of completion from an accredited institution earned by a district student placed in an accredited institution, if the diploma or certificate of completion reflects the minimum graduation requirements set by the State of Wyoming.~~

~~Sheridan County School District No. 2 will award a certificate of completion to students with disabilities/special needs students who have been enrolled throughout their Individual Education Plan (IEP) or through the age twenty one as long as identified students are unable to meet academic rigor due to a documented disability and are unable to show proficiency in the requirements set by the State of Wyoming.~~

~~PROCEDURE FOR ACCUMULATION OF COURSE CREDITS:~~

~~(By Wyoming Statute, (WS 21-9-101) in order to receive a diploma, students must earn course credits including fouFour (4) units school years of English;~~

~~(ii) tThree (3) units school years of Mathematics;~~

~~(iii) Three (3) school years of science; and~~

~~(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions.~~

~~(2) Satisfactorily pass an examination on the principles of the constitution of the United States and the state of Wyoming.~~

~~(3) Earnthree units of Social Studies, including American Government; and three units of Science. In addition to the~~

GRADUATION REQUIREMENTS (contd.)

~~above statutory IKF-P requirements, Sheridan County School District Number Two procedures also requires~~ one-half credit of Health and Safety and one credit of Physical Education.

(4) Fulfill other requirements as specified in the Sheridan High School and Fort Mackenzie High School Student Handbooks.

~~Among these credits are required Indicator Courses.~~

Comment [3]: <http://edu.wyoming.gov/in-the-classroom/>

Comment [4]: Do we need to be more or less specific when citing the statute in our policy?

~~This procedure applies~~ These requirements apply to all transfer students regardless of the transfer date and applies to all students including those ~~identified as~~ students in programs under Special Education, Section 504*, and At-risk programs. While the requirements remain constant for all students, the IEP and Section 504 Teams have significant responsibilities for designing, implementing, and ensuring adaptations to instruction and accommodations to assessment, so that students with disabilities are given every opportunity to succeed in meeting the requirements for graduation. It is the intent of the Board of Trustees that this procedure be interpreted and implemented consistently with state statutes and regulations concerning students with disabilities.

~~*Section 504 of the Rehabilitation Act of 1973 is Congress' directive to all entities, including both public and private schools that receive federal funding to eliminate discrimination on the basis of disability from all aspects of their operations.~~

Sheridan County School District No. 2 will recognize and accept a diploma or certificate of completion from an accredited institution earned by a district student placed in an accredited institution, if the diploma or certificate of completion reflects the minimum graduation requirements set by the State of Wyoming.

Sheridan County School District No. 2 will award a certificate of completion to students with disabilities who have been

GRADUATION REQUIREMENTS (contd.)

enrolled throughout their Individual Education Plan (IEP) or through the age twenty-one as long as identified students are unable to meet academic rigor due to a documented disability and are unable to show proficiency in the requirements set by the State of Wyoming.

This policy shall be reviewed annually on the anniversary of the effective date.

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Reference:

W.S. 21-9-101 et seq.

Chapter 31 of the Rules and Regulations of the Wyoming Department of Education, Wyoming Graduation Requirements

See also:

Sheridan High School and Fort Mackenzie High School Student Handbooks

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First Reading: 2/2/15
Second Reading: 4/6/15

*Policies -
Second Reading*

STAFF LEAVES AND ABSENCES

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

her immediate family. For the purposes of this policy eligible employees include certified/professional staff on a 185-190 day contract; secretaries, technicians, nurses, head cooks, and second cooks on a nine/ten-month work agreement; and staff members on ~~191-240~~¹⁹⁵⁻²¹⁰ day- and ~~241-31-262~~²⁶⁰⁻²⁶¹ day (twelve-month) contracts and work agreements. ~~Eligible classified and administrative staff may request extended sick leave days from the school board.~~ Employees that have access to the Certified or Classified Sick Leave Banks may apply for extended sick leave only for an immediate family member, as they have access to a sick leave bank for their own illness.

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

PERSONAL LEAVE - Four days of non-accrued personal leave are granted to certified/professional staff on a 185-190 day contract; secretaries, technicians, nurses, head cooks, and second cooks on a nine/ten-month work agreement; and staff on ~~191-24030195-210~~ day and ~~24131-262260-261~~ day (twelve-month) contracts and work agreements. Personal leave will be pro-rated for staff members by school quarter if the date of employment falls on or after the start of a school quarter (three days if after the end of the first quarter, two days if after the end of the second quarter, and one day if after the end of the third quarter). Certified staff may not take personal leave days immediately before or after any school holiday, during the first two weeks (first ten school days) of the school year, or during the last two weeks (last ten school days) of the school year. Exceptions may be granted by the superintendent. For certified, administrative, and exempt staff the substitute teacher rate of

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

REQUEST FOR LEAVE NEAR THE CONCLUSION OF THE SEMESTER:

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

- a. The leave is of at least three (3) weeks duration; and

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

Employees with less than five years of experience on a ~~24131-262260-261~~ day (twelve-month) basis will be granted 12 days (accrued at the rate of 1 day/month) of vacation annually with full pay. Employees with more than five years of experience, but less than ten years of experience on a ~~2431-262260-261~~ day (twelve-month) basis will be granted 15 days (accrued at the rate of 1¼ days/month) of vacation annually with full pay. Employees with more than ten years of experience on a ~~2431-262260-261~~ day (twelve-month) basis will be granted 18 days (accrued at the rate of 1½ days/month) of vacation annually with full pay. Classified ~~2431-262260-261~~ day (twelve-month) employees may accumulate up to 42 days of vacation. Any days beyond the maximum allowed to be carried over at the end of the fiscal year (June 30th) will be paid out in December of the following fiscal year. Those staff with more than 42 accumulative days at the end of fiscal year 2010 will be grandfathered and will be allowed to carryover no more than the total number of days they have accrued as of June 30, 2010. Vacation days will be paid out at the previous fiscal year's rate of pay.

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

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

| | |
|-----------------|-------------------|
| First Reading: | 3/2/15 |
| Second Reading: | 4/6/15 |

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

THIS POLICY IS BEING RECOMMENDED FOR DELETION

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

USE OF DISTRICT EMAIL

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

CONTACT WITH STUDENTS

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

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

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

RULES CONCERNING DISTRICT-SPONSORED SOCIAL MEDIA ACTIVITY

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

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

Notify the District

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

Have a Plan

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

Protect the District Voice

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

The employee must also comply with the following rules:

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

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

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

POSTING TO SOCIAL MEDIA SITES

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

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

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

CONSEQUENCES

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

PROTECT CONFIDENTIAL AND PROPRIETARY INFORMATION

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

Do Not Use District Name, Logos, or Images

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

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

See also:

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

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

EMPLOYEE USE of SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES

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

KEEP PERSONAL AND PROFESSIONAL ACCOUNTS SEPARATE

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

CONTACT WITH STUDENTS

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

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

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

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

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

RULES CONCERNING DISTRICT-SPONSORED SOCIAL MEDIA ACTIVITY

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

1. Notify the District
Employees that have or would like to start a social media page should contact their ~~supervisor~~administrator and/or superintendent. All district pages must have an appointed employee who is identified as being responsible for content. The ~~supervisor~~administrator and/or superintendent should be aware of the content on the site, arrange for periodic monitoring of the site, and for the receipt and response to complaints about the content on the site. The superintendent or his/her designee reserves the right to shut down ~~or discontinue~~ the site if he/she believes it is in the best overall interest of the students.
2. Have a Plan
~~Employees District~~ staff will consider their messages, audiences, and goals, as well as strategy for keeping information on social media sites up to date, accurate, and in the best interest of the students.

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

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

The employee must also comply with the following rules:

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

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

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

PERSONAL SITES

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

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

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

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

POSTING TO SOCIAL MEDIA SITES

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

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

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

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

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

CONSEQUENCES

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

PROTECT CONFIDENTIAL AND PROPRIETARY INFORMATION

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

DO NOT USE DISTRICT NAME, LOGOS, OR IMAGES

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

First Reading:
Second Reading:



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 21, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

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

I am excited to announce the addition of another scholarship opportunity for our students.

The Joan Curtis Memorial Scholarship

This is a new opportunity for our students this year. The family wishes for a \$1,000 scholarship to be given to a student who will be entering the nursing program at Sheridan College.

I ask that the board approve this additional scholarship, so the scholarship committee can gather applications for this to be awarded to a 2016 graduate.



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 21, 2016

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: **Update Summary for Facility Plan FY2016-17** (*Action*)

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

Funding has changed significantly in this legislative session, that has caused the district to re-evaluate its next five years of projected facility planning. The district will be presenting this with the attached timelines. However, this is not a guarantee that the timelines or the funding can be met. Rather, this would be viewed as the district's focus for planning.

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

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

Please call me if you have any questions about this process. I request that you approve the facility plan summary, as presented, to submit to the WSFD.

Attachment for Facility Plan Summary FY 2016-17 *

Timeline estimates and funding cycles for construction projects

| Month | Year | Description | Funds | John C Schiffer Collaborative Schools (JCSCS) | Sagebrush Elementary (SBES) |
|----------|------|--------------------------------------|-------------------------|---|-----------------------------------|
| March | 2017 | Legislative Session Complete | \$ 10,000,000 for JCSCS | Funded for Design and Construction | |
| April | 2017 | | | A/E selection to begin | |
| July | 2017 | FY 2017 MM Funding | \$ 2,000,000 for SBES | Design to begin (w/CMAR) | Design to begin (w/CMAR) |
| November | 2017 | | | Start Construction - Fast Track Foundation Etc. | |
| February | 2018 | | | | Design out for bid |
| May | 2018 | | | | Bids in- Constr Contracts awarded |
| June | 2018 | | | | Move kids to OHP |
| July | 2018 | FY 2018 MM Funding | \$ 2,000,000 for SBES | Construction Complete - (10 mos) | Begin Construction |
| August | 2018 | | | Move kids to new JCSCS | Begin school at OHP |
| July | 2019 | FY 2019 MM Funding | \$ 2,000,000 for SBES | | Construction Complete (11 mos) |
| August | 2019 | | | | Move back to Renovated SBES |
| October | 2019 | Plan for next projects with MM Funds | | | |

***Footnote**

This is based on the District Vision but is entirely dependent upon state funding

Abbreviations

MM - State Allocated Major Maintenance Funds

A/E - Architect and Engineer

OHP- Old Highland Park (Avon Street)

CMAR - Construction Manager at Risk

mos - Months



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 21, 2016
TO: Board of Trustees
FROM: Tom Sachse, Assistant Superintendent
SUBJ: **Graduation Coach Report** *(Information)*

Jana Sanders, our external evaluator for Next Level programs, will be here to present her report on the Graduation Coach position at Sheridan High School. Her report has been sent to the Ellbogen Foundation, who has funded our Graduation Coach at \$40,000 for three consecutive years.

The Graduation Coaching Program at Sheridan High School
As Part of the Next Level Initiative:
An In-Depth Look at the First Three Semesters
By: Jana Sander, MACI
For: The Ellbogen Foundation
March 2016

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

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

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

Student Attendance: Scott Cleland (Highland Park Principal)

Multiple Pathways: Cindy Dahl (SHS Assistant Principal)

Community Engagement: Mitch Craft (SJHS Principal)

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

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

Analysis

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

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

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

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

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

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

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

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

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

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

Communication

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Credit Recovery

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

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

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

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

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

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

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

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

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

Relationships

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

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

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

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

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

Alternative Pathways to Graduation

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

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

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

To learn more about the students' thoughts pertaining to the grad coach program and their personal experiences with it, I developed a student questionnaire (see Appendix A). This is currently being distributed to students working with Mr. Mayer. So far, ten students have completed it and their responses are recorded in the results section of this report.

Community Involvement

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

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

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

Results

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

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

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

In a new and on-going effort to get student feedback about the program, the student questionnaire (Appendix A) has also given the program productive and useful information.

| Student Feedback (10 responses thus far) | |
|---|------|
| Needs | |
| 1) Accountability | 3 |
| 2) Quiet work environment | 7 |
| 3) Mentoring | 5 |
| 4) Student-teacher liaison | 4 |
| 5) Help with assignments | 6 |
| 6) Positive role model | 7 |
| 7) Direction with future | 1 |
| 8) Help with goals | 5 |
| Other (a friend) | 1 |
| Changes to program | |
| more positive reinforcement | 2 |
| quieter | 1 |
| work spread out more | 1 |
| Overall program rating | 9.35 |
| Future | |
| college | 3 |
| job | 2 |
| military | 1 |
| no more school | 2 |
| undecided/vague | 2 |

In studying this data, it became clear that overall, students find this program to be helpful to them. All ten students indicated at least one need they had going into the program and eight of the ten students specified two or more needs. Most were seeking a quiet work environment and a positive role model. The next highest need was help with assignments. All ten students replied “yes” to getting the help that they needed. It proves that the Grad Coach is much more than just a

tutor. He has been a safe place to these students at risk of failing, dropping out and otherwise giving up. When asked if there could be anything different about the program, six students felt that there was no need for change. Four students made suggestions for change but still rated the program with a score of eight or higher. The average overall rating was a 9.3. Five of the students plan to either go to college or get a job after graduating. One looks forward to enlisting in the military and four have yet to decide exactly what their plans are. Regardless, all ten students fully expect to graduate this spring, thanks to the support they are receiving from the Grad Coach. This effort to collect student feedback will continue throughout the life of the program and the results will be shared with the Grad Coach in order to help the program become even stronger as it matures.

Recommendation

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

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

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

Appendix A

Next Level Grad Coach Program: Student Questionnaire

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

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

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

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

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

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

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

1 2 3 4 5 6 7 8 9 10

What do you look forward to after graduating high school?

Appendix B

GRADUATION RATE MATRIX

March 3, 2016

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

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

Citings:

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

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



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: March 21, 2016

TO: Board of Trustees

FROM: Terry Burgess, Assistant Superintendent of Instruction and Human Resources
Scott Stults, Director of Elementary Education

SUBJ: **Summary of PTO/Board of Trustees Focus Groups** *(Information)*

We will be reporting the summary of the meetings that board members and administration had with Sheridan County School District Schools' Parent/Teacher Organizations over the course of the 2015-2016 school year.



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P.O. Box 919
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Phone: 307-674-7405
Fax: 307-674-5041

DATE: March 21, 2016
TO: Board of Trustees
FROM: Scott Stults, Director of Elementary Education
SUBJ: **2017-2018 School Calendar** *(Information)*

The Calendar Committee met and will be providing a survey to the staff, parents, and community members to gather their preferences regarding the placement of Christmas vacation and the start/finish of school. In addition, it was determined that Spring Break will be March 12-16 so that it aligns with Sheridan College.



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201 N. Connor, Suite 100
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Phone: 307-674-7405
Fax: 307-674-5041

DATE: March 17, 2016

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Approval of Elementary Parent-Student Handbooks** (*Action*)

The six elementary school handbooks are provided for your review with the intent of receiving approval at the April 5th Board meeting. Please feel free to contact me prior to the Board meeting, if there are any questions I can answer. I will request that you take action to approve these handbooks at the board meeting on Tuesday. Please see the handbooks below:

- Henry A. Coffeen
- Highland Park
- Meadowlark
- Sagebrush
- Story
- Woodland Park

"Students inspired to achieve extraordinary success"

Henry A. Coffeen Elementary *Parent/Student Handbook*

2016-2017



1053 S. Sheridan Ave.
Sheridan, WY 82801
674-9333

Principal: Nicole Trahan

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Henry A. Coffeen Elementary

*1053 S. Sheridan Ave
Sheridan, WY 82801*

Phone (307)674-9333

Fax (307) 464-3101

August, 2016

Dear Henry A. Coffeen Families,

The purpose of this Parent/Student Handbook is to familiarize you with some of the procedures, routines, and beliefs of Henry A. Coffeen Elementary School. Please keep this copy as a reference throughout the 2016-2017 school year.

First of all, welcome to the Henry A. Coffeen family. We take pride in providing your child with the best possible educational program. We feel strongly in the importance, worthiness, and unique qualities of every student. The staff at Henry A. Coffeen is here to serve you and your child. All of our teachers are highly qualified to teach, and will do their best to provide instruction based on the needs of your child.

You are invited to visit Henry A. Coffeen School at any time. Please use the front door of the school and sign in at the office before going to a classroom.

At Henry A. Coffeen School, we believe that cooperation between home and school will lead to a successful school experience for students. You are encouraged to maintain regular contact with your child's teacher, attend parent meetings, and attend regularly scheduled conferences. We have a wonderful Parent Teacher Organization that is always looking for additional members.

As your principal, I am always available to meet with you regarding your child. Please feel free to ask questions and share any concerns you may have. I will be happy to adjust my schedule to visit with you. I *know* you are going to like Henry A. Coffeen School.

Sincerely yours,

Nicole Trahan
Principal

Cougars



**Students Inspired to Achieve
Extraordinary Success through
Leadership Opportunities**

TECHNOLOGY – STUDENT EXPECTATIONS

Sheridan County School District #2 strives to provide a learning environment that is rich in technology. Our purpose is to enable and empower student learning, engagement, and development of 21st Century Skills. Technology is a learning tool at Sheridan County School District #2, not a toy, or means of entertainment. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

Be Safe

- Stick to teacher-approved apps and websites
- When in doubt about the safety of a site, ask an adult
- Keep all usernames, passwords, and addresses private at all times
- Report suspicious emails and other contacts to an adult

Be Respectful

- Treat yourself and others with kindness and dignity at all times, especially online
- Communicate online in positive and constructive ways
- Report disrespectful behavior to an adult

Be Responsible

- Take care of all devices
- Carry devices with two hands and with screen closed at all times
- Do not change settings on school devices
- Walk cautiously while carrying devices
- Return devices to designated docking areas and dock in designated spaces
- Carefully plug in devices to ensure proper charging
- Report any issues, damage, or misuse immediately to an adult

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges.

| Behavior | Example |
|-----------------------|--|
| Off Task Usage | Gaming, messaging, or web surfing during class time |
| Inappropriate Content | Accessing information related to inappropriate topics such as violence, drugs, or sexual content |
| Cyber Bullying | Using technology for gossip, rumors, drama, threats, harassment, and/or bullying |
| Academic Dishonesty | Using technology to cheat and/or engage in plagiarism |
| Vandalism | Destroying or otherwise purposefully damaging school property |

In addition to these behaviors, students are responsible for the physical care of any device assigned to them. Devices damaged through carelessness or through the purposeful actions of a student are the responsibility of the student and parent/guardian.

VISITATIONS

Parents, grandparents, and legal guardians are all encouraged to visit our school. Please use the front door of the school only, and sign in at the office before going to a classroom. When you sign in, you will be given a visitor's sticker, which we ask that you wear. When you drop your child or children off in the morning or pick them up at the end of the day, you do not need to sign in. However, we ask that you remain in the lobby area at the front office.

With regard to classroom visits, we welcome and encourage your participation in our school. However, please remember that no one works well with someone watching his or her every move, so your consideration with regard to the frequency and length of your visits will be appreciated. In addition, your confidentiality is necessary specific to students and staff. Visits deemed disruptive by the principal will not be allowed. No children will be allowed to make visitations without a parent present. Because our school is focused on quality instruction every day, we try to avoid any disruptions to the normal school day routine. Therefore, children who are not students of SCSD #2 will not be allowed to attend classes with friends, cousins, etc. during the regular school day.

PRINCIPAL ACCESS

As your principal, I want your child to be successful at school. Please call me, Nicole Trahan, at 674-9333, ext. 6801 or email me at nikki.trahan@scsd2.com if you have a question or a concern. Feel free to come to school to see me, if necessary. I will be happy to adjust my schedule to visit with you, and I'll do my best to help you.

District Mission Statement

Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.

Sheridan County School District #2 School Board Goals

Resource Utilization Goal: SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district. The Board of Trustees is committed to helping all students reach their potential both academically and in other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

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

Board of Trustees

Ann Perkins, Chairman

Tony Wendtland, Vice-Chairman

Craig Achord, Treasurer

Marva Craft, Clerk

Richard Bridger

Hollis Hackman

Wayne Schatz

Molly Steel

Susan Wilson

Superintendent

Craig Dougherty

CALENDAR FOR SCHOOL YEAR **2016-2017**

| | |
|-----------------------|--|
| August 30 | School Begins (Full Day) |
| September 5 | Labor Day (No School) |
| October 10 | Teacher In-Service (No School) |
| November 3 | Early Dismissal for Parent/Teacher Conf. |
| November 4 | Parent/Teacher Conferences (No School) |
| November 22 | End of 1 st Trimester |
| November 23-25 | Thanksgiving Break (No School) |
| December 21-January 3 | Christmas Break (No School) |
| January 20 | Teacher In-Service (No School) |
| February 17 | End of 2 nd Trimester |
| February 23 | Early Dismissal for Parent/Teacher Conf. |
| February 24 | Parent/Teacher Conferences (No School) |
| March 27-March 31 | Spring Break |
| April 14 | Good Friday (Early Dismissal) |
| May 27 | Fort Mackenzie Graduation |
| May 28 | SHS Graduation |
| May 29 | Memorial Day (No School) |
| June 2 | Last Day of Classes – End of 3 rd Trimester |
| June 5 | Teacher In-Service (No School) |
| June 6 & 7 | Snow Days |
| August 30 | School Begins (Full Day) |

SCHOOL IMPROVEMENT GOAL

All schools will have a school improvement goal based upon student achievement. Professional Learning Communities (PLC) will be utilized to identify individual strengths and weakness; then an instructional plan will be developed for each student.

SPECIAL PROGRAMS:

SEMINAR: Students are provided educational alternatives throughout grades 3-5 that teach, challenge, and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply, and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. This program is designed for high-ability students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Standardized measures are used to identify students whose intellectual capacity and academic achievement require services. The top 3-5% of the population is selected for this program.

INDEPENDENT STUDY: Independent Study provides enrichment activities and additional challenge to high-ability and/or highly-motivated students. Students complete an interest-based or teacher-selected enrichment activity. Classroom teachers recommend students for this program.

TITLE I: Title I provides remedial support for students in both reading and math. The District uses teacher as well as computer-assisted instruction for students who qualify in reading. Title I also teaches reading strategies using the comprehension program developed by Fountas and Pinnell. For math, the District uses Strength in Number. These programs encourage students to succeed using a variety of criteria. The District continues to use results from Proficiency Assessment for Wyoming Students (PAWS) and Measures of Academic Progress (MAP).

READING RECOVERY: Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have difficulty learning to read and write. The Observation Survey of Early Literacy Achievement, a good predictor of success in learning to read and write, is given to all first grade students in Sheridan County School District #2. Reading Recovery serves the lowest-achieving first graders – the students who are not catching on to the complex set of concepts that make reading and writing possible.

STRENGTH IN NUMBER: The Strength in Number Program has been developed as a systemic response to the problem of chronic failure in school mathematics. The overarching objective for Strength in Number is to provide a robust intervention for elementary students to help in learning number skills. Strength in Number students undergo a teaching cycle of approximately 15 weeks. The Strength in Number Program exists to provide early, short-term intervention (40-60 lessons) for low-achieving first grade students. Strength in Number assessment consists of two interview-based assessment schedules. These assessment profiles are used to select students into the program.

SPECIAL EDUCATION: Special Education classes provide students with the information, instruction, and support they need in the basic skills curriculum (reading, writing, and mathematics). Skill development is the priority, with a variety of teaching and assessment practices being employed. The special education program in Sheridan County School District #2 is a supplementary program to the District's regular education program that is specially designed instruction, at no cost to the parents, intended to meet the unique needs of a student with an identified disability. A comprehensive assessment and evaluation procedure that conforms to specific assessment and procedural requirements set out in Individuals with Disabilities Education Act must be conducted before the initial placement of any student who needs or is believed to need special education and related services.

BEHAVIOR CENTER: The District is using an alternative program developed by Volunteers of America for out-of-school suspensions at the Behavior Center (BC). This program will provide a safe, supervised environment for students to carry out their suspensions. It will operate in the old Highland Park School located at 1301 Avon Street. Students need to take a sack lunch and study materials. Transportation will be provided by the school district and will leave the school at 8:15 a.m. Missing this ride requires students to go home until they fulfill their obligation at the Behavior Center. Administrators reserve the right to assign out-of-school suspension on a case-by-case basis.

HIGHLY QUALIFIED STAFF

All elementary staff members at Sheridan County School District #2 are highly qualified within the area they teach. If you have any questions in regards to any staff member's qualifications, please contact the principal.

REPORTING PERIODS AND CONFERENCES

Grading and reporting to parents have two main purposes:

1. Students should have the best information available in understandable form about their progress.
2. Parents should have sufficient and understandable information about their child's progress in school.

Report cards for grades K-5 are issued at the end of each **trimester**.

Parent-Teacher Conferences are held at the end of the 1st nine week reporting period, as well as in the middle of the 3rd nine week reporting period. Conferences are an opportunity for teachers and parents to discuss individual pupil progress.

In addition to the regular reporting periods, other conferences may be scheduled throughout the school year according to each individual student's needs.

SCHOOL HOURS

7:30 A.M.

Building Opened

| | |
|------------|---|
| 7:35 A.M. | Breakfast served |
| 7:55 A.M. | Children enter building |
| 8:00 A.M. | Announcements, school day officially begins |
| 11:30 A.M. | Lunch periods begin |

| Grade | Recess | Lunch |
|--------------|-------------|-------------|
| Kindergarten | 11:00-11:20 | 11:20-11:40 |
| First Grade | 11:05-11:25 | 11:25-11:45 |
| Second Grade | 11:25-11:45 | 11:45-12:05 |
| Third Grade | 11:30-11:50 | 11:50-12:10 |
| Fourth Grade | 11:45-12:05 | 12:05-12:25 |
| Fifth Grade | 11:40-12:00 | 12:00-12:20 |

1:35 - 1:45 P.M.

Kindergarten dismissal (depends on busing)

2:55 P.M.

Grades 1-5 dismissed

Teachers are available for conferences before, during, and after school; however, appointments are encouraged.

FOOD SERVICE

Breakfast Prices for the current school year are:

Regular \$1.00

Reduced \$0.30

Adult meals are not served for breakfast.

Lunch prices for the current school year are:

Elementary \$2.50

Reduced \$0.40

Adult \$4.50

Extra Milk \$0.35

Schools in District #2 provide “Offer vs. Serve” lunches. Students are not required to take all items being served on their lunch tray. They must take at least one half cup of fruits or vegetables and two other items.

Please make sure that all lunches are paid for in advance. Information regarding the free and reduced price lunch program is sent home to all families at the beginning of the school year. Parents are encouraged to come to school and eat lunch with their children. Please notify the school in advance if you will be coming to have lunch.

RECESS POLICY

As a general rule, if a child is well enough to come to school he/she is well enough to go outside for recess and during the noon hour; however, if you desire for your child to stay inside due to a recent illness, please send a note explaining this exception. Children will not be sent outside in extreme weather conditions, but parents are encouraged to send appropriate cold weather gear with their child. As a general rule, if the temperature and wind chill are above zero degrees students will have outdoor recess.

STUDENT DRESS/APPEARANCE

Students are expected to dress appropriately and in good taste. Clothing that is immodest, extreme, unattractive, or calls undue attention to itself or the wearer, such that the educational process is unduly threatened, undermined, or disrupted, is not appropriate. Shoes with any types of wheels (such as “Heelies,” “Spinners,” etc.) are not allowed at school.

Clothing, decorations, or jewelry that advertise, promote, depict, or which purport to advertise, promote, or depict, any controlled substance as defined by Wyoming law--alcoholic beverages, or tobacco products, or their use--are not appropriate. Clothing, decorations, or jewelry that contain or depict pornographic or obscene images or language as defined by community standards are not appropriate. Such clothing, decorations, or jewelry are deemed disruptive to the educational process, incompatible with the mission of the School District, and are not acceptable.

CELL PHONES, CELL WATCHES & OTHER COMMUNICATION DEVICES

Cell phone usage is not allowed during school hours. Cell phones should remain off and in the student’s backpack during the school day. The school district strongly discourages students from bringing portable electronics such as iPads, iPods, MP3 Players, cameras, and gaming systems to school due to the risk of theft. The school district is not responsible for lost or stolen items.

PARTY INVITATIONS

Please do not send party invitations for distribution in class unless all children are invited. Students’ feelings are hurt when they are not invited.

HOLIDAYS AND CHRISTMAS GIFT EXCHANGE

Holidays celebrated with parties at school are Halloween, Christmas, and Valentine’s Day. Classroom teachers may have parents assist with holiday parties and refreshments.

It has been our policy not to allow gift exchanges between pupils. Likewise, gifts from children to teachers are not encouraged.

PARENT-TEACHER ORGANIZATION (PTO)

Our school is privileged to have many parents who volunteer time in classrooms and on school-wide projects. The P.T.O. serves as the steering mechanism to coordinate many activities and is always seeking new and additional parent input. Please call one of the officers and add your name to our volunteer pool. Volunteer efforts may take you in many different and exciting directions. Book fairs are held at least twice yearly for our families. Fundraising is conducted to

generate monies, which are used to develop P.T.O. projects and support classroom efforts. You may wish to work with the classroom volunteers who develop projects with teachers to use within their classrooms.

PARENT COMMUNICATION

We publish a monthly newsletter that your child will bring home. If you don't get one before the first day of the month, call the school and we will see that you get one. In addition, please check the school website for up-to-date information.

The PTO (Parent Teacher Organization) will send out periodic notices of parent nights, social events, etc.

PARENT LIAISON

Each elementary school has a parent liaison assigned to their respective school. The Parent Liaison (PL) position supports students, families, and school staff and promotes the academic and social health of students. The PL is responsible to assist in developing enhanced parent and school communications, increasing opportunities for parents to participate as partners with schools in the academic and social growth of their children, and assisting parents in connecting them with community resources.

MEDICATION

Sheridan County School District #2 schools require a parent signature before administering medication to a student. All medication sent to school must be in the original, pharmacy-labeled bottle, containing the medication and instructions for dispensing (this includes inhalers and over-the-counter medications). All medications must be left at the Health Room during school hours and not carried by students.

SCREENINGS

Your child may be screened by the school nurse in the following areas: hearing, vision, weight, height, blood pressure, and dental. If you desire your child NOT to be screened, you must provide the principal with written notification. The school nurse will notify you should any of these screening results indicate a concern.

IMMUNIZATIONS

Under the Laws of the State of Wyoming (W.S. 21-4-309), each child is required to be properly immunized against vaccine preventable diseases as designated by the State Health Officer. A child may be conditionally enrolled for thirty (30) calendar days. Waivers may be obtained only from the State or County Health Officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine.

FIELD TRIPS

Educational field trips are a part of the total education of your child. Each teacher schedules a certain number of field trips and will be notifying you of these trips. The parent must grant permission before a child will be allowed to participate in these activities.

TRANSPORTATION

Bus transportation will be provided for all pupils who live one mile or more from the school. The bus schedule is printed in The Sheridan Press at the onset of the school year. The school office also has this information. Students should arrive at the bus stop about five (5) minutes before the bus is scheduled to be there, as it could arrive a few minutes early (or after) the scheduled time.

Bus riders will receive a written list of Rules and Regulations for safe riding. Please study the rules with your child and then return the signed bottom portion of the page to your child's teacher.

Pupils riding buses must have a signed permission slip from parents if they plan to get off the bus at a stop other than usual, if they are to ride a different bus or if they walk home, rather than ride the bus on any given day. The school office must approve all written requests.

Students may not use district buses for transportation to non-school activities.

PEDESTRIAN AND BICYCLE SAFETY

Bicyclists are asked to walk their bicycles across the street, on the playground, and on the sidewalks. Students are asked to use the bicycle parking area to secure their bikes.

Children should be reminded of safety rules when walking to and from school.

SCHOOL CLOSINGS

If any of the schools in District #2 are to be closed, dismissed, or their starting time delayed due to inclement weather or mechanical breakdown, that information will be broadcast on Channel 14, over the following radio stations: KWYO (1410), on the District's website at www.scsd2.com, and through phone call, email, and text (if this was provided to the school in your demographic information). Parents are urged to develop plans with their children, so they will know what to do and where to go when school is dismissed early.

MAKE-UP WORK

In the event of illness, a phone call before school will enable your child's teacher to prepare the assignments and materials for pick-up after 3:00 p.m. If you know your child will be absent, please request assignments in advance of that date.

SICK DAY GUIDELINES

Keep your child home from school if they have one or more of the following:

- Fever of 100.4 degrees or higher (keep home until fever is less than this without pain/fever reducer for 12 hours)
- Has been vomiting (keep home for 12 hours after vomiting ends)
- Has had diarrhea (more than one watery stool, keep home for 12 hours after last loose stool)
- Rash (until cleared by a physician)
- Red painful eye with thick drainage (until cleared by a physician)
- Has symptoms that prevent him or her from participating in school:
 - Excessive tiredness
 - Productive coughing, sneezing
 - Headache, body aches, earache
 - Severe sore throat

A minor sore throat is usually not a problem but a severe sore throat could be strep throat. Other symptoms of strep throat in children are headache and stomach upset. Contact your doctor for these symptoms.

Does my child have the flu?

The flu is serious! Call your doctor at the first sign of flu symptoms. Keep your child home until symptoms have subsided. These symptoms usually come on suddenly and may include:

- High fever (over 100.4 degrees)
- Chills
- Headache, body aches, earache
- Nausea, vomiting
- Dry cough
- Sore throat

How do I make my child feel better? Ask your doctor, school nurse or pharmacist for advice on over the counter medications and other comfort measures. We have found the following very helpful:

- Help your child get plenty of rest, stay in bed and limit TV
- Encourage fluids (water, soup, juice, ice)
- Try a cool mist humidifier for congestion/coughing
- Saline nasal spray or rinse may also relieve nasal congestion

How can I keep my child healthy?

- Encourage *frequent* and *thorough* hand washing. Use soap and warm water. Rub hands together with soap for at least 20 seconds. Hands should be washed at least 5 times a day
- Everyone should cover their coughs and sneezes with a tissue or their sleeve
- Keep your child's environment tobacco free
- Minimize time spent with others who are ill
- Keep frequently touched household surfaces clean (phones, cell phones, countertops, door knobs, keyboards, remotes, toys). On a regular basis clean these items with an anti-bacterial wipe
- Make sure your child gets a sufficient amount of sleep each night and remove the TV from the bedroom. Research shows that children with a TV in their room do not rest as well

DISTRICT ATTENDANCE REGULATION (Policy JH and JH-P)

It is an expectation that students will attend school on a consistent basis as regular attendance at school promotes the mental and emotional development of children. Even though students can obtain makeup work for days absent, the daily teacher-to-student interaction and focused teaching cannot be replaced. As a result, the Wyoming State Legislature has passed laws to promote school attendance. These regulations are designed to implement those laws and to promote regular attendance at school.

Excused Absences

An excused absence is an absence that the principal or school attendance officer, with the knowledge of the parent, considers compelling or unavoidable. Examples of excused absences include:

- Student illness;
- Serious illness or death in the family;
- Religious holidays;
- Court hearings where the student is required to attend;
- Natural disasters or weather that jeopardizes travel;
- Medical and/or dental treatment;
- Absences that have been arranged in advance through collaboration with the principal.

In all absences, it is the responsibility of the student's parent or legal guardian to contact the school within 48 hours of the student absence to explain the absence. If this is not possible, the student is required to provide a written explanation from the parent or guardian upon the student's return to school. Failure to communicate with the school, either during the absence or within two school days after the student returns, may result in the absence being recorded as unexcused.

Excessive Absences

Twelve (12) absences in a single school year are considered excessive; this excludes medical (with a doctor's note) and school sponsored/related absences. Absences exceeding twelve (12) will be considered unexcused unless a medical excuse (with a doctor's note **that the child has been seen by the physician**) is provided within 48 hours. (Policy JH)

Checking in After an Absence

A parent/guardian phone call and/or a written note must verify the absence.

Unexcused Absences/Truancy

An unexcused absence is an absence that the school considers non-compelling or avoidable. A student shall be considered truant when his/her absence is deemed unexcused by the principal. A truancy shall be considered an unexcused absence for any school day or part of any school day.

Examples of truancy include, but are not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled before or after school;
- Shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Absences for which no reason is provided.

If a student is absent and no note or call is received on the day of the absence, the school shall attempt to call the parent/guardian. If after two school days, the parent/guardian does not provide an acceptable reason for the absence, the absence(s) will be considered unexcused. The student could be expected to make-up the time and/or work missed for an unexcused absence. A third unexcused absence would result in a referral to the County Attorney's Office for habitual truancy or other action as deemed appropriate by the administration.

Tardiness

Getting to class on time is a life skill. Every five (5) unexcused tardies may result in disciplinary action. Alternative consequences will be arranged for students who are habitually tardy.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should request in writing a pre-arranged excused absence. To enable teachers a reasonable amount of time to prepare lessons, you must request a pre-arranged absence at least two (2) days ahead of the actual event.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

The word *discipline* comes from the Latin root which means *to teach*. PBIS is designed to teach and reinforce positive, safe behavior in the school setting. PBIS is intended to provide every student with opportunities for success by teaching school-wide expectations at the beginning of and throughout the school year. “Be Safe”, “Be Respectful”, and “Be Responsible” are expectations that create a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan County School District #2.

We are committed to assisting our students in the development of attitudes, skills, and systems necessary to ensure that each student leaves public education with academic and social competence appropriate to the individual, regardless of ability or disability.

Code of Respect

Respect must be a shared pursuit. This means that students will be shown respect by all staff, and students will show respect to all staff members. Respectful behavior is a matter of common sense, doing what you know is right, and treating others as you expect to be treated. Failure to show respect for teachers, administrators, staff, and fellow students is the root of behavior violations and will be treated very seriously.

Students’ Rights and Responsibilities

Students are responsible for choosing appropriate behavior and making responsible decisions that will promote a safe environment that is conducive to learning for all students. *Students have the right to learn in a classroom free of distractions that interfere with their learning. No one will be allowed to take away that right from our students.* Therefore, it must be understood that:

1. Courtesy and respect will be extended to all peers and teachers;
2. Students will act in a safe manner at all times;
3. Students will be open-minded towards education;
4. Language will be positive and name-calling is unacceptable; and,
5. Tolerance for individual differences, talents, and choices will be shown.

Here are some of the expectations for our students:

PBIS EXPECTATIONS

| Area/ Activity | Be Safe | Be Respectful | Be Responsible |
|----------------------------------|--|---|---|
| <u>Community</u> | <ul style="list-style-type: none">• Keep hands, feet, and objects to self• Ask for help when needed• Report unsafe actions to an adult | <ul style="list-style-type: none">• Follow directions immediately• Use kind words and actions• Respect property of self and others• Remove hats when indoors | <ul style="list-style-type: none">• Follow school rules• Take proper care of all personal belongings and school equipment• Be honest• Pick up trash and throw it away, even if it is not yours |
| <u>Hallways & Stairs</u> | <ul style="list-style-type: none">• Walk at all times• Keep hands and feet to self• Walk facing forward• Walk on the right side | <ul style="list-style-type: none">• Use quiet voices• Use kind words and actions• Be aware and respectful of classes in session | <ul style="list-style-type: none">• Use hall passes• Move to class on time• Use trash cans and recycling containers if available• Consume food or drink in designated areas with permission |
| <u>Restrooms</u> | <ul style="list-style-type: none">• Wash your hands• Keep water in the sink | <ul style="list-style-type: none">• Use quiet voices• Give privacy• Respect property | <ul style="list-style-type: none">• Use teacher pass• Flush toilets after use• Return to class promptly |

| | | | |
|-----------------------------------|--|---|--|
| | | | <ul style="list-style-type: none"> • Report any problems to an adult • Keep restrooms clean |
| <u>Arrival/Dismissal</u> | <ul style="list-style-type: none"> • Once at school, stay at school • Stay in designated areas until bell rings • Pay attention to traffic and buses • Keep hands and feet to self • Carry skateboards/scooters on school property • Walk bicycles and park them in designated areas | <ul style="list-style-type: none"> • Follow community rules • Follow directions of supervising teachers/staff • Respect others' property • Respect the personal space of others | <ul style="list-style-type: none"> • Arrive on time and leave on time • Report to designated areas promptly • If entering school early obtain pass from front office • Stay behind painted line at bus drop/pick up area |
| <u>Lunchtime</u> | <ul style="list-style-type: none"> • Walk at all times • Keep feet on floor • Remain seated while eating • Keep hands to self • Choose a table and stay there for the duration of lunch | <ul style="list-style-type: none"> • Enter and exit quietly and respectfully • Wait in line patiently • Use quiet voices • Allow anyone to sit next to you • Use "please" and "thank you" | <ul style="list-style-type: none"> • Clean your table before leaving • Return your trays and empty your trash as expected • Stay seated until dismissed • Recycle |
| <u>Playground</u> | <ul style="list-style-type: none"> • Follow directions immediately • Keep hands and feet to self • Ask permission to enter school building • Stay within designated grade-level boundaries | <ul style="list-style-type: none"> • Use appropriate language • Include everyone • Play fair • Follow the rules of the game | <ul style="list-style-type: none"> • Return to class promptly & orderly • Ask for help when needed • Report any problems to an adult on duty • Return equipment promptly and appropriately |
| <u>Assembly</u> | <ul style="list-style-type: none"> • Walk into assembly as a class • Sit together as a class with teacher | <ul style="list-style-type: none"> • Stay seated • Use audience manners • Applaud appropriately • Keep feet off the back of chairs • Keep hands and feet to self | <ul style="list-style-type: none"> • Remain quiet throughout assembly or presentation • Remain attentive to the performers |
| <u>Classroom</u> | <ul style="list-style-type: none"> • Hands/feet to self • Keep all legs of chair on floor • Use materials appropriately | <ul style="list-style-type: none"> • Use kind words • Follow directions immediately • Respect others' belongings • Keep a positive attitude • Take care of school property | <ul style="list-style-type: none"> • Be there, be ready, and be ready to learn every day • Complete assignments thoroughly and on time • Talk to your teacher immediately when you are having difficulty in the classroom for any reason |
| <u>Office</u> | <ul style="list-style-type: none"> • Walk quietly • Keep hands and feet to self | <ul style="list-style-type: none"> • Wait for your turn • Talk quietly and respectfully • Respect privacy | <ul style="list-style-type: none"> • Use passes • Go directly to the office • Return directly to classroom |
| <u>Library & Computer Lab</u> | <ul style="list-style-type: none"> • Keep hands and feet to self • Keep all legs of chair on floor • Only use designated computer sites in the lab | <ul style="list-style-type: none"> • Respect library/computer lab property • Follow instructions. Only be on those sites designated by your teacher • Use quiet voices | <ul style="list-style-type: none"> • Use passes • Use time wisely • Ask for help when needed • Return materials on time |
| <u>Bus</u> | <ul style="list-style-type: none"> • Wait at least 10 feet away when waiting for the bus • Stay seated in your seat, facing forward • Wait for driver to motion you on, walk only • Keep aisle clear | <ul style="list-style-type: none"> • Keep your hands and feet to yourself (inside the bus) • Choose to be nice to each other and other's property • Students are expected to follow all bus rules and accept feedback from the driver • Use an inside voice with appropriate language | <ul style="list-style-type: none"> • Remind other to follow the rules (school materials only) • Bus at bus stop 3-5 minutes before the schedule route time, know bus number • Note signed by parent/guardian or teacher is required if going to different stop • Enter and exit in order |

DISCIPLINE POLICY

Sheridan County School District #2 believes a major objective is to aid students in developing self-discipline and to take pride in one's self conduct both in and out of the classroom. Attainment of this goal means that we respect each other's rights to an education: demonstrated by our actions toward self, fellow students, school personnel and visitors in our building.

Programs are far more effective when positive behavior is accentuated. As a result, Boys Town Social Skills Program will be emphasized and implemented into every classroom due to the positive impact this has had on our students' overall behavior.

Nevertheless, when students make a poor choice there must also be consequences. These consequences will be dependent on classroom rules; however, repeated or extreme behaviors may warrant referrals to the office.

Consequences may include but are not limited to: behavior contracts, lunch detentions, time-outs, after-school detentions or school service (with parent permission), in-school suspension, out-of-school suspension, or expulsion.

DRUG ABUSE

Any student possessing or using any controlled substance, whether it is marijuana, alcohol, or any other controlled substance, on school property will be disciplined by mandatory administrative suspension for a minimum of three (3) days and counseled as deemed appropriate by the administration.

SEXUAL HARASSMENT

In order to help employees, students, parents, and patrons have a clear and concise understanding of the District's position on sexual harassment, without diminishing the intent and extent of the policy, the following position statement is expressed:

"Sexual harassment is not condoned in Sheridan County School District #2. Sexual harassment is any behavior or words of a sexual or gender demeaning nature that are not welcome, which pressure or intimidate you or make you feel uncomfortable at school or school activities, and affect your education (or work) in a bad way. If you feel you have been a victim of sexual harassment, report it immediately to your principal, immediate supervisor, school counselor, or social worker."

WEAPONS

It is the strict policy of Sheridan County School District #2 that no student, school personnel, visitor, or other person shall bring or possess a firearm, simulated firearm, destructive device, or weapon on District property or at any school functions.

Any student violating this policy may be suspended or expelled as provided by law.

Please refer to Board Policy JICI for further explanation of this policy.

BULLYING AND HARASSMENT

Sheridan County School District #2 does not tolerate bullying and harassment, sexual or otherwise. The school's overriding goal is for all students to look forward to coming here each day and for them to feel safe while they are at school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly and over time.

3. It occurs within an interpersonal relationship characterized by an imbalance of power. (For example, one person is physically larger or stronger, mentally quicker, or socially more powerful.)

Bullying and harassment have the purpose and effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive atmosphere.

Parents and students are urged to bring concerns with bullying or harassment to the principal. If a student(s), parent(s), teacher(s), or playground supervisor(s) report(s) an incident to the principal, the principal immediately investigates it. If the complaint is substantiated, the principal does the following:

1. Discuss the charge with the offending student or students.
2. Explains what bullying and harassment are, what they look like, why they are unacceptable, and what the consequences of continued bullying or harassment are.
3. Calls the parents, or has the offending student call his or her parents, and explains what they did and what the consequences, if any, will be.
4. Oversees an apology from the offending student to the student who was bullied or harassed.

The incident and follow-through are documented using a Conduct Report and are entered into our Infinite Campus database as Threat/Harass (THE) for future reference.

It has been our experience that 95% of the time, there is no repeated incident and we get no further complaints. Upon occasion however, there will be repeated incidents. If this occurs, the same procedure is followed with the imposition of one or more of the following consequences depending on the severity of the complaint:

- The student is removed from the setting in which the offense occurred (usually the playground or lunchroom).
- A parent/student/principal/social worker conference is held.
- The student is placed in In-School Suspension (ISS) for ½-2 days.
- The student is required to participate in a series of targeted social skills lessons administered by the social worker.
- The student is suspended from school or sent to the Behavior Center (BC) for 1-5 days.
- The student is given a "no interaction" order with the consequence of immediate suspension for violation.

BOARD POLICY JICFA – HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, or bullying of students at school or negatively impacting the school environment is prohibited.

Harassment, intimidation, or bullying means any intentional gesture, any intentional electronic communication, or any intentional written, verbal or physical act that a reasonable person under the circumstances should know will have the effect of:

1. Harming a student physically or emotionally, damaging a student's property, or placing a student in reasonable fear of personal harm or property damage;
2. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or

3. Creating an intimidating, threatening, or abusive educational environment for a student or group of students through sufficiently severe, persistent, or pervasive behavior.

“Written” acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs, and other forms of electronic communications including photographs.

“At School” as used in this policy includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

Actions “negatively impacting the school environment” as used in this policy include any acts of harassment, intimidation, and/or bullying occurring off school grounds that compromise school safety, harm the learning environment, and/or harm the emotional or physical well-being of students at school.

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students.

Students who engage in bullying, harassment, or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

Any student who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline, up to and including suspension or expulsion.

Students who witness harassment, intimidation, or bullying of another student are encouraged to report that conduct to a teacher, principal, or other school staff member as soon as possible. The staff member who receives the complaint shall request that the student make a written report describing the conduct they witnessed, including but not limited to the date, time, and location of the incident, and the names of the students involved, to the extent possible. If the complaining student chooses not to file a written report, the staff member shall ask the student to verbally describe the incident, including the information described above. The staff member shall then forward that information, including the written report, if any, to the building principal or his/her designee, who shall immediately investigate the complaint, or designate another staff member to investigate the complaint. Student reports and information gathering by District personnel shall be kept confidential.

Students may anonymously report any harassment, intimidation, or bullying. Anyone making or receiving an anonymous report shall provide or collect as much information as possible, including but not limited to a description of the conduct, the date, time, and location of the incident and the names of the individuals involved. Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation, or bullying, the report shall be immediately given to the building principal or his/her designee, who shall initiate an investigation or designate another staff member to investigate the complaint.

When a student reports that he or she has been harassed, intimidated, or bullied in violation of this policy, the principal or his/her designee shall schedule meetings with the student, student’s parent(s), and other appropriate staff member(s) as determined by the principal or his/her designee, to discuss steps or strategies to protect that student from additional harassment, intimidation, or bullying and from retaliation.

Retaliation or reprisal against a student or other individual who makes a good faith report or complaint of harassment, intimidation, or bullying is prohibited and shall not be tolerated. Anyone who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation, or bullying shall be subject to discipline, up to and including suspension or expulsion.

During the investigation, the principal or his/her designee shall interview witnesses, including, but not limited to the alleged victim and the student(s) alleged to have engaged in the harassment, intimidation, or bullying. The person conducting the investigation shall prepare a written report of the findings and conclusions of the investigation. If the person who conducts the investigation determines that a student or students engaged in harassment, bullying, or intimidation, the building principal or his/her designee shall take appropriate disciplinary action toward the student or students.

At the start of each school year, every teacher shall be required to review the district's harassment, intimidation, and bullying policies with the students in his/her class and discuss that policy with them. This policy shall be included in the student manual or handbook and shall also be available to the public on the school district's web site in a manner to be determined by the superintendent or his/her designee.

The school district shall provide information on this policy in its professional development programs and the policy shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

W.S. 21-4-314

CONSEQUENCE GUIDE

| Behaviors | Correctional Opportunity | Detention – Recess, Lunch, and/or other designated times | | Behavior Center 1 day | Behavior Center 3 days | Behavior Center 5 days | Behavior Center 10 days |
|---|--|--|--|-------------------------|-------------------------|-------------------------|-------------------------|
| Level 1 talking in class; off task behavior; minor disruptions; lack of preparation/ materials; name calling; throwing paper; sleeping; dishonesty; passing notes; backtalk; writing on school property; etc. | Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral. | | | | | | |
| Level 2 4 STEPS; cheating; repeated cell phone/electronics use; profanity; continued class disruption; throwing food; minor disrespect/defiance; etc. | 1 st Offense | 1 st Offense | | 2 nd Offense | 3 rd Offense | 4 th Offense | 5 th Offense |
| Level 3 bullying/threats/harassment; insubordination; gross disrespect/defiance; profanity directed at staff; computer misuse; major class disruption; etc. | 1 st Offense | | | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense |
| Level 4 fighting; theft; vandalism; false alarms; weapon possession/use (could lead to suspension/expulsion) | | | | | 1 st Offense | 2 nd Offense | 3 rd Offense |

All consequences may vary dependent on the severity of an offense. Administration reserves the right to determine the severity of any infraction.

| | |
|--------------------------------|--|
| Incomplete School Work | Students that have not completed their homework and/or have missing work may be relocated to the office or another area to complete this work. |
| Truancy/Ditching | May result in disciplinary action. |
| Tardies | Unexcused tardies may result in disciplinary action. |
| Cheating/Plagiarism | See related section in handbook. |
| ACE Program | The Behavior Center is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum, supervised study, and community service projects. |
| School Resource Officer | Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration. |

This document is a guideline only and does not include all possible cases of student misconduct. Administration reserves the right to evaluate, interpret, and make decisions regarding each situation and the student(s) involved.

STUDENT SUSPENSION OR EXPULSION (Board Policy: JKD/JKE)

The Board may suspend or expel a student from school during the school year for the following:

1. Continued willful disobedience or open defiance of the authority of school personnel.
2. Willful destruction or defacing of school property.
3. Any behavior that is clearly detrimental to the welfare, safety, or morals of other pupils including the use of foul, profane or abusive language or habitually disruptive behavior. "Habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.
4. Torturing, tormenting, or abusing a pupil in any way, maltreating a pupil or a teacher with physical violence.
5. Possession, use, transfer, carrying or selling a deadly weapon as defined under W. S. 6-1-104(a)(iv) within any school bus or within boundaries of real property used by the District primarily for the education of students. (For further information see complete Board Policy: JKD/JKE.)

DISTRICT REGULATION (IKE-P) ON REMEDIATION: STUDENT PROMOTION, RETENTION, AND EXTENDED-LEARNING OPPORTUNITIES

The Board of Trustees for Sheridan County School District #2 recognizes it is essential that each child experience both challenge and success from school activities. Grade placement should enhance these experiences. The concept of grade placement is based on the performance of the student and the expectation that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

Academic growth, like physical growth, does not take place at the same pace or time for all children. Certain students may achieve the standards in the regular time frame, while others may need additional time. Participation in remedial programs, retention, extended school day, and summer school are methods of meeting the educational needs of such children.

Excerpt taken from Sheridan County School District #2 District Regulation IKE-P

Elementary (Grades K-5)

Students in Sheridan County School District #2 elementary schools may be retained for valid educational reasons. Procedures for determining whether an elementary student will be retained are as follows: 1) The classroom teacher advises the principal that the student in question is not making adequate progress in terms of grades or standards; 2) The principal advises the parent that the student is not making adequate progress in terms of grades or standards; 3) The parent(s), principal, classroom teacher and requested specialists meet to discuss academic concerns; 4) The principal discusses retention and remediation alternatives with the parent(s); 5) The parent(s) and principal jointly agree on remediation and/or retention. These procedures conform to applicable Wyoming and Federal Statutes.

Parents will begin receiving notice of potential promotion problems within two (2) weeks following the first semester grade report. Notice of retention will be sent during the month of June.

SHERIDAN COUNTY SCHOOL DISTRICT #2 ELECTRONIC INFORMATION RESOURCE AGREEMENT (INTERNET ACCESS)

Please read this document carefully. All students in Sheridan County School District #2 will be allowed Internet access unless parents specify in writing that they do not want their child to have such access. All students will be expected to abide by the conditions and guidelines of this Electronic Information Resource Agreement.

™ Terms and Conditions of This Agreement

These policies shall apply to:

1. Users of electronic information resources that are utilized with equipment located in Sheridan County School District #2.
2. Users who obtain their access privileges through association with Sheridan County School District #2.

™ Personal Responsibility

Students will accept personal responsibility for reporting misuse of the network to the System Administrator. Misuse can come in many forms, but it is commonly viewed as sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior, racism, sexism, inappropriate language, and constitutes a violation of the guidelines set forth below.

™ Acceptable Use Guidelines

- The use of electronic information resources must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2.
- Students will use electronic information resources for educational purposes only.
- Students agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, violent, racially offensive, or illegal material.
- Students will abide by all copyright regulations.
- Students will not reveal home addresses or personal phone numbers of others or themselves.
- Students understand that electronic mail is not private.
- Students will not use the network in any way that would disrupt the use of the network by others.
- Students understand that many services and products are available for a fee and acknowledge that they are responsible for any expenses incurred.
- Students will not use the network for commercial purposes.
- Students will not attempt to harm, modify, or destroy hardware or software, interfere, or hack/crack the system security.

™ Privileges

The use of the electronic information resources is a privilege, not a right, and may be revoked at any time.

™ Services

- Sheridan County School District #2 reserves the right to log the use of all systems and monitor fileserver space utilization. Should it become necessary, files may be deleted.

- The System Administrator may close an account at any time.
- Sheridan County School District #2 is not responsible for any service interruptions, changes, or consequences arising there from, even if these arise from circumstances under the control of the District.
- Sheridan County School District #2 makes no warranties of any kind whether expressed or implied. Service is provided as an "as is, as available" basis.
- Sheridan County School #2 reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

™ Consequences

- Infractions of the provisions set forth in the Electronic Information Resource Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action.
- Activities in violation of state and federal statutes will be subject to prosecution by those authorities. The District, as appropriate, may take disciplinary action.
- The administration, faculty, and staff of Sheridan County School District #2 may request the System Administrator to deny specific user accounts.

NONDISCRIMINATION STATEMENT (Board Policy: AC)

“Sheridan County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law. It is the policy of the District to maintain a nondiscriminatory environment free from discrimination, intimidation, harassment, or bias. All employees, students, applicants, or other persons dealing with the District who believe that they have been unlawfully discriminated against by the District will utilize the process set forth in Policy JII and JII-E.”

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student’s parent;
 - b. Mental or psychological problems of the student or student’s family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or dental

screenings, or any physical exam or screening permitted or required under State law; and

- c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

3. Inspect, upon request and before administration or use:

- a. Protected information surveys of students;
- b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
- c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has developed and adopted policy JRAC, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The School District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or part by the US Department of Education;
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-5901

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS (JRA-E2)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights 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 is 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 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, photograph, 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.

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*Highland Park
Elementary School
Parent/Student
Handbook*

2016-2017



*2 Mydland Road
Sheridan, Wyoming 82801
672-2113*

Principal: Scott Cleland



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Highland Park Elementary School

2 Mydland Road

Sheridan, Wyoming 82801

Phone: (307) 672-2113 Fax: (307) 673-1227

Scott Cleland, Principal

Date: August, 2016

To: The Highland Park Elementary School Parent Community

This handbook has been especially prepared for the parents of Highland Park Elementary School to serve as a means of communication between home and school. The handbook provides valuable information designed to maximize your child's educational experience at Highland Park School. Included is a directory of Highland Park staff members who are available to assist you this academic year. Please take time to read the handbook and become familiar with the contents. We encourage you to refer to this guide; it may provide the information you need. You are always welcome to come visit our school and we sincerely appreciate your involvement. At Highland Park, we believe informed parents are extremely valuable partners in any student's education.

To promote the success of all students, our staff is committed to actively engage the Highland Park parent community. We aim to accomplish this through on-going communication and school activities that build strong relationships between parents and educators.

The handbook is our initial effort to establish correspondence with the parents of our students. If you have any questions or concerns regarding this material, please contact us. We look forward to an exciting and fulfilling school year. Your child's education is our highest priority. Our staff is dedicated to providing opportunities for all students to learn and achieve their full potential. Together with your support, we will accomplish our mission.

Sincerely,

Scott Cleland
Principal

TECHNOLOGY – STUDENT EXPECTATIONS

Sheridan County School District #2 strives to provide a learning environment that is rich in technology. Our purpose is to enable and empower student learning, engagement, and development of 21st Century Skills. Technology is a learning tool at Sheridan County School District #2, not a toy, or means of entertainment. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

Be Safe

- Stick to teacher-approved apps and web sites
- When in doubt about the safety of a site, ask an adult
- Keep all usernames, passwords, and addresses private at all times
- Report suspicious emails and other contacts to an adult

Be Respectful

- Treat yourself and others with kindness and dignity at all times, especially online
- Communicate online in positive and constructive ways
- Report disrespectful behavior to an adult



Be Responsible

- Take care of all devices
- Carry devices with two hands and with screen closed at all times
- Do not change settings on school devices
- Walk cautiously while carrying devices
- Return devices to designated docking areas and dock in designated spaces
- Carefully plug in devices to ensure proper charging
- Report any issues, damage, or misuse immediately to an adult

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges.

| Behavior | Example |
|-----------------------|--|
| Off Task Usage | Gaming, messaging, or web surfing during class time |
| Inappropriate Content | Accessing information related to inappropriate topics such as violence, drugs, or sexual content |
| Cyber Bullying | Using technology for gossip, rumors, drama, threats, harassment, and/or bullying |
| Academic Dishonesty | Using technology to cheat and/or engage in plagiarism |
| Vandalism | Destroying or otherwise purposefully damaging school property |

In addition to these behaviors, students are responsible for the physical care of any device assigned to them. Devices damaged through carelessness or through the purposeful actions of a student are the responsibility of the student and parent/guardian.

VISITATIONS

Parents, grandparents, and legal guardians are all encouraged to visit our school. Please use the front door of the school only, and sign in at the office before going to a classroom. When you sign in, you will be given a visitor's sticker, which we ask that you wear. When you drop your child or children off in the morning or pick them up at the end of the day, you do not need to sign in. However, we ask that you remain in the lobby area at the front office.

With regard to classroom visits, we welcome and encourage your participation in our school. However, please remember that no one works well with someone watching his or her every move, so your consideration with regard to the frequency and length of your visits will be appreciated. **In addition, your confidentiality is necessary specific to students and staff.** Visits deemed disruptive by the principal will not be allowed. No children will be allowed to make visitations without a parent present. Because our school is focused on quality instruction every day, we try to avoid any disruptions to the normal school day routine. Therefore, children who are not students of SCSD #2 will not be allowed to attend classes with friends, cousins, etc. during the regular school day.

PRINCIPAL ACCESS

As your principal, I want to help your child be successful at school. Please call me, Scott Cleland, at 672-2113, ext. 6402 or email me at scott.cleland@scsd2.com if you have a question or a concern. Feel free to come to school to see me, if necessary. I will be happy to adjust my schedule to visit with you, and I'll do my best to help you.

District Mission Statement

Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.

Sheridan County School District #2 School Board Goals

Resource Utilization Goal: SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district. The Board of Trustees is committed to helping all students reach their potential both academically and in other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

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

Board of Trustees

Ann Perkins, Chairman

Tony Wendtland, Vice-Chairman

Craig Achord, Treasurer

Marva Craft, Clerk

Richard Bridger

Hollis Hackman

Wayne Schatz

Molly Steel

Susan Wilson

Superintendent

Craig Dougherty

CALENDAR FOR SCHOOL YEAR 2016-2017

| | |
|-----------------------|--|
| August 30 | School Begins (Full Day) |
| September 5 | Labor Day (No School) |
| October 10 | Teacher In-Service (No School) |
| November 3 | Early Dismissal for Parent/Teacher Conf. |
| November 4 | Parent/Teacher Conferences (No School) |
| November 22 | End of 1 st Trimester |
| November 23-25 | Thanksgiving Break (No School) |
| December 21-January 3 | Christmas Break (No School) |
| January 20 | Teacher In-Service (No School) |
| February 17 | End of 2 nd Trimester |
| February 23 | Early Dismissal for Parent/Teacher Conf. |
| February 24 | Parent/Teacher Conferences (No School) |
| March 27-March 31 | Spring Break |
| April 14 | Good Friday (Early Dismissal) |
| May 27 | Fort Mackenzie Graduation |
| May 28 | SHS Graduation |
| May 29 | Memorial Day (No School) |
| June 2 | Last Day of Classes – End of 3 rd Trimester |
| June 5 | Teacher In-Service (No School) |
| June 6 & 7 | Snow Days |

SCHOOL IMPROVEMENT GOAL

All schools will have a school improvement goal based upon student achievement. Professional Learning Communities (PLC) will be utilized to identify individual strengths and weakness; then an instructional plan will be developed for each student.

SPECIAL PROGRAMS:

SEMINAR: Students are provided educational alternatives throughout grades 3-5 that teach, challenge, and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply, and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. **This program is designed for high-ability** for students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Standardized measures are used to identify students whose intellectual capacity and academic achievement require services. The top 3-5% of the population is selected for this program.

INDEPENDENT STUDY: Independent Study provides enrichment activities and additional challenge to high-ability and/or highly-motivated students. Students complete an interest-based or teacher-selected enrichment activity. Classroom teachers recommend students for this program.

TITLE I: Title I provides remedial support for students in both reading and math. The District uses teacher as well as computer-assisted instruction for students who qualify in reading. Title I also teaches reading strategies using the comprehension program developed by Fountas and Pinnell. For math, the District uses Strength in Number. These programs encourage students to succeed using a variety of criteria. The District continues to use results from Proficiency Assessment for Wyoming Students (PAWS) and Measures of Academic Progress (MAP).

READING RECOVERY: Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have difficulty learning to read and write. The Observation Survey of Early Literacy Achievement, a good predictor of success in learning to read and write, is given to all first grade students in Sheridan County School District #2. Reading Recovery serves the lowest-achieving first graders – the students who are not catching on to the complex set of concepts that make reading and writing possible.

STRENGTH IN NUMBER: The Strength in Number Program has been developed as a systemic response to the problem of chronic failure in school mathematics. The overarching objective for Strength in Number is to provide a robust intervention for elementary students to help in learning number skills. Strength in Number students **undergo** a teaching cycle of approximately 15 weeks. The Strength in Number Program exists to provide early, short-term intervention (40-60 lessons) for low-achieving first grade students. Strength in Number assessment consists of two interview-based assessment schedules. These assessment profiles are used to select students into the program.

SPECIAL EDUCATION: Special Education classes provide students with the information, instruction, and support they need in the basic skills curriculum (reading, writing, and mathematics). Skill development is the priority, with a variety of teaching and assessment practices being

employed. The special education program in Sheridan County School District #2 is a supplementary program to the District's regular education program that is specially designed instruction, at no cost to the parents, intended to meet the unique needs of a student with an identified disability. A comprehensive assessment and evaluation procedure that conforms to specific assessment and procedural requirements set out in Individuals with Disabilities Education Act must be conducted before the initial placement of any student who needs or is believed to need special education and related services.

BEHAVIOR CENTER: The District is using an alternative program developed by Volunteers of America for out-of-school suspensions at the Behavior Center (BC). This program will provide a safe, supervised environment for students to carry out their suspensions. It will operate in the old Highland Park School located at 1301 Avon Street. Students need to take a sack lunch and study materials. Transportation will be provided by the school district and will leave the school at 8:15 a.m. Missing this ride requires students to go home until they fulfill their obligation at the Behavior Center. Administrators reserve the right to assign out-of-school suspension on a case-by-case basis.

HIGHLY QUALIFIED STAFF

All elementary staff members at Sheridan County School District #2 are highly qualified within the area they teach. If you have any questions in regards to any staff member's qualifications, please contact the principal.

REPORTING PERIODS AND CONFERENCES

Grading and reporting to parents have two main purposes:

1. Students should have the best information available in understandable form about their progress.
2. Parents should have sufficient and understandable information about their child's progress in school.

Report cards for grades K-5 are issued at the end of each **trimester**.

Parent-Teacher Conferences are held at the end of the 1st nine week reporting period, as well as in the middle of the 3rd nine week reporting period. Conferences are an opportunity for teachers and parents to discuss individual pupil progress.

In addition to the regular reporting periods, other conferences may be scheduled throughout the school year according to each individual student's needs.

SCHOOL HOURS

7:30 A.M.

Building Opened

7:35 A.M.

Breakfast served

8:00 A.M.

Children enter building

8:05 A.M.

Announcements, school day officially begins

9:45 A.M.

Morning recess (15 minutes)

11:30 A.M.

Lunch periods begin

| Grade | Recess | Lunch |
|--------------|-------------|-------------|
| Kindergarten | 11:10-11:25 | 11:25-11:50 |
| First Grade | 11:25-11:40 | 11:40-12:05 |
| Second Grade | 11:30-11:45 | 11:45-12:10 |
| Third Grade | 11:35-11:55 | 11:55-12:15 |
| Fourth Grade | 11:45-12:05 | 12:05-12:25 |
| Fifth Grade | 11:50-12:10 | 12:10-12:30 |

1:45 P.M.

Afternoon recess (15 minutes)

1:45 P.M.

Kindergarten dismissal

2:55 P.M.

Grades 1-5 dismissal

Teachers are available for conferences before, during, and after school; however, appointments are encouraged.

FOOD SERVICE

Breakfast Prices for the current school year are:

Regular \$1.00

Reduced \$0.30

Adult meals are not served for breakfast.

Lunch prices for the current school year are:

Elementary \$2.50

Reduced \$0.40

Adult \$4.50

Extra Milk \$0.35

Schools in District #2 provide "Offer vs. Serve" lunches. Students are not required to take all items being served on their lunch tray. They must take at least one half cup of fruits or vegetables and two other items.

Please make sure that all lunches are paid for in advance. Information regarding the free and reduced price lunch program is sent home to all families at the beginning of the school year. Parents are encouraged to come to school and eat lunch with their children. Please notify the school in advance if you will be coming to have lunch.

RECESS POLICY

As a general rule, if a child is well enough to come to school he/she is well enough to go outside for recess and during the noon hour; however, if you desire for your child to stay inside due to a recent illness, please send a note explaining this exception. Children will not be sent outside in extreme weather conditions, but parents are encouraged to send appropriate cold weather gear with their child. As a general rule, if the temperature and wind chill are above zero degrees students will have outdoor recess.

STUDENT DRESS/APPEARANCE

Students are expected to dress appropriately and in good taste. Clothing that is immodest, extreme, unattractive, or calls undue attention to itself or the wearer, such that the educational process is unduly threatened, undermined, or disrupted, is not appropriate. Shoes with any types of wheels (such as “Heelies,” “Spinners,” etc.) are not allowed at school.

Clothing, decorations, or jewelry that advertise, promote, depict, or which purport to advertise, promote, or depict, any controlled substance as defined by Wyoming law--alcoholic beverages, or tobacco products, or their use--are not appropriate. Clothing, decorations, or jewelry that contain or depict pornographic or obscene images or language as defined by community standards are not appropriate. Such clothing, decorations, or jewelry are deemed disruptive to the educational process, incompatible with the mission of the School District, and are not acceptable.

CELL PHONES, CELL WATCHES & OTHER COMMUNICATION DEVICES

Cell phone usage is not allowed during school hours. Cell phones should remain off and in the student’s backpack during the school day. The school district strongly discourages students from bringing portable electronics such as iPads, iPods, MP3 Players, cameras, and gaming systems to school due to the risk of theft. The school district is not responsible for lost or stolen items.

PARTY INVITATIONS

Please do not send party invitations for distribution in class unless all children are invited. Students’ feelings are hurt when they are not invited.

HOLIDAYS AND CHRISTMAS GIFT EXCHANGE

Holidays celebrated with parties at school are Halloween, Christmas, and Valentine’s Day. Classroom teachers may have parents assist with holiday parties and refreshments.

It has been our policy not to allow gift exchanges between pupils. Likewise, gifts from children to teachers are not encouraged.

PARENT-TEACHER ORGANIZATION (PTO)

Our school is privileged to have many parents who volunteer time in classrooms and on school-wide projects. The P.T.O. serves as the steering mechanism to coordinate many activities and is always seeking new and additional parent input. Please call one of the officers and add your name to our volunteer pool.

Volunteer efforts may take you in many different and exciting directions. Book fairs are held at least twice yearly for our families. Fundraising is conducted to generate monies, which are used to develop P.T.O. projects and support classroom efforts. You may wish to work with the classroom volunteers who develop projects with teachers to use within their classrooms.

PARENT COMMUNICATION

We publish a monthly newsletter that your child will bring home. If you don't get one before the first day of the month, call the school and we will see that you get one. **In addition, please check the school website for up-to-date information.**

The PTO (Parent Teacher Organization) will send out periodic notices of parent nights, social events, etc.

PARENT LIAISON

Each elementary school has a parent liaison assigned to their respective school. The Parent Liaison (PL) position supports students, families, and school staff and promotes the academic and social health of students. The PL is responsible to assist in developing enhanced parent and school communications, increasing opportunities for parents to participate as partners with schools in the academic and social growth of their children, and assisting parents in connecting them with community resources.

MEDICATION

Sheridan County School District #2 schools require a parent signature before administering medication to a student. All medication sent to school must be in the original, pharmacy-labeled bottle, containing the medication and instructions for dispensing (this includes inhalers and over-the-counter medications). All medications must be left at the Health Room during school hours and not carried by students.

SCREENINGS

Your child may be screened by the school nurse in the following areas: hearing, vision, weight, height, blood pressure, and dental. If you desire your child NOT to be screened, you must provide the principal with written notification. The school nurse will notify you should any of these screening results indicate a concern.

IMMUNIZATIONS

Under the Laws of the State of Wyoming (W.S. 21-4-309), each child is required to be properly immunized against vaccine preventable diseases as designated by the State Health Officer. A child may be conditionally enrolled for thirty (30) calendar days. Waivers may be obtained only from the State or County Health Officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine.

FIELD TRIPS

Educational field trips are a part of the total education of your child. Each teacher schedules a certain number of field trips and will be notifying you of these trips. The parent must grant permission before a child will be allowed to participate in these activities.

TRANSPORTATION

Bus transportation will be provided for all pupils who live one mile or more from the school. The bus schedule is printed in The Sheridan Press at the onset of the school year. The school office also has this information. Students should arrive at the bus stop about five (5) minutes before the bus is scheduled to be there, as it could arrive a few minutes early (or after) the scheduled time.

Bus riders will receive a written list of Rules and Regulations for safe riding. Please study the rules with your child and then return the signed bottom portion of the page to your child's teacher.

Pupils riding buses must have a signed permission slip from parents if they plan to get off the bus at a stop other than usual, if they are to ride a different bus or if they walk home, rather than ride the bus on any given day. The school office must approve all written requests.

Students may not use district buses for transportation to non-school activities.

PEDESTRIAN AND BICYCLE SAFETY

Bicyclists are asked to walk their bicycles across the street, on the playground, and on the sidewalks. Students are asked to use the bicycle parking area to secure their bikes.

Children should be reminded of safety rules when walking to and from school.

SCHOOL CLOSINGS

If any of the schools in District #2 are to be closed, dismissed, or their starting time delayed due to inclement weather or mechanical breakdown, that information will be broadcast on Channel 14, over the following radio stations: KWYO (1410), and KROE (930), on the District's website at www.scsd2.com, and through phone call, email, and text (if this was provided to the school in your demographic information). Parents are urged to develop plans with their children, so they will know what to do and where to go when school is dismissed early.

MAKE-UP WORK

In the event of illness, a phone call before school will enable your child's teacher to prepare the assignments and materials for pick-up after 3:00 p.m. If you know your child will be absent, please request assignments in advance of that date.

SICK DAY GUIDELINES

Keep your child home from school if they have one or more of the following:

- Fever of 100.4 degrees or higher (keep home until fever is less than this without pain/fever reducer for 12 hours)
- Has been vomiting (keep home for 12 hours after vomiting ends)
- Has had diarrhea (more than one watery stool, keep home for 12 hours after last loose stool)
- Rash (until cleared by a physician)
- Red painful eye with thick drainage (until cleared by a physician)
- Has symptoms that prevent him or her from participating in school:
 - Excessive tiredness
 - Productive coughing, sneezing
 - Headache, body aches, earache
 - Severe sore throat

A minor sore throat is usually not a problem but a severe sore throat could be strep throat. Other symptoms of strep throat in children are headache and stomach upset. Contact your doctor for these symptoms.

Does my child have the flu?

The flu is serious! Call your doctor at the first sign of flu symptoms. Keep your child home until symptoms have subsided. These symptoms usually come on suddenly and may include:

- High fever (over 100.4 degrees)
- Chills
- Headache, body aches, earache
- Nausea, vomiting
- Dry cough
- Sore throat

How do I make my child feel better? Ask your doctor, school nurse or pharmacist for advice on over the counter medications and other comfort measures. We have found the following very helpful:

- Help your child get plenty of rest, stay in bed and limit TV
- Encourage fluids (water, soup, juice, ice)
- Try a cool mist humidifier for congestion/coughing
- Saline nasal spray or rinse may also relieve nasal congestion

How can I keep my child healthy?

- Encourage *frequent* and *thorough* hand washing. Use soap and warm water. Rub hands together with soap for at least 20 seconds. Hands should be washed at least 5 times a day.
- Everyone should cover their coughs and sneezes with a tissue or their sleeve.
- Keep your child's environment tobacco free

- Minimize time spent with others who are ill
- Keep frequently touched household surfaces clean (phones, cell phones, countertops, door knobs, keyboards, remotes, toys). On a regular basis clean these items with an antibacterial wipe.
- Make sure your child gets a sufficient amount of sleep each night and remove the TV from the bedroom. Research shows that children with a TV in their room do not rest as well.

DISTRICT ATTENDANCE REGULATION (POLICY JH and JH-P)

It is an expectation that students will attend school on a consistent basis as regular attendance at school promotes the mental and emotional development of children. Even though students can obtain makeup work for days absent, the daily teacher-to-student interaction and focused teaching cannot be replaced. As a result, the Wyoming State Legislature has passed laws to promote school attendance. These regulations are designed to implement those laws and to promote regular attendance at school.

Excused Absences

An excused absence is an absence that the principal or school attendance officer, with the knowledge of the parent, considers compelling or unavoidable. Examples of excused absences include:

- Student illness;
- Serious illness or death in the family;
- Religious holidays;
- Court hearings where the student is required to attend;
- Natural disasters or weather that jeopardizes travel;
- Medical and/or dental treatment;
- Absences that have been arranged in advance through collaboration with the principal.

In all absences, it is the responsibility of the student's parent or legal guardian to contact the school within 48 hours of the student absence to explain the absence. If this is not possible, the student is required to provide a written explanation from the parent or guardian upon the student's return to school. Failure to communicate with the school, either during the absence or within two school days after the student returns, may result in the absence being recorded as unexcused.

Excessive Absences

Twelve (12) absences in a single school year are considered excessive; this excludes medical (with a doctor's note) and school sponsored/related absences. Absences exceeding twelve (12) will be considered unexcused unless a medical excuse (with a doctor's note **that the child has been seen by the physician**) is provided within 48 hours. (Policy JH)

Checking in After an Absence

A parent/guardian phone call and/or a written note must verify the absence.

Unexcused Absences/Truancy

An unexcused absence is an absence that the school considers non-compelling or avoidable. A student shall be considered truant when his/her absence is deemed unexcused by the principal. A truancy shall be considered an unexcused absence for any school day or part of any school day.

Examples of truancy include, but are not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled before or after school;
- Shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Absences for which no reason is provided.

If a student is absent and no note or call is received on the day of the absence, the school shall attempt to call the parent/guardian. If after two school days, the parent/guardian does not provide an acceptable reason for the absence; the absence(s) will be considered unexcused. The student could be expected to make-up the time and/or work missed for an unexcused absence. A third unexcused absence would result in a referral to the County Attorney's Office for habitual truancy or other action as deemed appropriate by the administration.

Tardiness

Getting to class on time is a life skill. Every five (5) unexcused tardies may result in disciplinary action. Alternative consequences will be arranged for students who are habitually tardy.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should request in writing a pre-arranged excused absence. To enable teachers a reasonable amount of time to prepare lessons, you must request a pre-arranged absence at least two (2) days ahead of the actual event.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

The word *discipline* comes from the Latin root which means *to teach*. PBIS is designed to teach and reinforce positive, safe behavior in the school setting. PBIS is intended to provide every student with opportunities for success by teaching school-wide expectations at the beginning of and throughout the school year. "Be Safe", "Be Respectful", and "Be Responsible" are expectations that create a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan County School District #2.

We are committed to assisting our students in the development of attitudes, skills, and systems necessary to ensure that each student leaves public education with academic and social competence appropriate to the individual, regardless of ability or disability.

Code of Respect

Respect must be a shared pursuit. This means that students will be shown respect by all staff, and students will show respect to all staff members. Respectful behavior is a matter of common sense, doing what you know is right, and treating others as you would expect to be treated. Failure to show respect for teachers, administrators, staff, and fellow students is the root of behavior violations and will be treated very seriously.

Students' Rights and Responsibilities

Students are responsible for choosing appropriate behavior and making responsible decisions that will promote a safe environment that is conducive to learning for all students. *Students have the right to learn in a classroom free of distractions that interfere with their learning. No one will be allowed to take away that right from our students.* Therefore, it must be understood that:

1. *Courtesy and respect will be extended to all peers and teachers;*
2. *Students will act in a safe manner at all times;*
3. *Students will be open-minded towards education;*
4. *Language will be positive and name-calling is unacceptable; and,*
5. *Tolerance for individual differences, talents, and choices will be shown.*

Here are some of the expectations for our students:

PBIS EXPECTATIONS

| Area/ Activity | Be Safe | Be Respectful | Be Responsible |
|-------------------------------|--|--|--|
| <u>Community</u> | <ul style="list-style-type: none"> Keep hands, feet, and objects to self Ask for help when needed Report unsafe actions to an adult | <ul style="list-style-type: none"> Follow directions immediately Use kind words and actions Respect property of self and others Remove hats when indoors | <ul style="list-style-type: none"> Follow school rules Take proper care of all personal belongings and school equipment Be honest Pick up trash and throw it away, even if it is not yours |
| <u>Hallways & Stairs</u> | <ul style="list-style-type: none"> Walk at all times Keep hands and feet to self Walk facing forward Walk on the right side | <ul style="list-style-type: none"> Use quiet voices Use kind words and actions Be aware and respectful of classes in session | <ul style="list-style-type: none"> Use hall passes Move to class on time Use trash cans and recycling containers if available Consume food or drink in designated areas with permission |
| <u>Restrooms</u> | <ul style="list-style-type: none"> Wash your hands Keep water in the sink | <ul style="list-style-type: none"> Use quiet voices Give privacy Respect property | <ul style="list-style-type: none"> Use teacher pass Flush toilets after use Return to class promptly Report any problems to an adult Keep restrooms clean |
| <u>Arrival/ Dismissal</u> | <ul style="list-style-type: none"> Once at school, stay at school Stay in designated areas until bell rings Pay attention to traffic and buses Keep hands and feet to self Carry skateboards/scooters on school property Walk bicycles and park them in designated areas | <ul style="list-style-type: none"> Follow community rules Follow directions of supervising teachers/staff Respect others' property Respect the personal space of others | <ul style="list-style-type: none"> Arrive on time and leave on time Report to designated areas promptly If entering school early obtain pass from front office Stay behind painted line at bus drop/pick up area |
| <u>Lunchtime</u> | <ul style="list-style-type: none"> Walk at all times Keep feet on floor Remain seated while eating Keep hands to self Choose a table and stay there for the duration of lunch | <ul style="list-style-type: none"> Enter and exit quietly and respectfully Wait in line patiently Use quiet voices Allow anyone to sit next to you Use "please" and "thank you" | <ul style="list-style-type: none"> Clean your table before leaving Return your trays and empty your trash as expected Stay seated until dismissed Recycle |
| <u>Playground</u> | <ul style="list-style-type: none"> Follow directions immediately Keep hands and feet to self | <ul style="list-style-type: none"> Use appropriate language Include everyone Play fair | <ul style="list-style-type: none"> Return to class promptly & orderly Ask for help when needed |

| | | | |
|-----------------------------------|--|---|--|
| | <ul style="list-style-type: none"> · Ask permission to enter school building · Stay within designated grade-level boundaries | <ul style="list-style-type: none"> · Follow the rules of the game | <ul style="list-style-type: none"> · Report any problems to an adult on duty · Return equipment promptly and appropriately |
| <u>Assembly</u> | <ul style="list-style-type: none"> · Walk into assembly as a class · Sit together as a class with teacher | <ul style="list-style-type: none"> · Stay seated · Use audience manners · Applaud appropriately · Keep feet off the back of chairs · Keep hands and feet to self | <ul style="list-style-type: none"> · Remain quiet throughout assembly or presentation · Remain attentive to the performers |
| <u>Classroom</u> | <ul style="list-style-type: none"> · Hands/feet to self · Keep all legs of chair on floor · Use materials appropriately | <ul style="list-style-type: none"> · Use kind words · Follow directions immediately · Respect others' belongings · Keep a positive attitude · Take care of school property | <ul style="list-style-type: none"> · Be there, be ready, and be ready to learn every day · Complete assignments thoroughly and on time · Talk to your teacher immediately when you are having difficulty in the classroom for any reason |
| <u>Office</u> | <ul style="list-style-type: none"> · Walk quietly · Keep hands and feet to self | <ul style="list-style-type: none"> · Wait for your turn · Talk quietly and respectfully · Respect privacy | <ul style="list-style-type: none"> · Use passes · Go directly to the office · Return directly to classroom |
| <u>Library & Computer Lab</u> | <ul style="list-style-type: none"> · Keep hands and feet to self · Keep all legs of chair on floor · Only use designated computer sites in the lab | <ul style="list-style-type: none"> · Respect library/computer lab property · Follow instructions. Only be on those sites designated by your teacher · Use quiet voices | <ul style="list-style-type: none"> · Use passes · Use time wisely · Ask for help when needed · Return materials on time |
| <u>Bus</u> | <ul style="list-style-type: none"> · Wait at least 10 feet away when waiting for the bus · Stay seated in your seat, facing forward · Wait for driver to motion you on, walk only · Keep aisle clear | <ul style="list-style-type: none"> · Keep your hands and feet to yourself (inside the bus) · Choose to be nice to each other and other's property · Students are expected to follow all bus rules and accept feedback from the driver · Use an inside voice with appropriate language | <ul style="list-style-type: none"> · Remind other to follow the rules (school materials only) · Bus at bus stop 3-5 minutes before the schedule route time, know bus number · Note signed by parent/guardian or teacher is required if going to different stop · Enter and exit in order |

DISCIPLINE POLICY

Sheridan County School District #2 believes a major objective is to aid students in developing self-discipline and to take pride in one's self conduct both in and out of the classroom. Attainment of this goal means that we respect each other's rights to an education: demonstrated by our actions toward self, fellow students, school personnel and visitors in our building.

Programs are far more effective when positive behavior is accentuated. As a result, Boys Town Social Skills Program will be emphasized and implemented into every classroom due to the positive impact this has had on our students' overall behavior.

Nevertheless, when students make a poor choice there must also be consequences. These consequences will be dependent on classroom rules; however, repeated or extreme behaviors may warrant referrals to the office.

Consequences may include but are not limited to: behavior contracts, lunch detentions, time-outs, after-school detentions or school service (with parent permission), in-school suspension, out-of-school suspension, or expulsion.

DRUG ABUSE

Any student possessing or using any controlled substance, whether it is marijuana, alcohol, or any other controlled substance, on school property will be disciplined by mandatory administrative suspension for a minimum of three (3) days and counseled as deemed appropriate by the administration.

SEXUAL HARASSMENT

In order to help employees, students, parents, and patrons have a clear and concise understanding of the District's position on sexual harassment, without diminishing the intent and extent of the policy, the following position statement is expressed:

"Sexual harassment is not condoned in Sheridan County School District #2. Sexual harassment is any behavior or words of a sexual or gender demeaning nature that are not welcome, which pressure or intimidate you or make you feel uncomfortable at school or school activities, and affect your education (or work) in a bad way. If you feel you have been a victim of sexual harassment, report it immediately to your principal, immediate supervisor, school counselor, or social worker."

WEAPONS

It is the strict policy of Sheridan County School District #2 that no student, school personnel, visitor, or other person shall bring or possess a firearm, simulated firearm, destructive device, or weapon on District property or at any school functions.

Any student violating this policy may be suspended or expelled as provided by law.

Please refer to Board Policy JICI for further explanation of this policy.

BULLYING AND HARASSMENT

Sheridan County School District #2 does not tolerate bullying and harassment, sexual or otherwise. The school's overriding goal is for all students to look forward to coming here each day and for them to feel safe while they are at school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly and over time.
3. It occurs within an interpersonal relationship characterized by an imbalance of power. (For example, one person is physically larger or stronger, mentally quicker, or socially more powerful.)

Bullying and harassment have the purpose and effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive atmosphere.

Parents and students are urged to bring concerns with bullying or harassment to the principal. If a student(s), parent(s), teacher(s), or playground supervisor(s) report(s) an incident to the principal,

the principal immediately investigates it. If the complaint is substantiated, the principal does the following:

1. Discusses the charge with the offending student or students.
2. Explains what bullying and harassment are, what they look like, why they are unacceptable, and what the consequences of continued bullying or harassment are.
3. Calls the parents, or has the offending student call his or her parents, and explains what they did and what the consequences, if any, will be.
4. Oversees an apology from the offending student to the student who was bullied or harassed.

The incident and follow-through are documented using a Conduct Report and are entered into our Infinite Campus database as Threat/Harass (THE) for future reference.

It has been our experience that 95% of the time, there is no repeated incident and we get no further complaints. Upon occasion however, there will be repeated incidents. If this occurs, the same procedure is followed with the imposition of one or more of the following consequences depending on the severity of the complaint:

- The student is removed from the setting in which the offense occurred (usually the playground or lunchroom).
- A parent/student/principal/social worker conference is held.
- The student is placed in In-School Suspension (ISS) for ½-2 days.
- The student is required to participate in a series of targeted social skills lessons administered by the social worker.
- The student is suspended from school or sent to the Behavior Center (BC) for 1-5 days.
- The student is given a “no interaction” order with the consequence of immediate suspension for violation.

BOARD POLICY JICFA – HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, or bullying of students at school or negatively impacting the school environment is prohibited.

Harassment, intimidation, or bullying means any intentional gesture, any intentional electronic communication, or any intentional written, verbal or physical act that a reasonable person under the circumstances should know will have the effect of:

1. Harming a student physically or emotionally, damaging a student’s property, or placing a student in reasonable fear of personal harm or property damage;
2. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
3. Creating an intimidating, threatening, or abusive educational environment for a student or group of students through sufficiently severe, persistent, or pervasive behavior.

“Written” acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs, and other forms of electronic communications including photographs.

“At School” as used in this policy includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

Actions “negatively impacting the school environment” as used in this policy include any acts of harassment, intimidation, and/or bullying occurring off school grounds that compromise school safety, harm the learning environment, and/or harm the emotional or physical well-being of students at school.

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students.

Students who engage in bullying, harassment, or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

Any student who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline, up to and including suspension or expulsion.

Students who witness harassment, intimidation, or bullying of another student are encouraged to report that conduct to a teacher, principal, or other school staff member as soon as possible. The staff member who receives the complaint shall request that the student make a written report describing the conduct they witnessed, including but not limited to the date, time, and location of the incident, and the names of the students involved, to the extent possible. If the complaining student chooses not to file a written report, the staff member shall ask the student to verbally describe the incident, including the information described above. The staff member shall then forward that information, including the written report, if any, to the building principal or his/her designee, who shall immediately investigate the complaint, or designate another staff member to investigate the complaint. Student reports and information gathering by District personnel shall be kept confidential.

Students may anonymously report any harassment, intimidation, or bullying. Anyone making or receiving an anonymous report shall provide or collect as much information as possible, including but not limited to a description of the conduct, the date, time, and location of the incident and the names of the individuals involved. Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation, or bullying, the report shall be immediately given to the building principal or his/her designee, who shall initiate an investigation or designate another staff member to investigate the complaint.

When a student reports that he or she has been harassed, intimidated, or bullied in violation of this policy, the principal or his/her designee shall schedule meetings with the student, student’s parent(s), and other appropriate staff member(s) as determined by the principal or his/her designee, to discuss steps or strategies to protect that student from additional harassment, intimidation, or bullying and from retaliation.

Retaliation or reprisal against a student or other individual who makes a good faith report or complaint of harassment, intimidation, or bullying is prohibited and shall not be tolerated. Anyone

who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation, or bullying shall be subject to discipline, up to and including suspension or expulsion.

During the investigation, the principal or his/her designee shall interview witnesses, including, but not limited to the alleged victim and the student(s) alleged to have engaged in the harassment, intimidation, or bullying. The person conducting the investigation shall prepare a written report of the findings and conclusions of the investigation. If the person who conducts the investigation determines that a student or students engaged in harassment, bullying, or intimidation, the building principal or his/her designee shall take appropriate disciplinary action toward the student or students.

At the start of each school year, every teacher shall be required to review the district's harassment, intimidation, and bullying policies with the students in his/her class and discuss that policy with them. This policy shall be included in the student manual or handbook and shall also be available to the public on the school district's web site in a manner to be determined by the superintendent or his/her designee.

The school district shall provide information on this policy in its professional development programs and the policy shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

W.S. 21-4-314

CONSEQUENCE GUIDE

| Behaviors | Correctional Opportunity | Detention – Recess, Lunch, and/or other designated times | | Behavior Center 1 day | Behavior Center 3 days | Behavior Center 5 days | Behavior Center 10 days |
|---|--|--|--|-------------------------|-------------------------|-------------------------|-------------------------|
| Level 1 talking in class; off task behavior; minor disruptions; lack of preparation/ materials; name calling; throwing paper; sleeping; dishonesty; passing notes; backtalk; writing on school property; etc. | Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral. | | | | | | |
| Level 2 4 STEPs; cheating; repeated cell phone/electronics use; profanity; continued class disruption; throwing food; minor disrespect/defiance; etc. | 1 st Offense | 1 st Offense | | 2 nd Offense | 3 rd Offense | 4 th Offense | 5 th Offense |
| Level 3 bullying/threats/harassment; insubordination; gross disrespect/defiance; profanity directed at staff; computer misuse; major class disruption; etc. | 1 st Offense | | | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense |
| Level 4 fighting; theft; vandalism; false alarms; weapon possession/use (could lead to suspension/expulsion) | | | | | 1 st Offense | 2 nd Offense | 3 rd Offense |

All consequences may vary dependent on the severity of an offense. Administration reserves the right to determine the severity of any infraction.

| | |
|--------------------------------|--|
| Incomplete School Work | Students that have not completed their homework and/or have missing work may be relocated to the office or another area to complete this work. |
| Truancy/Ditching | May result in disciplinary action. |
| Tardies | Unexcused tardies may result in disciplinary action. |
| Cheating/Plagiarism | See related section in handbook. |
| ACE Program | The Behavior Center is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum, supervised study, and community service projects. |
| School Resource Officer | Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration. |

This document is a guideline only and does not include all possible cases of student misconduct. Administration reserves the right to evaluate, interpret, and make decisions regarding each situation and the student(s) involved.

STUDENT SUSPENSION OR EXPULSION (Board Policy: JKD/JKE)

The Board may suspend or expel a student from school during the school year for the following:

1. Continued willful disobedience or open defiance of the authority of school personnel.
2. Willful destruction or defacing of school property.
3. Any behavior that is clearly detrimental to the welfare, safety, or morals of other pupils including the use of foul, profane or abusive language or habitually disruptive behavior. "Habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.
4. Torturing, tormenting, or abusing a pupil in any way, maltreating a pupil or a teacher with physical violence.
5. Possession, use, transfer, carrying or selling a deadly weapon as defined under W. S. 6-1-104(a)(iv) within any school bus or within boundaries of real property used by the District primarily for the education of students. (For further information see complete Board Policy: JKD/JKE.)

DISTRICT REGULATION (IKE-P) ON REMEDIATION: STUDENT PROMOTION, RETENTION, AND EXTENDED-LEARNING OPPORTUNITIES

The Board of Trustees for Sheridan County School District #2 recognizes it is essential that each child experience both challenge and success from school activities. Grade placement should enhance these experiences. The concept of grade placement is based on the performance of the student and the expectation that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

Academic growth, like physical growth, does not take place at the same pace or time for all children. Certain students may achieve the standards in the regular time frame, while others may need additional time. Participation in remedial programs, retention, extended school day, and summer school are methods of meeting the educational needs of such children.

Excerpt taken from Sheridan County School District #2 District Regulation IKE-P

Elementary (Grades K-5)

Students in Sheridan County School District #2 elementary schools may be retained for valid educational reasons. Procedures for determining whether an elementary student will be retained are as follows: 1) The classroom teacher advises the principal that the student in question is not making adequate progress in terms of grades or standards; 2) The principal advises the parent that the student is not making adequate progress in terms of grades or standards; 3) The parent(s), principal, classroom teacher and requested specialists meet to discuss academic concerns; 4) The principal discusses retention and remediation alternatives with the parent(s); 5) The parent(s) and principal jointly agree on remediation and/or retention. These procedures conform to applicable Wyoming and Federal Statutes.

Parents will begin receiving notice of potential promotion problems within two (2) weeks following the first semester grade report. Notice of retention will be sent during the month of June.

SHERIDAN COUNTY SCHOOL DISTRICT #2 ELECTRONIC INFORMATION RESOURCE AGREEMENT (INTERNET ACCESS)

Please read this document carefully. All students in Sheridan County School District #2 will be allowed Internet access unless parents specify in writing that they do not want their child to have such access. All students will be expected to abide by the conditions and guidelines of this Electronic Information Resource Agreement.

™ Terms and Conditions of This Agreement

These policies shall apply to:

1. Users of electronic information resources that are utilized with equipment located in Sheridan County School District #2.
2. Users who obtain their access privileges through association with Sheridan County School District #2.

™ Personal Responsibility

Students will accept personal responsibility for reporting misuse of the network to the System Administrator. Misuse can come in many forms, but it is commonly viewed as sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior, racism, sexism, inappropriate language, and constitutes a violation of the guidelines set forth below.

™ Acceptable Use Guidelines

- The use of electronic information resources must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2.
- Students will use electronic information resources for educational purposes only.
- Students agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, violent, racially offensive, or illegal material.
- Students will abide by all copyright regulations.
- Students will not reveal home addresses or personal phone numbers of others or themselves.
- Students understand that electronic mail is not private.
- Students will not use the network in any way that would disrupt the use of the network by others.
- Students understand that many services and products are available for a fee and acknowledge that they are responsible for any expenses incurred.
- Students will not use the network for commercial purposes.
- Students will not attempt to harm, modify, or destroy hardware or software, interfere, or hack/crack the system security.

™ Privileges

The use of the electronic information resources is a privilege, not a right, and may be revoked at any time.

™ Services

- Sheridan County School District #2 reserves the right to log the use of all systems and monitor fileserver space utilization. Should it become necessary, files may be deleted.
- The System Administrator may close an account at any time.
- Sheridan County School District #2 is not responsible for any service interruptions, changes, or consequences arising there from, even if these arise from circumstances under the control of the District.
- Sheridan County School District #2 makes no warranties of any kind whether expressed or implied. Service is provided as an "as is, as available" basis.
- Sheridan County School #2 reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

™ Consequences

- Infractions of the provisions set forth in the Electronic Information Resource Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action.
- Activities in violation of state and federal statutes will be subject to prosecution by those authorities. The District, as appropriate, may take disciplinary action.
- The administration, faculty, and staff of Sheridan County School District #2 may request the System Administrator to deny specific user accounts.

NONDISCRIMINATION STATEMENT (Board Policy: AC)

“Sheridan County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law. It is the policy of the District to maintain a nondiscriminatory environment free from discrimination, intimidation, harassment, or bias. All employees, students, applicants, or other persons dealing with the District who believe that they have been unlawfully discriminated against by the District will utilize the process set forth in Policy JII and JII-E.”

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student’s parent;
 - b. Mental or psychological problems of the student or student’s family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or dental screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has developed and adopted policy JRAC, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The School District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or part by the US Department of Education;
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-5901

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS (JRA-E2)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights 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 is 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 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, photograph, 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.

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Meadowlark Elementary School

Parent/Student

Handbook

2016-2017



1410 DeSmet Avenue

Sheridan, WY 82801

672-3786

Principal: Casey O'Connor



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MEADOWLARK
Bobcats

CELEBRATING LEARNING – RESPECTING DIVERSITY – BUILDING COMMUNITY

Casey O'Connor, Principal
307-672-3786 ext. 6601

Gena Hirschman, Secretary
307-672-3786 ext. 6600

August 2016

Dear Meadowlark Families,

Welcome to Meadowlark Elementary School, home of the Bobcats! I hope everyone had a wonderful and relaxing summer. The start of another school year with all our students, staff and parents that make up our Meadowlark Community, is extremely exciting.

The purpose of this Parent/Student Handbook is to acquaint you with some of the beliefs, procedures and policies of Meadowlark Elementary. Please keep this copy for reference during the school year. This information can also be viewed in its entirety by accessing our school website at www.scsd2.com and selecting Handbooks and Policies under the Parents Tab.

To promote student learning and a positive learning environment, close cooperation and communication between the home and school is essential. Parents, teachers and students working together and sharing common objectives, ensure the best in education. You are encouraged to maintain regular contact with the school. Shared information and ideas promotes understanding and enhances the total educational program at Meadowlark.

Please do not hesitate to contact me if you have any questions or concerns regarding Meadowlark School or your child's experience here. Welcome to our family!

Sincerely yours,

Casey O'Connor

Meadowlark Principal

TECHNOLOGY – STUDENT EXPECTATIONS

Sheridan County School District #2 strives to provide a learning environment that is rich in technology. Our purpose is to enable and empower student learning, engagement, and development of 21st Century Skills. Technology is a learning tool at Sheridan County School District #2, not a toy, or means of entertainment. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

Be Safe

- Stick to teacher-approved apps and web sites
- When in doubt about the safety of a site, ask an adult
- Keep all usernames, passwords, and addresses private at all times
- Report suspicious emails and other contacts to an adult

Be Respectful

- Treat yourself and others with kindness and dignity at all times, especially online
- Communicate online in positive and constructive ways
- Report disrespectful behavior to an adult



Be Responsible

- Take care of all devices
- Carry devices with two hands and with screen closed at all times
- Do not change settings on school devices
- Walk cautiously while carrying devices
- Return devices to designated docking areas and dock in designated spaces
- Carefully plug in devices to ensure proper charging
- Report any issues, damage, or misuse immediately to an adult

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges.

| Behavior | Example |
|-----------------------|--|
| Off Task Usage | Gaming, messaging, or web surfing during class time |
| Inappropriate Content | Accessing information related to inappropriate topics such as violence, drugs, or sexual content |
| Cyber Bullying | Using technology for gossip, rumors, drama, threats, harassment, and/or bullying |
| Academic Dishonesty | Using technology to cheat and/or engage in plagiarism |
| Vandalism | Destroying or otherwise purposefully damaging school property |

In addition to these behaviors, students are responsible for the physical care of any device assigned to them. Devices damaged through carelessness or through the purposeful actions of a student are the responsibility of the student and parent/guardian.

VISITATIONS

Parents, grandparents, and legal guardians are all encouraged to visit our school. Please use the front door of the school only, and sign in at the office before going to a classroom. When you sign in, you will be given a visitor's sticker, which we ask that you wear. When you drop your child or children off in the morning or pick them up at the end of the day, you do not need to sign in. However, we ask that you remain in the lobby area at the front office.

With regard to classroom visits, we welcome and encourage your participation in our school. However, please remember that no one works well with someone watching his or her every move, so your consideration with regard to the frequency and length of your visits will be appreciated. **In addition, your confidentiality is necessary specific to students and staff.** Visits deemed disruptive by the principal will not be allowed. No children will be allowed to make visitations without a parent present. Because our school is focused on quality instruction every day, we try to avoid any disruptions to the normal school day routine. Therefore, children who are not students of SCSD #2 will not be allowed to attend classes with friends, cousins, etc. during the regular school day.

PRINCIPAL ACCESS

As your principal, I want to help your child be successful at school. Please call me, Casey O'Connor, at 307-672-3786, ext. 6601 or email me at casey.oconnor@scsd2.com if you have a question or a concern. Feel free to come to school to see me, if necessary. I will be happy to adjust my schedule to visit with you, and I'll do my best to help you.

District Mission Statement

Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.

Sheridan County School District #2 School Board Goals

Resource Utilization Goal: SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district. The Board of Trustees is committed to helping all students reach their potential both academically and in other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

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

Board of Trustees

Ann Perkins, Chairman

Tony Wendtland, Vice-Chairman

Craig Achord, Treasurer

Marva Craft, Clerk

Richard Bridger

Hollis Hackman

Wayne Schatz

Molly Steel

Susan Wilson

Superintendent

Craig Dougherty

CALENDAR FOR SCHOOL YEAR **2016-2017**

| | |
|-----------------------|--|
| August 30 | School Begins (Full Day) |
| September 5 | Labor Day (No School) |
| October 10 | Teacher In-Service (No School) |
| November 3 | Early Dismissal for Parent/Teacher Conf. |
| November 4 | Parent/Teacher Conferences (No School) |
| November 22 | End of 1 st Trimester |
| November 23-25 | Thanksgiving Break (No School) |
| December 21-January 3 | Christmas Break (No School) |
| January 20 | Teacher In-Service (No School) |
| February 17 | End of 2 nd Trimester |
| February 23 | Early Dismissal for Parent/Teacher Conf. |
| February 24 | Parent/Teacher Conferences (No School) |
| March 27-March 31 | Spring Break |
| April 14 | Good Friday (Early Dismissal) |
| May 27 | Fort Mackenzie Graduation |
| May 28 | SHS Graduation |
| May 29 | Memorial Day (No School) |
| June 2 | Last Day of Classes – End of 3 rd Trimester |
| June 5 | Teacher In-Service (No School) |
| June 6 & 7 | Snow Days |
| August 30 | School Begins (Full Day) |

SCHOOL IMPROVEMENT GOAL

All schools will have a school improvement goal based upon student achievement. Professional Learning Communities (PLC) will be utilized to identify individual strengths and weakness; then an instructional plan will be developed for each student.

SPECIAL PROGRAMS:

SEMINAR: Students are provided educational alternatives throughout grades 3-5 that teach, challenge, and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply, and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. **This program is designed for high-ability** students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Standardized measures are used to identify students whose intellectual capacity and academic achievement require services. The top 3-5% of the population is selected for this program.

INDEPENDENT STUDY: Independent Study provides enrichment activities and additional challenge to high-ability and/or highly-motivated students. Students complete an interest-based or teacher-selected enrichment activity. Classroom teachers recommend students for this program.

TITLE I: Title I provides remedial support for students in both reading and math. The District uses teacher as well as computer-assisted instruction for students who qualify in reading. Title I also teaches reading strategies using the comprehension program developed by Fountas and Pinnell. For math, the District uses Strength in Number. These programs encourage students to succeed using a variety of criteria. The District continues to use results from Proficiency Assessment for Wyoming Students (PAWS) and Measures of Academic Progress (MAP).

READING RECOVERY: Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have difficulty learning to read and write. The Observation Survey of Early Literacy Achievement, a good predictor of success in learning to read and write, is given to all first grade students in Sheridan County School District #2. Reading Recovery serves the lowest-achieving first graders – the students who are not catching on to the complex set of concepts that make reading and writing possible.

STRENGTH IN NUMBER: The Strength in Number Program has been developed as a systemic response to the problem of chronic failure in school mathematics. The overarching objective for Strength in Number is to provide a robust intervention for elementary students to help in learning number skills. Strength in Number students undergo a teaching cycle of approximately 15 weeks. The Strength in Number Program exists to provide early, short-term intervention (40-60 lessons) for low-achieving first grade students. Strength in Number assessment consists of two interview-based assessment schedules. These assessment profiles are used to select students into the program.

SPECIAL EDUCATION: Special Education classes provide students with the information, instruction, and support they need in the basic skills curriculum (reading, writing, and mathematics). Skill development is the priority, with a variety of teaching and assessment practices being

employed. The special education program in Sheridan County School District #2 is a supplementary program to the District's regular education program that is specially designed instruction, at no cost to the parents, intended to meet the unique needs of a student with an identified disability. A comprehensive assessment and evaluation procedure that conforms to specific assessment and procedural requirements set out in Individuals with Disabilities Education Act must be conducted before the initial placement of any student who needs or is believed to need special education and related services.

BEHAVIOR CENTER: The District is using an alternative program developed by Volunteers of America for out-of-school suspensions at the Behavior Center (BC). This program will provide a safe, supervised environment for students to carry out their suspensions. It will operate in the old Highland Park School located at 1301 Avon Street. Students need to take a sack lunch and study materials. Transportation will be provided by the school district and will leave the school at 8:15 a.m. Missing this ride requires students to go home until they fulfill their obligation at the Behavior Center. Administrators reserve the right to assign out-of-school suspension on a case-by-case basis.

HIGHLY QUALIFIED STAFF

All elementary staff members at Sheridan County School District #2 are highly qualified within the area they teach. If you have any questions in regards to any staff member's qualifications, please contact the principal.

REPORTING PERIODS AND CONFERENCES

Grading and reporting to parents have two main purposes:

1. Students should have the best information available in understandable form about their progress.
2. Parents should have sufficient and understandable information about their child's progress in school.

Report cards for grades K-5 are issued at the end of each **trimester**.

Parent-Teacher Conferences are held at the end of the 1st nine week reporting period, as well as in the middle of the 3rd nine week reporting period. Conferences are an opportunity for teachers and parents to discuss individual pupil progress.

In addition to the regular reporting periods, other conferences may be scheduled throughout the school year according to each individual student's needs.

SCHOOL HOURS

| | |
|------------|---|
| 7:30 A.M. | Building Opened |
| 7:35 A.M. | Breakfast Served |
| 8:00 A.M. | Children enter building from playground |
| 8:05 A.M. | Announcements, school day officially begins |
| 9:45 A.M. | Grades K-5, Morning Recess (15 minutes) |
| 11:30 A.M. | Lunch periods begin |

| Grade | Recess | Lunch |
|--------------|----------------|----------------|
| Kindergarten | 11:15-11:30 AM | 11:30-11:55 AM |
| First Grade | 11:25-11:40 AM | 11:40-12:05 PM |
| Second Grade | 11:30-11:45 AM | 11:45-12:10 PM |
| Third Grade | 11:40-11:55 AM | 11:55-12:20 PM |
| Fourth Grade | 11:50-12:05 PM | 12:05-12:30 PM |
| Fifth Grade | 11:55-12:10 PM | 12:10-12:35 PM |

| | | |
|-----------|------------|-------------------------------|
| 1:30 P.M. | Grades 1-5 | Afternoon recess (15 minutes) |
| 1:45 P.M. | | Kindergarten dismissal |
| 2:55 P.M. | | Grades 1-5 dismissed |

Teachers are available for conferences before, during, and after school; however, appointments are encouraged.

FOOD SERVICE

Breakfast Prices for the current school year are:

| | |
|---|--------|
| Regular | \$1.00 |
| Reduced | \$0.30 |
| Adult meals are not served for breakfast. | |

Lunch prices for the current school year are:

| | |
|------------|--------|
| Elementary | \$2.50 |
| Reduced | \$0.40 |
| Adult | \$4.50 |
| Extra Milk | \$0.35 |

Schools in District #2 provide “Offer vs. Serve” lunches. Students are not required to take all items being served on their lunch tray. They must take at least one half cup of fruits or vegetables and two other items.

Please make sure that all lunches are paid for in advance. Information regarding the free and reduced price lunch program is sent home to all families at the beginning of the school year. Parents are encouraged to come to school and eat lunch with their children. Please notify the school in advance if you will be coming to have lunch.

RECESS POLICY

As a general rule, if a child is well enough to come to school he/she is well enough to go outside for recess and during the noon hour; however, if you desire for your child to stay inside due to a recent illness, please send a note explaining this exception. Children will not be sent outside in extreme weather conditions, but parents are encouraged to send appropriate cold weather gear with their child. As a general rule, if the temperature and wind chill are above zero degrees students will have outdoor recess.

STUDENT DRESS/APPEARANCE

Students are expected to dress appropriately and in good taste. Clothing that is immodest, extreme, unattractive, or calls undue attention to itself or the wearer, such that the educational process is unduly threatened, undermined, or disrupted, is not appropriate. Shoes with any types of wheels (such as “Heelies,” “Spinners,” etc.) are not allowed at school.

Clothing, decorations, or jewelry that advertise, promote, depict, or which purport to advertise, promote, or depict, any controlled substance as defined by Wyoming law--alcoholic beverages, or tobacco products, or their use--are not appropriate. Clothing, decorations, or jewelry that contain or depict pornographic or obscene images or language as defined by community standards are not appropriate. Such clothing, decorations, or jewelry are deemed disruptive to the educational process, incompatible with the mission of the School District, and are not acceptable.

CELL PHONES, CELL WATCHES & OTHER COMMUNICATION DEVICES

Cell phone usage is not allowed during school hours. Cell phones should remain off and in the student’s backpack during the school day. The school district strongly discourages students from bringing portable electronics such as iPads, iPods, MP3 Players, cameras, and gaming systems to school due to the risk of theft. The school district is not responsible for lost or stolen items.

PARTY INVITATIONS

Please do not send party invitations for distribution in class unless all children are invited. Students’ feelings are hurt when they are not invited.

HOLIDAYS AND CHRISTMAS GIFT EXCHANGE

Holidays celebrated with parties at school are Halloween, Christmas, and Valentine’s Day. Classroom teachers may have parents assist with holiday parties and refreshments.

It has been our policy not to allow gift exchanges between pupils. Likewise, gifts from children to teachers are not encouraged.

PARENT-TEACHER ORGANIZATION (PTO)

Our school is privileged to have many parents who volunteer time in classrooms and on school-wide projects. The P.T.O. serves as the steering mechanism to coordinate many activities and is always seeking new and additional parent input. Please call one of the officers and add your name to our volunteer pool.

Volunteer efforts may take you in many different and exciting directions. Book fairs are held at least twice yearly for our families. Fundraising is conducted to generate monies, which are used to develop P.T.O. projects and support classroom efforts. You may wish to work with the classroom volunteers who develop projects with teachers to use within their classrooms.

PARENT COMMUNICATION

We publish a monthly newsletter that your child will bring home. If you need an additional copy, please contact the school and we will see that you get one. In addition, please check the school website for up-to-date information.

The PTO (Parent Teacher Organization) will send out periodic notices of parent nights, social events, etc. If you are interested in volunteering or knowing more about Meadowlark's PTO, please contact our board members at meadowlarkptowy@gmail.com.

PARENT LIAISON

Each elementary school has a parent liaison assigned to their respective school. The Parent Liaison (PL) position supports students, families, and school staff and promotes the academic and social health of students. The PL is responsible to assist in developing enhanced parent and school communications, increasing opportunities for parents to participate as partners with schools in the academic and social growth of their children, and assisting parents in connecting them with community resources.

MEDICATION

Sheridan County School District #2 schools require a parent signature before administering medication to a student. All medication sent to school must be in the original, pharmacy-labeled bottle, containing the medication and instructions for dispensing (this includes inhalers and over-the-counter medications). All medications must be left at the Health Room during school hours and not carried by students.

SCREENINGS

Your child may be screened by the school nurse in the following areas: hearing, vision, weight, height, blood pressure, and dental. If you desire your child NOT to be screened, you must provide the principal with written notification. The school nurse will notify you should any of these screening results indicate a concern.

IMMUNIZATIONS

Under the Laws of the State of Wyoming (W.S. 21-4-309), each child is required to be properly immunized against vaccine preventable diseases as designated by the State Health Officer. A child may be conditionally enrolled for thirty (30) calendar days. Waivers may be obtained only from the State or County Health Officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine.

FIELD TRIPS

Educational field trips are a part of the total education of your child. Each teacher schedules a certain number of field trips and will be notifying you of these trips. The parent must grant permission before a child will be allowed to participate in these activities.

TRANSPORTATION

Bus transportation will be provided for all pupils who live one mile or more from the school. The bus schedule is printed in The Sheridan Press at the onset of the school year. The school office also has this information. Students should arrive at the bus stop about five (5) minutes before the bus is scheduled to be there, as it could arrive a few minutes early (or after) the scheduled time.

Bus riders will receive a written list of Rules and Regulations for safe riding. Please study the rules with your child and then return the signed bottom portion of the page to your child's teacher.

Pupils riding buses must have a signed permission slip from parents if they plan to get off the bus at a stop other than usual, if they are to ride a different bus or if they walk home, rather than ride the bus on any given day. The school office must approve all written requests.

Students may not use district buses for transportation to non-school activities.

PEDESTRIAN AND BICYCLE SAFETY

Bicyclists are asked to walk their bicycles across the street, on the playground, and on the sidewalks. Students are asked to use the bicycle parking area to secure their bikes.

Children should be reminded of safety rules when walking to and from school.

SCHOOL CLOSINGS

If any of the schools in District #2 are to be closed, dismissed, or their starting time delayed due to inclement weather or mechanical breakdown, that information will be broadcast on Channel 14, over the following radio stations: KWYO (1410), and KROE (930), on the District's website at www.scsd2.com, and through phone call, email, and text (if this was provided to the school in your demographic information). Parents are urged to develop plans with their children, so they will know what to do and where to go when school is dismissed early.

MAKE-UP WORK

In the event of illness, a phone call before school will enable your child's teacher to prepare the assignments and materials for pick-up after 3:00 p.m. If you know your child will be absent, please request assignments in advance of that date.

SICK DAY GUIDELINES

Keep your child home from school if they have one or more of the following:

- Fever of 100.4 degrees or higher (keep home until fever is less than this without pain/fever reducer for 12 hours)
- Has been vomiting (keep home for 12 hours after vomiting ends)
- Has had diarrhea (more than one watery stool, keep home for 12 hours after last loose stool)
- Rash (until cleared by a physician)
- Red painful eye with thick drainage (until cleared by a physician)
- Has symptoms that prevent him or her from participating in school:
 - Excessive tiredness
 - Productive coughing, sneezing
 - Headache, body aches, earache
 - Severe sore throat

A minor sore throat is usually not a problem but a severe sore throat could be strep throat. Other symptoms of strep throat in children are headache and stomach upset. Contact your doctor for these symptoms.

Does my child have the flu?

The flu is serious! Call your doctor at the first sign of flu symptoms. Keep your child home until symptoms have subsided. These symptoms usually come on suddenly and may include:

- High fever (over 100.4 degrees)
- Chills
- Headache, body aches, earache
- Nausea, vomiting
- Dry cough
- Sore throat

How do I make my child feel better? Ask your doctor, school nurse or pharmacist for advice on over the counter medications and other comfort measures. We have found the following very helpful:

- Help your child get plenty of rest, stay in bed and limit TV
- Encourage fluids (water, soup, juice, ice)
- Try a cool mist humidifier for congestion/coughing
- Saline nasal spray or rinse may also relieve nasal congestion

How can I keep my child healthy?

- Encourage *frequent* and *thorough* hand washing. Use soap and warm water. Rub hands together with soap for at least 20 seconds. Hands should be washed at least 5 times a day.
- Everyone should cover their coughs and sneezes with a tissue or their sleeve.
- Keep your child's environment tobacco free

- Minimize time spent with others who are ill
- Keep frequently touched household surfaces clean (phones, cell phones, countertops, door knobs, keyboards, remotes, toys). On a regular basis clean these items with an antibacterial wipe.
- Make sure your child gets a sufficient amount of sleep each night and remove the TV from the bedroom. Research shows that children with a TV in their room do not rest as well.

DISTRICT ATTENDANCE REGULATION (POLICY JH and JH-P)

It is an expectation that students will attend school on a consistent basis as regular attendance at school promotes the mental and emotional development of children. Even though students can obtain makeup work for days absent, the daily teacher-to-student interaction and focused teaching cannot be replaced. As a result, the Wyoming State Legislature has passed laws to promote school attendance. These regulations are designed to implement those laws and to promote regular attendance at school.

Excused Absences

An excused absence is an absence that the principal or school attendance officer, with the knowledge of the parent, considers compelling or unavoidable. Examples of excused absences include:

- Student illness;
- Serious illness or death in the family;
- Religious holidays;
- Court hearings where the student is required to attend;
- Natural disasters or weather that jeopardizes travel;
- Medical and/or dental treatment;
- Absences that have been arranged in advance through collaboration with the principal.

In all absences, it is the responsibility of the student's parent or legal guardian to contact the school within 48 hours of the student absence to explain the absence. If this is not possible, the student is required to provide a written explanation from the parent or guardian upon the student's return to school. Failure to communicate with the school, either during the absence or within two school days after the student returns, may result in the absence being recorded as unexcused.

Excessive Absences

Twelve (12) absences in a single school year are considered excessive; this excludes medical (with a doctor's note) and school sponsored/related absences. Absences exceeding twelve (12) will be considered unexcused unless a medical excuse (with a doctor's note **that the child has been seen by the physician**) is provided within 48 hours. (Policy JH)

Checking in After an Absence

A parent/guardian phone call and/or a written note must verify the absence.

Unexcused Absences/Truancy

An unexcused absence is an absence that the school considers non-compelling or avoidable. A student shall be considered truant when his/her absence is deemed unexcused by the principal. A truancy shall be considered an unexcused absence for any school day or part of any school day.

Examples of truancy include, but are not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled before or after school;
- Shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Absences for which no reason is provided.

If a student is absent and no note or call is received on the day of the absence, the school shall attempt to call the parent/guardian. If after two school days, the parent/guardian does not provide an acceptable reason for the absence; the absence(s) will be considered unexcused. The student could be expected to make-up the time and/or work missed for an unexcused absence. A third unexcused absence would result in a referral to the County Attorney's Office for habitual truancy or other action as deemed appropriate by the administration.

Tardiness

Getting to class on time is a life skill. Every five (5) unexcused tardies may result in disciplinary action. Alternative consequences will be arranged for students who are habitually tardy.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should request in writing a pre-arranged excused absence. To enable teachers a reasonable amount of time to prepare lessons, you must request a pre-arranged absence at least two (2) days ahead of the actual event.

POSITIVE BEHAVIOR INTERVENTION & SUPPORT (PBIS)

The word *discipline* comes from the Latin root which means *to teach*. PBIS is designed to teach and reinforce positive, safe behavior in the school setting. PBIS is intended to provide every student with opportunities for success by teaching school-wide expectations at the beginning of and throughout the school year. "Be Safe", "Be Respectful", and "Be Responsible" are expectations that create a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan County School District #2.

We are committed to assisting our students in the development of attitudes, skills, and systems necessary to ensure that each student leaves public education with academic and social competence appropriate to the individual, regardless of ability or disability.

Code of Respect

Respect must be a shared pursuit. This means that students will be shown respect by all staff, and students will show respect to all staff members. Respectful behavior is a matter of common sense, doing what you know is right, and treating others as you expect to be treated. Failure to show respect for teachers, administrators, staff, and fellow students is the root of behavior violations and will be treated very seriously.

Students' Rights and Responsibilities

Students are responsible for choosing appropriate behavior and making responsible decisions that will promote a safe environment that is conducive to learning for all students. *Students have the right to learn in a classroom free of distractions that interfere with their learning. No one will be allowed to take away that right from our students.* Therefore, it must be understood that:

1. *Courtesy and respect will be extended to all peers and teachers;*
2. *Students will act in a safe manner at all times;*
3. *Students will be open-minded towards education;*
4. *Language will be positive and name-calling is unacceptable; and,*
5. *Tolerance for individual differences, talents, and choices will be shown.*

Here are some of the expectations for our students:

PBIS EXPECTATIONS

| Area/ Activity | Be Safe | Be Respectful | Be Responsible |
|--------------------------------------|--|--|--|
| <u>Community</u> | <ul style="list-style-type: none"> Keep hands, feet, and objects to self Ask for help when needed Report unsafe actions to an adult | <ul style="list-style-type: none"> Follow directions immediately Use kind words and actions Respect property of self and others Remove hats when indoors | <ul style="list-style-type: none"> Follow school rules Take proper care of all personal belongings and school equipment Be honest Pick up trash and throw it away, even if it is not yours |
| <u>Hallways & Stairs</u> | <ul style="list-style-type: none"> Walk at all times Keep hands and feet to self Walk facing forward Walk on the right side | <ul style="list-style-type: none"> Use quiet voices Use kind words and actions Be aware and respectful of classes in session | <ul style="list-style-type: none"> Use hall passes Move to class on time Use trash cans and recycling containers if available Consume food or drink in designated areas with permission |
| <u>Restrooms</u> | <ul style="list-style-type: none"> Wash your hands Keep water in the sink | <ul style="list-style-type: none"> Use quiet voices Give privacy Respect property | <ul style="list-style-type: none"> Use teacher pass Flush toilets after use Return to class promptly Report any problems to an adult Keep restrooms clean |
| <u>Arrival/ Dismissal</u> | <ul style="list-style-type: none"> Once at school, stay at school Stay in designated areas until bell rings Pay attention to traffic and buses Keep hands and feet to self Carry skateboards/scooters on school property Walk bicycles and park them in designated areas | <ul style="list-style-type: none"> Follow community rules Follow directions of supervising teachers/staff Respect others' property Respect the personal space of others | <ul style="list-style-type: none"> Arrive on time and leave on time Report to designated areas promptly If entering school early obtain pass from front office Stay behind painted line at bus drop/pick up area |
| <u>Lunchtime</u> | <ul style="list-style-type: none"> Walk at all times Keep feet on floor Remain seated while eating Keep hands to self Choose a table and stay there for the duration of lunch | <ul style="list-style-type: none"> Enter and exit quietly and respectfully Wait in line patiently Use quiet voices Allow anyone to sit next to you Use "please" and "thank you" | <ul style="list-style-type: none"> Clean your table before leaving Return your trays and empty your trash as expected Stay seated until dismissed Recycle |
| <u>Playground</u> | <ul style="list-style-type: none"> Follow directions immediately Keep hands and feet to self Ask permission to enter school building Stay within designated grade-level boundaries | <ul style="list-style-type: none"> Use appropriate language Include everyone Play fair Follow the rules of the game | <ul style="list-style-type: none"> Return to class promptly & orderly Ask for help when needed Report any problems to an adult on duty Return equipment promptly and appropriately |

| | | | |
|--|--|---|--|
| <u>Assembly</u> | <ul style="list-style-type: none"> · Walk into assembly as a class · Sit together as a class with teacher | <ul style="list-style-type: none"> · Stay seated · Use audience manners · Applaud appropriately · Keep feet off the back of chairs · Keep hands and feet to self | <ul style="list-style-type: none"> · Remain quiet throughout assembly or presentation · Remain attentive to the performers |
| <u>Classroom</u> | <ul style="list-style-type: none"> · Hands/feet to self · Keep all legs of chair on floor · Use materials appropriately | <ul style="list-style-type: none"> · Use kind words · Follow directions immediately · Respect others' belongings · Keep a positive attitude · Take care of school property | <ul style="list-style-type: none"> · Be there, be ready, and be ready to learn every day · Complete assignments thoroughly and on time · Talk to your teacher immediately when you are having difficulty in the classroom for any reason |
| <u>Office</u> | <ul style="list-style-type: none"> · Walk quietly · Keep hands and feet to self | <ul style="list-style-type: none"> · Wait for your turn · Talk quietly and respectfully · Respect privacy | <ul style="list-style-type: none"> · Use passes · Go directly to the office · Return directly to classroom |
| <u>Library & Computer Lab</u> | <ul style="list-style-type: none"> · Keep hands and feet to self · Keep all legs of chair on floor · Only use designated computer sites in the lab | <ul style="list-style-type: none"> · Respect library/computer lab property · Follow instructions. Only be on those sites designated by your teacher · Use quiet voices | <ul style="list-style-type: none"> · Use passes · Use time wisely · Ask for help when needed · Return materials on time |
| <u>Bus</u> | <ul style="list-style-type: none"> · Wait at least 10 feet away when waiting for the bus · Stay seated in your seat, facing forward · Wait for driver to motion you on, walk only · Keep aisle clear | <ul style="list-style-type: none"> · Keep your hands and feet to yourself (inside the bus) · Choose to be nice to each other and other's property · Students are expected to follow all bus rules and accept feedback from the driver · Use an inside voice with appropriate language | <ul style="list-style-type: none"> · Remind other to follow the rules (school materials only) · Bus at bus stop 3-5 minutes before the schedule route time, know bus number · Note signed by parent/guardian or teacher is required if going to different stop · Enter and exit in order |

DISCIPLINE POLICY

Sheridan County School District #2 believes a major objective is to aid students in developing self-discipline and to take pride in one's self conduct both in and out of the classroom. Attainment of this goal means that we respect each other's rights to an education: demonstrated by our actions toward self, fellow students, school personnel and visitors in our building.

Programs are far more effective when positive behavior is accentuated. As a result, Boys Town Social Skills Program will be emphasized and implemented into every classroom due to the positive impact this has had on our students' overall behavior.

Nevertheless, when students make a poor choice there must also be consequences. These consequences will be dependent on classroom rules; however, repeated or extreme behaviors may warrant referrals to the office.

Consequences may include but are not limited to: behavior contracts, lunch detentions, time-outs, after-school detentions or school service (with parent permission), in-school suspension, out-of-school suspension, or expulsion.

DRUG ABUSE

Any student possessing or using any controlled substance, whether it is marijuana, alcohol, or any other controlled substance, on school property will be disciplined by mandatory administrative suspension for a minimum of three (3) days and counseled as deemed appropriate by the administration.

SEXUAL HARASSMENT

In order to help employees, students, parents, and patrons have a clear and concise understanding of the District's position on sexual harassment, without diminishing the intent and extent of the policy, the following position statement is expressed:

"Sexual harassment is not condoned in Sheridan County School District #2. Sexual harassment is any behavior or words of a sexual or gender demeaning nature that are not welcome, which pressure or intimidate you or make you feel uncomfortable at school or school activities, and affect your education (or work) in a bad way. If you feel you have been a victim of sexual harassment, report it immediately to your principal, immediate supervisor, school counselor, or social worker."

WEAPONS

It is the strict policy of Sheridan County School District #2 that no student, school personnel, visitor, or other person shall bring or possess a firearm, simulated firearm, destructive device, or weapon on District property or at any school functions.

Any student violating this policy may be suspended or expelled as provided by law.

Please refer to Board Policy JICI for further explanation of this policy.

BULLYING AND HARASSMENT

Sheridan County School District #2 does not tolerate bullying and harassment, sexual or otherwise. The school's overriding goal is for all students to look forward to coming here each day and for them to feel safe while they are at school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly and over time.
3. It occurs within an interpersonal relationship characterized by an imbalance of power. (For example, one person is physically larger or stronger, mentally quicker, or socially more powerful.)

Bullying and harassment have the purpose and effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive atmosphere.

Parents and students are urged to bring concerns with bullying or harassment to the principal. If a student(s), parent(s), teacher(s), or playground supervisor(s) report(s) an incident to the principal,

the principal immediately investigates it. If the complaint is substantiated, the principal does the following:

1. Discusses the charge with the offending student or students.
2. Explains what bullying and harassment are, what they look like, why they are unacceptable, and what the consequences of continued bullying or harassment are.
3. Calls the parents, or has the offending student call his or her parents, and explains what they did and what the consequences, if any, will be.
4. Oversees an apology from the offending student to the student who was bullied or harassed.

The incident and follow-through are documented using a Conduct Report and are entered into our Infinite Campus database as Threat/Harass (THE) for future reference.

It has been our experience that 95% of the time, there is no repeated incident and we get no further complaints. Upon occasion however, there will be repeated incidents. If this occurs, the same procedure is followed with the imposition of one or more of the following consequences depending on the severity of the complaint:

- The student is removed from the setting in which the offense occurred (usually the playground or lunchroom).
- A parent/student/principal/social worker conference is held.
- The student is placed in In-School Suspension (ISS) for ½-2 days.
- The student is required to participate in a series of targeted social skills lessons administered by the social worker.
- The student is suspended from school or sent to the Behavior Center (BC) for 1-5 days.
- The student is given a “no interaction” order with the consequence of immediate suspension for violation.

BOARD POLICY JICFA – HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, or bullying of students at school or negatively impacting the school environment is prohibited.

Harassment, intimidation, or bullying means any intentional gesture, any intentional electronic communication, or any intentional written, verbal or physical act that a reasonable person under the circumstances should know will have the effect of:

1. Harming a student physically or emotionally, damaging a student’s property, or placing a student in reasonable fear of personal harm or property damage;
2. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
3. Creating an intimidating, threatening, or abusive educational environment for a student or group of students through sufficiently severe, persistent, or pervasive behavior.

“Written” acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs, and other forms of electronic communications including photographs.

“At School” as used in this policy includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

Actions “negatively impacting the school environment” as used in this policy include any acts of harassment, intimidation, and/or bullying occurring off school grounds that compromise school safety, harm the learning environment, and/or harm the emotional or physical well-being of students at school.

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students.

Students who engage in bullying, harassment, or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

Any student who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline, up to and including suspension or expulsion.

Students who witness harassment, intimidation, or bullying of another student are encouraged to report that conduct to a teacher, principal, or other school staff member as soon as possible. The staff member who receives the complaint shall request that the student make a written report describing the conduct they witnessed, including but not limited to the date, time, and location of the incident, and the names of the students involved, to the extent possible. If the complaining student chooses not to file a written report, the staff member shall ask the student to verbally describe the incident, including the information described above. The staff member shall then forward that information, including the written report, if any, to the building principal or his/her designee, who shall immediately investigate the complaint, or designate another staff member to investigate the complaint. Student reports and information gathering by District personnel shall be kept confidential.

Students may anonymously report any harassment, intimidation, or bullying. Anyone making or receiving an anonymous report shall provide or collect as much information as possible, including but not limited to a description of the conduct, the date, time, and location of the incident and the names of the individuals involved. Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation, or bullying, the report shall be immediately given to the building principal or his/her designee, who shall initiate an investigation or designate another staff member to investigate the complaint.

When a student reports that he or she has been harassed, intimidated, or bullied in violation of this policy, the principal or his/her designee shall schedule meetings with the student, student’s parent(s), and other appropriate staff member(s) as determined by the principal or his/her designee, to discuss steps or strategies to protect that student from additional harassment, intimidation, or bullying and from retaliation.

Retaliation or reprisal against a student or other individual who makes a good faith report or complaint of harassment, intimidation, or bullying is prohibited and shall not be tolerated. Anyone

who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation, or bullying shall be subject to discipline, up to and including suspension or expulsion.

During the investigation, the principal or his/her designee shall interview witnesses, including, but not limited to the alleged victim and the student(s) alleged to have engaged in the harassment, intimidation, or bullying. The person conducting the investigation shall prepare a written report of the findings and conclusions of the investigation. If the person who conducts the investigation determines that a student or students engaged in harassment, bullying, or intimidation, the building principal or his/her designee shall take appropriate disciplinary action toward the student or students.

At the start of each school year, every teacher shall be required to review the district's harassment, intimidation, and bullying policies with the students in his/her class and discuss that policy with them. This policy shall be included in the student manual or handbook and shall also be available to the public on the school district's web site in a manner to be determined by the superintendent or his/her designee.

The school district shall provide information on this policy in its professional development programs and the policy shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

W.S. 21-4-314

CONSEQUENCE GUIDE

| Behaviors | Correctional Opportunity | Detention – Recess, Lunch, and/or other designated times | | Behavior Center 1 day | Behavior Center 3 days | Behavior Center 5 days | Behavior Center 10 days |
|---|--|--|--|-------------------------|-------------------------|-------------------------|-------------------------|
| Level 1 talking in class; off task behavior; minor disruptions; lack of preparation/ materials; name calling; throwing paper; sleeping; dishonesty; passing notes; backtalk; writing on school property; etc. | Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral. | | | | | | |
| Level 2 4 STEPs; cheating; repeated cell phone/electronics use; profanity; continued class disruption; throwing food; minor disrespect/defiance; etc. | 1 st Offense | 1 st Offense | | 2 nd Offense | 3 rd Offense | 4 th Offense | 5 th Offense |
| Level 3 bullying/threats/harassment; insubordination; gross disrespect/defiance; profanity directed at staff; computer misuse; major class disruption; etc. | 1 st Offense | | | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense |
| Level 4 fighting; theft; vandalism; false alarms; weapon possession/use (could lead to suspension/expulsion) | | | | | 1 st Offense | 2 nd Offense | 3 rd Offense |

All consequences may vary dependent on the severity of an offense. Administration reserves the right to determine the severity of any infraction.

| | |
|--------------------------------|--|
| Incomplete School Work | Students that have not completed their homework and/or have missing work may be relocated to the office or another area to complete this work. |
| Truancy/Ditching | May result in disciplinary action. |
| Tardies | Unexcused tardies may result in disciplinary action. |
| Cheating/Plagiarism | See related section in handbook. |
| ACE Program | The Behavior Center is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum, supervised study, and community service projects. |
| School Resource Officer | Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration. |

This document is a guideline only and does not include all possible cases of student misconduct. Administration reserves the right to evaluate, interpret, and make decisions regarding each situation and the student(s) involved.

STUDENT SUSPENSION OR EXPULSION (Board Policy: JKD/JKE)

The Board may suspend or expel a student from school during the school year for the following:

1. Continued willful disobedience or open defiance of the authority of school personnel.
2. Willful destruction or defacing of school property.
3. Any behavior that is clearly detrimental to the welfare, safety, or morals of other pupils including the use of foul, profane or abusive language or habitually disruptive behavior. "Habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.
4. Torturing, tormenting, or abusing a pupil in any way, maltreating a pupil or a teacher with physical violence.
5. Possession, use, transfer, carrying or selling a deadly weapon as defined under W. S. 6-1-104(a)(iv) within any school bus or within boundaries of real property used by the District primarily for the education of students. (For further information see complete Board Policy: JKD/JKE.)

DISTRICT REGULATION (IKE-P) ON REMEDIATION: STUDENT PROMOTION, RETENTION, AND EXTENDED-LEARNING OPPORTUNITIES

The Board of Trustees for Sheridan County School District #2 recognizes it is essential that each child experience both challenge and success from school activities. Grade placement should enhance these experiences. The concept of grade placement is based on the performance of the student and the expectation that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

Academic growth, like physical growth, does not take place at the same pace or time for all children. Certain students may achieve the standards in the regular time frame, while others may need additional time. Participation in remedial programs, retention, extended school day, and summer school are methods of meeting the educational needs of such children.

Excerpt taken from Sheridan County School District #2 District Regulation IKE-P

Elementary (Grades K-5)

Students in Sheridan County School District #2 elementary schools may be retained for valid educational reasons. Procedures for determining whether an elementary student will be retained are as follows: 1) The classroom teacher advises the principal that the student in question is not making adequate progress in terms of grades or standards; 2) The principal advises the parent that the student is not making adequate progress in terms of grades or standards; 3) The parent(s), principal, classroom teacher and requested specialists meet to discuss academic concerns; 4) The principal discusses retention and remediation alternatives with the parent(s); 5) The parent(s) and principal jointly agree on remediation and/or retention. These procedures conform to applicable Wyoming and Federal Statutes.

Parents will begin receiving notice of potential promotion problems within two (2) weeks following the first semester grade report. Notice of retention will be sent during the month of June.

SHERIDAN COUNTY SCHOOL DISTRICT #2 ELECTRONIC INFORMATION RESOURCE AGREEMENT (INTERNET ACCESS)

Please read this document carefully. All students in Sheridan County School District #2 will be allowed Internet access unless parents specify in writing that they do not want their child to have such access. All students will be expected to abide by the conditions and guidelines of this Electronic Information Resource Agreement.

™ Terms and Conditions of This Agreement

These policies shall apply to:

1. Users of electronic information resources that are utilized with equipment located in Sheridan County School District #2.
2. Users who obtain their access privileges through association with Sheridan County School District #2.

™ Personal Responsibility

Students will accept personal responsibility for reporting misuse of the network to the System Administrator. Misuse can come in many forms, but it is commonly viewed as sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior, racism, sexism, inappropriate language, and constitutes a violation of the guidelines set forth below.

™ Acceptable Use Guidelines

- The use of electronic information resources must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2.
- Students will use electronic information resources for educational purposes only.
- Students agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, violent, racially offensive, or illegal material.
- Students will abide by all copyright regulations.
- Students will not reveal home addresses or personal phone numbers of others or themselves.
- Students understand that electronic mail is not private.
- Students will not use the network in any way that would disrupt the use of the network by others.
- Students understand that many services and products are available for a fee and acknowledge that they are responsible for any expenses incurred.
- Students will not use the network for commercial purposes.
- Students will not attempt to harm, modify, or destroy hardware or software, interfere, or hack/crack the system security.

™ Privileges

The use of the electronic information resources is a privilege, not a right, and may be revoked at any time.

™ Services

- Sheridan County School District #2 reserves the right to log the use of all systems and monitor fileserver space utilization. Should it become necessary, files may be deleted.
- The System Administrator may close an account at any time.
- Sheridan County School District #2 is not responsible for any service interruptions, changes, or consequences arising there from, even if these arise from circumstances under the control of the District.
- Sheridan County School District #2 makes no warranties of any kind whether expressed or implied. Service is provided as an "as is, as available" basis.
- Sheridan County School #2 reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

™ Consequences

- Infractions of the provisions set forth in the Electronic Information Resource Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action.
- Activities in violation of state and federal statutes will be subject to prosecution by those authorities. The District, as appropriate, may take disciplinary action.
- The administration, faculty, and staff of Sheridan County School District #2 may request the System Administrator to deny specific user accounts.

NONDISCRIMINATION STATEMENT (Board Policy: AC)

“Sheridan County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law. It is the policy of the District to maintain a nondiscriminatory environment free from discrimination, intimidation, harassment, or bias. All employees, students, applicants, or other persons dealing with the District who believe that they have been unlawfully discriminated against by the District will utilize the process set forth in Policy JII and JII-E.”

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student’s parent;
 - b. Mental or psychological problems of the student or student’s family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or dental screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has developed and adopted policy JRAC, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The School District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or part by the US Department of Education;
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-5901

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS (JRA-E2)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights 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 is 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 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, photograph, 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.

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Sagebrush Elementary School

Parent/Student Handbook

2016-2017



*1685 Hillpond Drive
Sheridan, WY 82801
672-9059*

Principal: Brett Dahl



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*Sagebrush Elementary
1685 Hillpond Drive
Sheridan, Wyoming 82801
(307) 672-9059*

"National Blue Ribbon School"

August, 2016



Dear Parents and Students,

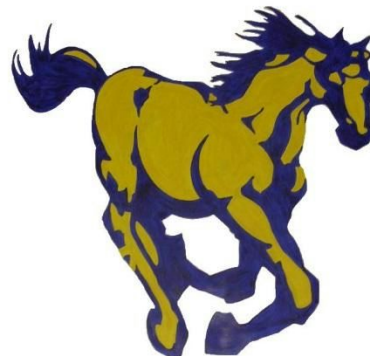
WELCOME to Sagebrush Elementary School, home of the Mustangs! The Sagebrush Staff is looking forward to teaching, learning, and growing together with you throughout the new school year.

Please read the contents of this handbook. It is meant to provide general information concerning school policies, procedures, rules, and regulations. Should you have any specific questions or comments, please give us a call at 672-9059. We would be happy to assist you.

We ask that parents visit school when possible and be supporters of the teaching/learning process. You are very important members of our educational family and we hope to see you often.

Best wishes for a successful year!

*Sincerely,
Sagebrush Administration and Staff*



TECHNOLOGY – STUDENT EXPECTATIONS

Sheridan County School District #2 strives to provide a learning environment that is rich in technology. Our purpose is to enable and empower student learning, engagement, and development of 21st Century Skills. Technology is a learning tool at Sheridan County School District #2, not a toy, or means of entertainment. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

Be Safe

- Stick to teacher-approved apps and web sites
- When in doubt about the safety of a site, ask an adult
- Keep all usernames, passwords, and addresses private at all times
- Report suspicious emails and other contacts to an adult

Be Respectful

- Treat yourself and others with kindness and dignity at all times, especially online
- Communicate online in positive and constructive ways
- Report disrespectful behavior to an adult



Be Responsible

- Take care of all devices
- Carry devices with two hands and with screen closed at all times
- Do not change settings on school devices
- Walk cautiously while carrying devices
- Return devices to designated docking areas and dock in designated spaces
- Carefully plug in devices to ensure proper charging
- Report any issues, damage, or misuse immediately to an adult

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges.

| Behavior | Example |
|-----------------------|--|
| Off Task Usage | Gaming, messaging, or web surfing during class time |
| Inappropriate Content | Accessing information related to inappropriate topics such as violence, drugs, or sexual content |
| Cyber Bullying | Using technology for gossip, rumors, drama, threats, harassment, and/or bullying |
| Academic Dishonesty | Using technology to cheat and/or engage in plagiarism |
| Vandalism | Destroying or otherwise purposefully damaging school property |

In addition to these behaviors, students are responsible for the physical care of any device assigned to them. Devices damaged through carelessness or through the purposeful actions of a student are the responsibility of the student and parent/guardian.

VISITATIONS

Parents, grandparents, and legal guardians are all encouraged to visit our school. Please use the front door of the school only, and sign in at the office before going to a classroom. When you sign in, you will be given a visitor's sticker, which we ask that you wear. When you drop your child or children off in the morning or pick them up at the end of the day, you do not need to sign in. However, we ask that you remain in the lobby area at the front office.

With regard to classroom visits, we welcome and encourage your participation in our school. However, please remember that no one works well with someone watching his or her every move, so your consideration with regard to the frequency and length of your visits will be appreciated. **In addition, your confidentiality is necessary specific to students and staff.** Visits deemed disruptive by the principal will not be allowed. No children will be allowed to make visitations without a parent present. Because our school is focused on quality instruction every day, we try to avoid any disruptions to the normal school day routine. Therefore, children who are not students of SCSD #2 will not be allowed to attend classes with friends, cousins, etc. during the regular school day.

PRINCIPAL ACCESS

As your principal, I want to help your child be successful at school. Please call me, Brett Dahl, at 672-9059, ext. 6202 or email me at brett.dahl@scsd2.com if you have a question or a concern. Feel free to come to school to see me, if necessary. I will be happy to adjust my schedule to visit with you, and I'll do my best to help you.

District Mission Statement

Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.

Sheridan County School District #2 School Board Goals

Resource Utilization Goal: SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district. The Board of Trustees is committed to helping all students reach their potential both academically and in other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

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

Board of Trustees

Ann Perkins, Chairman

Tony Wendtland, Vice-Chairman

Marva Craft, Clerk

Hollis Hackman

Molly Steel

Craig Achord, Treasurer

Richard Bridger

Wayne Schatz

Susan Wilson

Superintendent

Craig Dougherty

CALENDAR FOR SCHOOL YEAR **2016-2017**

| | |
|-----------------------|--|
| August 30 | School Begins (Full Day) |
| September 5 | Labor Day (No School) |
| October 10 | Teacher In-Service (No School) |
| November 3 | Early Dismissal for Parent/Teacher Conf. |
| November 4 | Parent/Teacher Conferences (No School) |
| November 22 | End of 1 st Trimester |
| November 23-25 | Thanksgiving Break (No School) |
| December 21-January 3 | Christmas Break (No School) |
| January 20 | Teacher In-Service (No School) |
| February 17 | End of 2 nd Trimester |
| February 23 | Early Dismissal for Parent/Teacher Conf. |
| February 24 | Parent/Teacher Conferences (No School) |
| March 27-March 31 | Spring Break |
| April 14 | Good Friday (Early Dismissal) |
| May 27 | Fort Mackenzie Graduation |
| May 28 | SHS Graduation |
| May 29 | Memorial Day (No School) |
| June 2 | Last Day of Classes – End of 3 rd Trimester |
| June 5 | Teacher In-Service (No School) |
| June 6 & 7 | Snow Days |
| August 30 | School Begins (Full Day) |

SCHOOL MISSION STATEMENT

We are 21st century learners who are respectful, responsible, safe, and kind.

SCHOOL IMPROVEMENT GOALS

1. All students will improve in reading comprehension.
2. All students will improve the organization of their writing across all curricula areas.
3. All students will improve in developing a wide range of skills and strategies for mathematic problem solving and be able to communicate the reasoning used in solving these problems.

Professional Learning Communities (PLC) will be utilized to identify individual strengths and weakness; then an instructional plan will be developed for each student.

SPECIAL PROGRAMS:

SEMINAR: Students are provided educational alternatives throughout grades 3-5 that teach, challenge, and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply, and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. **This program is designed for high-ability** students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Standardized measures are used to identify students whose intellectual capacity and academic achievement require services. The top 3-5% of the population is selected for this program.

INDEPENDENT STUDY: Independent Study provides enrichment activities and additional challenge to high-ability and/or highly-motivated students. Students complete an interest-based or teacher-selected enrichment activity. Classroom teachers recommend students for this program.

TITLE I: Title I provides remedial support for students in both reading and math. The District uses teacher as well as computer-assisted instruction for students who qualify in reading. Title I also teaches reading strategies using the comprehension program developed by Fountas and Pinnell. For math, the District uses Strength in Number. These programs encourage students to succeed using a variety of criteria. The District continues to use results from Proficiency Assessment for Wyoming Students (PAWS) and Measures of Academic Progress (MAP).

READING RECOVERY: Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have difficulty learning to read and write. The Observation Survey of Early Literacy Achievement, a good predictor of success in learning to read and write, is given to all first grade students in Sheridan County School District #2. Reading Recovery serves the lowest-achieving first graders – the students who are not catching on to the complex set of concepts that make reading and writing possible.

STRENGTH IN NUMBER: The Strength in Number Program has been developed as a systemic response to the problem of chronic failure in school mathematics. The overarching objective for Strength in Number is to provide a robust intervention for elementary students to help in learning number skills. Strength in Number students undergo a teaching cycle of approximately 15 weeks. The Strength in Number Program exists to provide early, short-term intervention (40-60 lessons) for low-achieving first grade students. Strength in Number assessment consists of two interview-based assessment schedules. These assessment profiles are used to select students into the program.

SPECIAL EDUCATION: Special Education classes provide students with the information, instruction, and support they need in the basic skills curriculum (reading, writing, and mathematics). Skill development is the priority, with a variety of teaching and assessment practices being employed. The special education program in Sheridan County School District #2 is a supplementary program to the District's regular education program that is specially designed instruction, at no cost to the parents, intended to meet the unique needs of a student with an identified disability. A comprehensive assessment and evaluation procedure that conforms to specific assessment and procedural requirements set out in Individuals with Disabilities Education Act must be conducted before the initial placement of any student who needs or is believed to need special education and related services.

BEHAVIOR CENTER: The District is using an alternative program developed by Volunteers of America for out-of-school suspensions at the Behavior Center (BC). This program will provide a safe, supervised environment for students to carry out their suspensions. It will operate in the old Highland Park School located at 1301 Avon Street. Students need to take a sack lunch and study materials. Transportation will be provided by the school district and will leave the school at 8:15 a.m. Missing this ride requires students to go home until they fulfill their obligation at the Behavior Center. Administrators reserve the right to assign out-of-school suspension on a case-by-case basis.

HIGHLY QUALIFIED STAFF

All elementary staff members at Sheridan County School District #2 are highly qualified within the area they teach. If you have any questions in regards to any staff member's qualifications, please contact the principal.

REPORTING PERIODS AND CONFERENCES

Grading and reporting to parents have two main purposes:

1. Students should have the best information available in understandable form about their progress.
2. Parents should have sufficient and understandable information about their child's progress in school.

Report cards for grades K-5 are issued at the end of each **trimester**.

Parent-Teacher Conferences are held at the end of the 1st nine week reporting period, as well as in the middle of the 3rd nine week reporting period. Conferences are an opportunity for teachers and parents to discuss individual pupil progress.

In addition to the regular reporting periods, other conferences may be scheduled throughout the school year according to each individual student's needs.

SCHOOL HOURS

| | |
|------------|------------------------------|
| 7:30 A.M. | Building Opened |
| 7:35 A.M. | Breakfast served |
| 7:50 A.M. | First Bell |
| 7:55 A.M. | Announcements |
| 8:00 A.M. | School day officially begins |
| 9:50 A.M. | Morning recess (15 minutes) |
| 11:10 A.M. | Lunch periods begin |

| Grade | Recess | Lunch |
|--------------|-------------|-------------|
| Kindergarten | 11:30-11:50 | 11:10-11:30 |
| First Grade | 11:40-12:00 | 11:20-11:40 |
| Second Grade | 11:15-11:35 | 11:35-11:55 |
| Third Grade | 11:25-11:45 | 11:45-12:05 |
| Fourth Grade | 11:35-11:55 | 11:55-12:15 |
| Fifth Grade | 11:40-12:00 | 12:00-12:20 |



| | |
|-----------|-------------------------------|
| 1:45 P.M. | Afternoon recess (15 minutes) |
| 1:45 P.M. | Kindergarten dismissal |
| 2:55 P.M. | Grades 1-5 dismissed |

Teachers are available for conferences before, during, and after school; however, appointments are encouraged.

FOOD SERVICE

Breakfast Prices for the current school year are:

| | |
|---|--------|
| Regular | \$1.00 |
| Reduced | \$0.30 |
| Adult meals are not served for breakfast. | |

Lunch prices for the current school year are:

| | |
|------------|--------|
| Elementary | \$2.50 |
| Reduced | \$0.40 |
| Adult | \$4.50 |
| Extra Milk | \$0.35 |

Schools in District #2 provide "Offer vs. Serve" lunches. Students are not required to take all items being served on their lunch tray. They must take at least one half cup of fruits or vegetables and two other items.

Please make sure that all lunches are paid for in advance. Information regarding the free and reduced price lunch program is sent home to all families at the beginning of the school year. Parents are encouraged to come to school and eat lunch with their children. Please notify the school in advance if you will be coming to have lunch.

RECESS POLICY

As a general rule, if a child is well enough to come to school he/she is well enough to go outside for recess and during the noon hour; however, if you desire for your child to stay inside due to a recent illness, please send a note explaining this exception. Children will not be sent outside in extreme weather conditions, but parents are encouraged to send appropriate cold weather gear with their child. As a general rule, if the temperature and wind chill are above zero degrees students will have outdoor recess.

STUDENT DRESS/APPEARANCE

Students are expected to dress appropriately and in good taste. Clothing that is immodest, extreme, unattractive, or calls undue attention to itself or the wearer, such that the educational process is unduly threatened, undermined, or disrupted, is not appropriate. Shoes with any types of wheels (such as "Heelies," "Spinners," etc.) are not allowed at school.

Clothing, decorations, or jewelry that advertise, promote, depict, or which purport to advertise, promote, or depict, any controlled substance as defined by Wyoming law--alcoholic beverages, or tobacco products, or their use--are not appropriate. Clothing, decorations, or jewelry that contain or depict pornographic or obscene images or language as defined by community standards are not appropriate. Such clothing, decorations, or jewelry are deemed disruptive to the educational process, incompatible with the mission of the School District, and are not acceptable.

CELL PHONES, CELL WATCHES & OTHER COMMUNICATION DEVICES

Cell phone usage is not allowed during school hours. Cell phones should remain off and in the student's backpack during the school day. The school district strongly discourages students from bringing portable electronics such as iPads, iPods, MP3 Players, cameras, and gaming systems to school due to the risk of theft. The school district is not responsible for lost or stolen items.

PARTY INVITATIONS

Please do not send party invitations for distribution in class unless all children are invited. Students' feelings are hurt when they are not invited.

HOLIDAYS AND CHRISTMAS GIFT EXCHANGE

Holidays celebrated with parties at school are Halloween, Christmas, and Valentine's Day. Classroom teachers may have parents assist with holiday parties and refreshments.

It has been our policy not to allow gift exchanges between pupils. Likewise, gifts from children to teachers are not encouraged.

PARENT-TEACHER ORGANIZATION (PTO)

Our school is privileged to have many parents who volunteer time in classrooms and on school-wide projects. The P.T.O. serves as the steering mechanism to coordinate many activities and is always seeking new and additional parent input. Please call one of the officers and add your name to our volunteer pool.

Volunteer efforts may take you in many different and exciting directions. Book fairs are held at least twice yearly for our families. Fundraising is conducted to generate monies, which are used to develop P.T.O. projects and support classroom efforts. You may wish to work with the classroom volunteers who develop projects with teachers to use within their classrooms.

PARENT COMMUNICATION

We publish a monthly newsletter that your child will bring home. If you don't get one before the first day of the month, call the school and we will see that you get one. **In addition, please check the school website for up-to-date information.**

The PTO (Parent Teacher Organization) will send out periodic notices of parent nights, social events, etc.

PARENT LIAISON

Each elementary school has a parent liaison assigned to their respective school. The Parent Liaison (PL) position supports students, families, and school staff and promotes the academic and social health of students. The PL is responsible to assist in developing enhanced parent and school communications, increasing opportunities for parents to participate as partners with schools in the academic and social growth of their children, and assisting parents in connecting them with community resources.

MEDICATION

Sheridan County School District #2 schools require a parent signature before administering medication to a student. All medication sent to school must be in the original, pharmacy-labeled bottle, containing the medication and instructions for dispensing (this includes inhalers and over-the-counter medications). All medications must be left at the Health Room during school hours and not carried by students.

SCREENINGS

Your child may be screened by the school nurse in the following areas: hearing, vision, weight, height, blood pressure, and dental. If you desire your child NOT to be screened, you must provide the principal with written notification. The school nurse will notify you should any of these screening results indicate a concern.

IMMUNIZATIONS

Under the Laws of the State of Wyoming (W.S. 21-4-309), each child is required to be properly immunized against vaccine preventable diseases as designated by the State Health Officer. A child may be conditionally enrolled for thirty (30) calendar days. Waivers may be obtained only from the State or County Health Officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine.

FIELD TRIPS

Educational field trips are a part of the total education of your child. Each teacher schedules a certain number of field trips and will be notifying you of these trips. The parent must grant permission before a child will be allowed to participate in these activities.

TRANSPORTATION

Bus transportation will be provided for all pupils who live one mile or more from the school. The bus schedule is printed in The Sheridan Press at the onset of the school year. The school office also has this information. Students should arrive at the bus stop about five (5) minutes before the bus is scheduled to be there, as it could arrive a few minutes early (or after) the scheduled time.

Bus riders will receive a written list of Rules and Regulations for safe riding. Please study the rules with your child and then return the signed bottom portion of the page to your child's teacher.

Pupils riding buses must have a signed permission slip from parents if they plan to get off the bus at a stop other than usual, if they are to ride a different bus or if they walk home, rather than ride the bus on any given day. The school office must approve all written requests.

Students may not use district buses for transportation to non-school activities.

PEDESTRIAN AND BICYCLE SAFETY

Bicyclists are asked to walk their bicycles across the street, on the playground, and on the sidewalks. Students are asked to use the bicycle parking area to secure their bikes.

Children should be reminded of safety rules when walking to and from school.

SCHOOL CLOSINGS

If any of the schools in District #2 are to be closed, dismissed, or their starting time delayed due to inclement weather or mechanical breakdown, that information will be broadcast on Channel 14, over the following radio stations: KWYO (1410), and KROE (930), on the District's website at www.scsd2.com, and through phone call, email, and text (if this was provided to the school in your demographic information). Parents are urged to develop plans with their children, so they will know what to do and where to go when school is dismissed early.

MAKE-UP WORK

In the event of illness, a phone call before school will enable your child's teacher to prepare the assignments and materials for pick-up after 3:00 p.m. If you know your child will be absent, please request assignments in advance of that date.

SICK DAY GUIDELINES

Keep your child home from school if they have one or more of the following:

- Fever of 100.4 degrees or higher (keep home until fever is less than this without pain/fever reducer for 12 hours)
- Has been vomiting (keep home for 12 hours after vomiting ends)
- Has had diarrhea (more than one watery stool, keep home for 12 hours after last loose stool)
- Rash (until cleared by a physician)
- Red painful eye with thick drainage (until cleared by a physician)
- Has symptoms that prevent him or her from participating in school:
 - Excessive tiredness
 - Productive coughing, sneezing
 - Headache, body aches, earache
 - Severe sore throat

A minor sore throat is usually not a problem but a severe sore throat could be strep throat. Other symptoms of strep throat in children are headache and stomach upset. Contact your doctor for these symptoms.

Does my child have the flu?

The flu is serious! Call your doctor at the first sign of flu symptoms. Keep your child home until symptoms have subsided. These symptoms usually come on suddenly and may include:

- High fever (over 100.4 degrees)
- Chills
- Headache, body aches, earache
- Nausea, vomiting
- Dry cough
- Sore throat

How do I make my child feel better? Ask your doctor, school nurse or pharmacist for advice on over the counter medications and other comfort measures. We have found the following very helpful:

- Help your child get plenty of rest, stay in bed and limit TV

- Encourage fluids (water, soup, juice, ice)
- Try a cool mist humidifier for congestion/coughing
- Saline nasal spray or rinse may also relieve nasal congestion

How can I keep my child healthy?

- Encourage *frequent* and *thorough* hand washing. Use soap and warm water. Rub hands together with soap for at least 20 seconds. Hands should be washed at least 5 times a day.
- Everyone should cover their coughs and sneezes with a tissue or their sleeve.
- Keep your child's environment tobacco free
- Minimize time spent with others who are ill
- Keep frequently touched household surfaces clean (phones, cell phones, countertops, door knobs, keyboards, remotes, toys). On a regular basis clean these items with an antibacterial wipe.
- Make sure your child gets a sufficient amount of sleep each night and remove the TV from the bedroom. Research shows that children with a TV in their room do not rest as well.

DISTRICT ATTENDANCE REGULATION (POLICY JH and JH-P)

It is an expectation that students will attend school on a consistent basis as regular attendance at school promotes the mental and emotional development of children. Even though students can obtain makeup work for days absent, the daily teacher-to-student interaction and focused teaching cannot be replaced. As a result, the Wyoming State Legislature has passed laws to promote school attendance. These regulations are designed to implement those laws and to promote regular attendance at school.

Excused Absences

An excused absence is an absence that the principal or school attendance officer, with the knowledge of the parent, considers compelling or unavoidable. Examples of excused absences include:

- Student illness;
- Serious illness or death in the family;
- Religious holidays;
- Court hearings where the student is required to attend;
- Natural disasters or weather that jeopardizes travel;
- Medical and/or dental treatment;
- Absences that have been arranged in advance through collaboration with the principal.

In all absences, it is the responsibility of the student's parent or legal guardian to contact the school within 48 hours of the student absence to explain the absence. If this is not possible, the student is required to provide a written explanation from the parent or guardian upon the student's return to school. Failure to communicate with the school, either during the absence or within two school days after the student returns, may result in the absence being recorded as unexcused.

Excessive Absences

Twelve (12) absences in a single school year are considered excessive; this excludes medical (with a doctor's note) and school sponsored/related absences. Absences exceeding twelve (12) will be

considered unexcused unless a medical excuse (with a doctor's note **that the child has been seen by the physician**) is provided within 48 hours. (Policy JH)

Checking in After an Absence

A parent/guardian phone call and/or a written note must verify the absence.

Unexcused Absences/Truancy

An unexcused absence is an absence that the school considers non-compelling or avoidable. A student shall be considered truant when his/her absence is deemed unexcused by the principal. A truancy shall be considered an unexcused absence for any school day or part of any school day.

Examples of truancy include, but are not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled before or after school;
- Shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Absences for which no reason is provided.

If a student is absent and no note or call is received on the day of the absence, the school shall attempt to call the parent/guardian. If after two school days, the parent/guardian does not provide an acceptable reason for the absence; the absence(s) will be considered unexcused. The student could be expected to make-up the time and/or work missed for an unexcused absence. A third unexcused absence would result in a referral to the County Attorney's Office for habitual truancy or other action as deemed appropriate by the administration.

Tardiness

Getting to class on time is a life skill. Every five (5) unexcused tardies may result in disciplinary action. Alternative consequences will be arranged for students who are habitually tardy.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should request in writing a pre-arranged excused absence. To enable teachers a reasonable amount of time to prepare lessons, you must request a pre-arranged absence at least two (2) days ahead of the actual event.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

The word *discipline* comes from the Latin root which means *to teach*. PBIS is designed to teach and reinforce positive, safe behavior in the school setting. PBIS is intended to provide every student with opportunities for success by teaching school-wide expectations at the beginning of and throughout the school year. "Be Safe", "Be Respectful", and "Be Responsible" are expectations that create a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan County School District #2.

We are committed to assisting our students in the development of attitudes, skills, and systems necessary to ensure that each student leaves public education with academic and social competence appropriate to the individual, regardless of ability or disability.

Code of Respect

Respect must be a shared pursuit. This means that students will be shown respect by all staff, and students will show respect to all staff members. Respectful behavior is a matter of common sense, doing what you know is right, and treating others as you would expect to be treated. Failure to show respect for teachers, administrators, staff, and fellow students is the root of behavior violations and will be treated very seriously.

Students' Rights and Responsibilities

Students are responsible for choosing appropriate behavior and making responsible decisions that will promote a safe environment that is conducive to learning for all students. *Students have the right to learn in a classroom free of distractions that interfere with their learning. No one will be allowed to take away that right from our students.* Therefore, it must be understood that:

1. *Courtesy and respect will be extended to all peers and teachers;*
2. *Students will act in a safe manner at all times;*
3. *Students will be open-minded towards education;*
4. *Language will be positive and name-calling is unacceptable; and,*
5. *Tolerance for individual differences, talents, and choices will be shown.*

Here are some of the expectations for our students:

PBIS EXPECTATIONS

| Area/ Activity | Be Safe | Be Respectful | Be Responsible |
|-------------------------------|--|---|--|
| <u>Community</u> | <ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Ask for help when needed • Report unsafe actions to an adult | <ul style="list-style-type: none"> • Follow directions immediately • Use kind words and actions • Respect property of self and others • Remove hats when indoors | <ul style="list-style-type: none"> • Follow school rules • Take proper care of all personal belongings and school equipment • Be honest • Pick up trash and throw it away, even if it is not yours |
| <u>Hallways & Stairs</u> | <ul style="list-style-type: none"> • Walk at all times • Keep hands and feet to self • Walk facing forward • Walk on the right side | <ul style="list-style-type: none"> • Use quiet voices • Use kind words and actions • Be aware and respectful of classes in session | <ul style="list-style-type: none"> • Use hall passes • Move to class on time • Use trash cans and recycling containers if available • Consume food or drink in designated areas with permission |
| <u>Restrooms</u> | <ul style="list-style-type: none"> • Wash your hands • Keep water in the sink | <ul style="list-style-type: none"> • Use quiet voices • Give privacy • Respect property | <ul style="list-style-type: none"> • Use teacher pass • Flush toilets after use • Return to class promptly • Report any problems to an adult • Keep restrooms clean |
| <u>Arrival/ Dismissal</u> | <ul style="list-style-type: none"> • Once at school, stay at school • Stay in designated areas until bell rings • Pay attention to traffic and buses • Keep hands and feet to self | <ul style="list-style-type: none"> • Follow community rules • Follow directions of supervising teachers/staff • Respect others' property • Respect the personal space of others | <ul style="list-style-type: none"> • Arrive on time and leave on time • Report to designated areas promptly • If entering school early obtain pass from front office |

| | | | |
|-----------------------------------|--|---|--|
| | <ul style="list-style-type: none"> • Carry skateboards/scooters on school property • Walk bicycles and park them in designated areas | | <ul style="list-style-type: none"> • Stay behind painted line at bus drop/pick up area |
| <u>Lunchtime</u> | <ul style="list-style-type: none"> • Walk at all times • Keep feet on floor • Remain seated while eating • Keep hands to self • Choose a table and stay there for the duration of lunch | <ul style="list-style-type: none"> • Enter and exit quietly and respectfully • Wait in line patiently • Use quiet voices • Allow anyone to sit next to you • Use “please” and “thank you” | <ul style="list-style-type: none"> • Clean your table before leaving • Return your trays and empty your trash as expected • Stay seated until dismissed • Recycle |
| <u>Playground</u> | <ul style="list-style-type: none"> • Follow directions immediately • Keep hands and feet to self • Ask permission to enter school building • Stay within designated grade-level boundaries | <ul style="list-style-type: none"> • Use appropriate language • Include everyone • Play fair • Follow the rules of the game | <ul style="list-style-type: none"> • Return to class promptly & orderly • Ask for help when needed • Report any problems to an adult on duty • Return equipment promptly and appropriately |
| <u>Assembly</u> | <ul style="list-style-type: none"> • Walk into assembly as a class • Sit together as a class with teacher | <ul style="list-style-type: none"> • Stay seated • Use audience manners • Applaud appropriately • Keep feet off the back of chairs • Keep hands and feet to self | <ul style="list-style-type: none"> • Remain quiet throughout assembly or presentation • Remain attentive to the performers |
| <u>Classroom</u> | <ul style="list-style-type: none"> • Hands/feet to self • Keep all legs of chair on floor • Use materials appropriately | <ul style="list-style-type: none"> • Use kind words • Follow directions immediately • Respect others' belongings • Keep a positive attitude • Take care of school property | <ul style="list-style-type: none"> • Be there, be ready, and be ready to learn every day • Complete assignments thoroughly and on time • Talk to your teacher immediately when you are having difficulty in the classroom for any reason |
| <u>Office</u> | <ul style="list-style-type: none"> • Walk quietly • Keep hands and feet to self | <ul style="list-style-type: none"> • Wait for your turn • Talk quietly and respectfully • Respect privacy | <ul style="list-style-type: none"> • Use passes • Go directly to the office • Return directly to classroom |
| <u>Library & Computer Lab</u> | <ul style="list-style-type: none"> • Keep hands and feet to self • Keep all legs of chair on floor • Only use designated computer sites in the lab | <ul style="list-style-type: none"> • Respect library/computer lab property • Follow instructions. Only be on those sites designated by your teacher • Use quiet voices | <ul style="list-style-type: none"> • Use passes • Use time wisely • Ask for help when needed • Return materials on time |
| <u>Bus</u> | <ul style="list-style-type: none"> • Wait at least 10 feet away when waiting for the bus • Stay seated in your seat, facing forward • Wait for driver to motion you on, walk only • Keep aisle clear | <ul style="list-style-type: none"> • Keep your hands and feet to yourself (inside the bus) • Choose to be nice to each other and other's property • Students are expected to follow all bus rules and accept feedback from the driver • Use an inside voice with appropriate language | <ul style="list-style-type: none"> • Remind other to follow the rules (school materials only) • Bus at bus stop 3-5 minutes before the schedule route time, know bus number • Note signed by parent/guardian or teacher is required if going to different stop • Enter and exit in order |

DISCIPLINE POLICY

Sheridan County School District #2 believes a major objective is to aid students in developing self-discipline and to take pride in one's self conduct both in and out of the classroom. Attainment of this goal means that we respect each other's rights to an education: demonstrated by our actions toward self, fellow students, school personnel and visitors in our building.

Programs are far more effective when positive behavior is accentuated. As a result, Boys Town Social Skills Program will be emphasized and implemented into every classroom due to the positive impact this has had on our students' overall behavior.

Nevertheless, when students make a poor choice there must also be consequences. These consequences will be dependent on classroom rules; however, repeated or extreme behaviors may warrant referrals to the office.

Consequences may include but are not limited to: behavior contracts, lunch detentions, time-outs, after-school detentions or school service (with parent permission), in-school suspension, out-of-school suspension, or expulsion.

DRUG ABUSE

Any student possessing or using any controlled substance, whether it is marijuana, alcohol, or any other controlled substance, on school property will be disciplined by mandatory administrative suspension for a minimum of three (3) days and counseled as deemed appropriate by the administration.

SEXUAL HARASSMENT

In order to help employees, students, parents, and patrons have a clear and concise understanding of the District's position on sexual harassment, without diminishing the intent and extent of the policy, the following position statement is expressed:

"Sexual harassment is not condoned in Sheridan County School District #2. Sexual harassment is any behavior or words of a sexual or gender demeaning nature that are not welcome, which pressure or intimidate you or make you feel uncomfortable at school or school activities, and affect your education (or work) in a bad way. If you feel you have been a victim of sexual harassment, report it immediately to your principal, immediate supervisor, school counselor, or social worker."

WEAPONS

It is the strict policy of Sheridan County School District #2 that no student, school personnel, visitor, or other person shall bring or possess a firearm, simulated firearm, destructive device, or weapon on District property or at any school functions.

Any student violating this policy may be suspended or expelled as provided by law.

Please refer to Board Policy JICI for further explanation of this policy.

BULLYING AND HARASSMENT

Sheridan County School District #2 does not tolerate bullying and harassment, sexual or otherwise. The school's overriding goal is for all students to look forward to coming here each day and for them to feel safe while they are at school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.

2. It is carried out repeatedly and over time.
3. It occurs within an interpersonal relationship characterized by an imbalance of power. (For example, one person is physically larger or stronger, mentally quicker, or socially more powerful.)

Bullying and harassment have the purpose and effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive atmosphere.

Parents and students are urged to bring concerns with bullying or harassment to the principal. If a student(s), parent(s), teacher(s), or playground supervisor(s) report(s) an incident to the principal, the principal immediately investigates it. If the complaint is substantiated, the principal does the following:

1. Discusses the charge with the offending student or students.
2. Explains what bullying and harassment are, what they look like, why they are unacceptable, and what the consequences of continued bullying or harassment are.
3. Calls the parents, or has the offending student call his or her parents, and explains what they did and what the consequences, if any, will be.
4. Oversees an apology from the offending student to the student who was bullied or harassed.

The incident and follow-through are documented using a Conduct Report and are entered into our Infinite Campus database as Threat/Harass (THE) for future reference.

It has been our experience that 95% of the time, there is no repeated incident and we get no further complaints. Upon occasion however, there will be repeated incidents. If this occurs, the same procedure is followed with the imposition of one or more of the following consequences depending on the severity of the complaint:

- The student is removed from the setting in which the offense occurred (usually the playground or lunchroom).
- A parent/student/principal/social worker conference is held.
- The student is placed in In-School Suspension (ISS) for ½-2 days.
- The student is required to participate in a series of targeted social skills lessons administered by the social worker.
- The student is suspended from school or sent to the Behavior Center (BC) for 1-5 days.
- The student is given a "no interaction" order with the consequence of immediate suspension for violation.

BOARD POLICY JICFA – HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, or bullying of students at school or negatively impacting the school environment is prohibited.

Harassment, intimidation, or bullying means any intentional gesture, any intentional electronic communication, or any intentional written, verbal or physical act that a reasonable person under the circumstances should know will have the effect of:

1. Harming a student physically or emotionally, damaging a student's property, or placing a student in reasonable fear of personal harm or property damage;
2. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
3. Creating an intimidating, threatening, or abusive educational environment for a student or group of students through sufficiently severe, persistent, or pervasive behavior.

“Written” acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs, and other forms of electronic communications including photographs.

“At School” as used in this policy includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

Actions “negatively impacting the school environment” as used in this policy include any acts of harassment, intimidation, and/or bullying occurring off school grounds that compromise school safety, harm the learning environment, and/or harm the emotional or physical well-being of students at school.

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students.

Students who engage in bullying, harassment, or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

Any student who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline, up to and including suspension or expulsion.

Students who witness harassment, intimidation, or bullying of another student are encouraged to report that conduct to a teacher, principal, or other school staff member as soon as possible. The staff member who receives the complaint shall request that the student make a written report describing the conduct they witnessed, including but not limited to the date, time, and location of the incident, and the names of the students involved, to the extent possible. If the complaining student chooses not to file a written report, the staff member shall ask the student to verbally describe the incident, including the information described above. The staff member shall then forward that information, including the written report, if any, to the building principal or his/her designee, who shall immediately investigate the complaint, or designate another staff member to investigate the complaint. Student reports and information gathering by District personnel shall be kept confidential.

Students may anonymously report any harassment, intimidation, or bullying. Anyone making or receiving an anonymous report shall provide or collect as much information as possible, including but not limited to a description of the conduct, the date, time, and location of the incident and the names of the individuals involved. Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation, or bullying, the report shall be immediately given to the building principal or his/her designee, who shall initiate an investigation or designate another staff member to investigate the complaint.

When a student reports that he or she has been harassed, intimidated, or bullied in violation of this policy, the principal or his/her designee shall schedule meetings with the student, student's parent(s), and other appropriate staff member(s) as determined by the principal or his/her designee, to discuss steps or strategies to protect that student from additional harassment, intimidation, or bullying and from retaliation.

Retaliation or reprisal against a student or other individual who makes a good faith report or complaint of harassment, intimidation, or bullying is prohibited and shall not be tolerated. Anyone who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation, or bullying shall be subject to discipline, up to and including suspension or expulsion.

During the investigation, the principal or his/her designee shall interview witnesses, including, but not limited to the alleged victim and the student(s) alleged to have engaged in the harassment, intimidation, or bullying. The person conducting the investigation shall prepare a written report of the findings and conclusions of the investigation. If the person who conducts the investigation determines that a student or students engaged in harassment, bullying, or intimidation, the building principal or his/her designee shall take appropriate disciplinary action toward the student or students.

At the start of each school year, every teacher shall be required to review the district's harassment, intimidation, and **bullying policies** with the students in his/her class and discuss that policy with them. This policy shall be included in the student manual or handbook and shall also be available to the public on the school district's web site in a manner to be determined by the superintendent or his/her designee.

The school district shall provide information on this policy in its professional development programs and the policy shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

W.S. 21-4-314

CONSEQUENCE GUIDE

| Behaviors | Correctional Opportunity | Detention – Recess, Lunch, and/or other designated times | | Behavior Center 1 day | Behavior Center 3 days | Behavior Center 5 days | Behavior Center 10 days |
|---|--|--|--|-------------------------|-------------------------|-------------------------|-------------------------|
| Level 1 talking in class; off task behavior; minor disruptions; lack of preparation/ materials; name calling; throwing paper; sleeping; dishonesty; passing notes; backtalk; writing on school property; etc. | Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral. | | | | | | |
| Level 2 4 STEPs; cheating; repeated cell phone/electronics use; profanity; continued class disruption; throwing food; minor disrespect/defiance; etc. | 1 st Offense | 1 st Offense | | 2 nd Offense | 3 rd Offense | 4 th Offense | 5 th Offense |
| Level 3 bullying/threats/harassment; insubordination; gross disrespect/defiance; profanity directed at staff; computer misuse; major class disruption; etc. | 1 st Offense | | | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense |
| Level 4 fighting; theft; vandalism; false alarms; weapon possession/use (could lead to suspension/expulsion) | | | | | 1 st Offense | 2 nd Offense | 3 rd Offense |

All consequences may vary dependent on the severity of an offense. Administration reserves the right to determine the severity of any infraction.

| | |
|--------------------------------|--|
| Incomplete School Work | Students that have not completed their homework and/or have missing work may be relocated to the office or another area to complete this work. |
| Truancy/Ditching | May result in disciplinary action. |
| Tardies | Unexcused tardies may result in disciplinary action. |
| Cheating/Plagiarism | See related section in handbook. |
| ACE Program | The Behavior Center is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum, supervised study, and community service projects. |
| School Resource Officer | Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration. |

This document is a guideline only and does not include all possible cases of student misconduct. Administration reserves the right to evaluate, interpret, and make decisions regarding each situation and the student(s) involved.

STUDENT SUSPENSION OR EXPULSION (Board Policy: JKD/JKE)

The Board may suspend or expel a student from school during the school year for the following:

1. Continued willful disobedience or open defiance of the authority of school personnel.
2. Willful destruction or defacing of school property.
3. Any behavior that is clearly detrimental to the welfare, safety, or morals of other pupils including the use of foul, profane or abusive language or habitually disruptive behavior. "Habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.
4. Torturing, tormenting, or abusing a pupil in any way, maltreating a pupil or a teacher with physical violence.
5. Possession, use, transfer, carrying or selling a deadly weapon as defined under W. S. 6-1-104(a)(iv) within any school bus or within boundaries of real property used by the District primarily for the education of students. (For further information see complete Board Policy: JKD/JKE.)

DISTRICT REGULATION (IKE-P) ON REMEDIATION: STUDENT PROMOTION, RETENTION, AND EXTENDED-LEARNING OPPORTUNITIES

The Board of Trustees for Sheridan County School District #2 recognizes it is essential that each child experience both challenge and success from school activities. Grade placement should enhance these experiences. The concept of grade placement is based on the performance of the student and the expectation that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

Academic growth, like physical growth, does not take place at the same pace or time for all children. Certain students may achieve the standards in the regular time frame, while others may need additional time. Participation in remedial programs, retention, extended school day, and summer school are methods of meeting the educational needs of such children.

Excerpt taken from Sheridan County School District #2 District Regulation IKE-P

Elementary (Grades K-5)

Students in Sheridan County School District #2 elementary schools may be retained for valid educational reasons. Procedures for determining whether an elementary student will be retained are as follows: 1) The classroom teacher advises the principal that the student in question is not making adequate progress in terms of grades or standards; 2) The principal advises the parent that the student is not making adequate progress in terms of grades or standards; 3) The parent(s), principal, classroom teacher and requested specialists meet to discuss academic concerns; 4) The principal discusses retention and remediation alternatives with the parent(s); 5) The parent(s) and principal jointly agree on remediation and/or retention. These procedures conform to applicable Wyoming and Federal Statutes.

Parents will begin receiving notice of potential promotion problems within two (2) weeks following the first semester grade report. Notice of retention will be sent during the month of June.

SHERIDAN COUNTY SCHOOL DISTRICT #2 ELECTRONIC INFORMATION RESOURCE AGREEMENT (INTERNET ACCESS)

Please read this document carefully. All students in Sheridan County School District #2 will be allowed Internet access unless parents specify in writing that they do not want their child to have such access. All students will be expected to abide by the conditions and guidelines of this Electronic Information Resource Agreement.

™ Terms and Conditions of This Agreement

These policies shall apply to:

1. Users of electronic information resources that are utilized with equipment located in Sheridan County School District #2.
2. Users who obtain their access privileges through association with Sheridan County School District #2.

™ Personal Responsibility

Students will accept personal responsibility for reporting misuse of the network to the System Administrator. Misuse can come in many forms, but it is commonly viewed as sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior, racism, sexism, inappropriate language, and constitutes a violation of the guidelines set forth below.

™ Acceptable Use Guidelines

- The use of electronic information resources must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2.
- Students will use electronic information resources for educational purposes only.
- Students agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, violent, racially offensive, or illegal material.
- Students will abide by all copyright regulations.
- Students will not reveal home addresses or personal phone numbers of others or themselves.
- Students understand that electronic mail is not private.
- Students will not use the network in any way that would disrupt the use of the network by others.
- Students understand that many services and products are available for a fee and acknowledge that they are responsible for any expenses incurred.
- Students will not use the network for commercial purposes.
- Students will not attempt to harm, modify, or destroy hardware or software, interfere, or hack/crack the system security.

™ Privileges

The use of the electronic information resources is a privilege, not a right, and may be revoked at any time.

™ Services

- Sheridan County School District #2 reserves the right to log the use of all systems and monitor fileserver space utilization. Should it become necessary, files may be deleted.
- The System Administrator may close an account at any time.
- Sheridan County School District #2 is not responsible for any service interruptions, changes, or consequences arising there from, even if these arise from circumstances under the control of the District.
- Sheridan County School District #2 makes no warranties of any kind whether expressed or implied. Service is provided as an "as is, as available" basis.
- Sheridan County School #2 reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

™ Consequences

- Infractions of the provisions set forth in the Electronic Information Resource Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action.
- Activities in violation of state and federal statutes will be subject to prosecution by those authorities. The District, as appropriate, may take disciplinary action.
- The administration, faculty, and staff of Sheridan County School District #2 may request the System Administrator to deny specific user accounts.

NONDISCRIMINATION STATEMENT (Board Policy: AC)

“Sheridan County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law. It is the policy of the District to maintain a nondiscriminatory environment free from discrimination, intimidation, harassment, or bias. All employees, students, applicants, or other persons dealing with the District who believe that they have been unlawfully discriminated against by the District will utilize the process set forth in Policy JII and JII-E.”

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student’s parent;
 - b. Mental or psychological problems of the student or student’s family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or dental screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has developed and adopted policy JRAC, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The School District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or part by the US Department of Education;
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-5901

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS (JRA-E2)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights 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 is 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 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, photograph, 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.

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Story Elementary School
Student/Parent
Handbook
2016-2017



103 Fish Hatchery Road
P.O. Box 129
Story, WY 82842
683-2316

Principal: Nicole Trahan



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Story Elementary School

103 Fish Hatchery Road, P.O. Box 129

Story, WY 82842

683-2316

August, 2016

Dear Story Families,

First of all, welcome to the Story family. We take pride in providing your child with the best possible educational program. We feel strongly in the importance, worthiness, and unique qualities of every student. The staff at Story is here to serve you and your child. All of our teachers are highly qualified to teach and will do their best to provide instruction based on the needs of your child.

The Story Elementary School Handbook is a means of communicating between your home and the school. There are many policies, regulations, and services discussed on these pages. Please read and keep this handbook readily available throughout the year.

You are invited to visit Story School at any time. Please use the front door of the school and sign in at the office before going to a classroom.

At Story, we believe that cooperation between home and school will lead to a successful school experience for students. You are encouraged to maintain regular contact with your child's teacher, attend parent meetings and attend regularly scheduled conferences.

As your principal, I am always available to meet with you regarding your child. Please feel free to ask questions and share any concerns. I will be happy to adjust my schedule to visit with you. I *know* you are going to like Story Elementary.

Sincerely yours,

Nicole Trahan
Henry A. Coffeen and Story Elementary Principal

**Inspiring Success Through
Leadership: Whatever it
Takes!**

TECHNOLOGY – STUDENT EXPECTATIONS

Sheridan County School District #2 strives to provide a learning environment that is rich in technology. Our purpose is to enable and empower student learning, engagement, and development of 21st Century Skills. Technology is a learning tool at Sheridan County School District #2, not a toy, or means of entertainment. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

Be Safe

- Stick to teacher-approved apps and websites
- When in doubt about the safety of a site, ask an adult
- Keep all usernames, passwords, and addresses private at all times
- Report suspicious emails and other contacts to an adult

Be Respectful

- Treat yourself and others with kindness and dignity at all times, especially online
- Communicate online in positive and constructive ways
- Report disrespectful behavior to an adult



Be Responsible

- Take care of all devices
- Carry devices with two hands and with screen closed at all times
- Do not change settings on school devices
- Walk cautiously while carrying devices
- Return devices to designated docking areas and dock in designated spaces
- Carefully plug in devices to ensure proper charging
- Report any issues, damage, or misuse immediately to an adult

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges.

| Behavior | Example |
|-----------------------|--|
| Off Task Usage | Gaming, messaging, or web surfing during class time |
| Inappropriate Content | Accessing information related to inappropriate topics such as violence, drugs, or sexual content |
| Cyber Bullying | Using technology for gossip, rumors, drama, threats, harassment, and/or bullying |
| Academic Dishonesty | Using technology to cheat and/or engage in plagiarism |
| Vandalism | Destroying or otherwise purposefully damaging school property |

In addition to these behaviors, students are responsible for the physical care of any device assigned to them. Devices damaged through carelessness or through the purposeful actions of a student are the responsibility of the student and parent/guardian.

VISITATIONS

Parents, grandparents, and legal guardians are all encouraged to visit our school. Please use the front door of the school only, and sign in at the office before going to a classroom. When you sign in, you will be given a visitor's sticker, which we ask that you wear. When you drop your child or children off in the morning or pick them up at the end of the day, you do not need to sign in. However, we ask that you remain in the lobby area at the front office.

With regard to classroom visits, we welcome and encourage your participation in our school. However, please remember that no one works well with someone watching his or her every move, so your consideration with regard to the frequency and length of your visits will be appreciated. **In addition, your confidentiality is necessary specific to students and staff.** Visits deemed disruptive by the principal will not be allowed. No children will be allowed to make visitations without a parent present. Because our school is focused on quality instruction every day, we try to avoid any disruptions to the normal school day routine. Therefore, children who are not students of SCSD #2 will not be allowed to attend classes with friends, cousins, etc. during the regular school day.

PRINCIPAL ACCESS

As your principal, I want to help your child be successful at school. Please call me, Nicole Trahan, at 674-9333, ext. 6801 or email me at nikki.trahan@scsd2.com if you have a question or a concern. Feel free to come to school to see me, if necessary. I will be happy to adjust my schedule to visit with you, and I'll do my best to help you.

District Mission Statement

Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.

Sheridan County School District #2 School Board Goals

Resource Utilization Goal: SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district. The Board of Trustees is committed to helping all students reach their potential both academically and in other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

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

Board of Trustees

Ann Perkins, Chairman

Tony Wendtland, Vice-Chairman

Craig Achord, Treasurer

Marva Craft, Clerk

Richard Bridger

Hollis Hackman

Wayne Schatz

Molly Steel

Susan Wilson

Superintendent

Craig Dougherty

CALENDAR FOR SCHOOL YEAR 2016-2017

| | |
|-----------------------|--|
| August 30 | School Begins (Full Day) |
| September 5 | Labor Day (No School) |
| October 10 | Teacher In-Service (No School) |
| November 3 | Early Dismissal for Parent/Teacher Conf. |
| November 4 | Parent/Teacher Conferences (No School) |
| November 22 | End of 1 st Trimester |
| November 23-25 | Thanksgiving Break (No School) |
| December 21-January 3 | Christmas Break (No School) |
| January 20 | Teacher In-Service (No School) |
| February 17 | End of 2 nd Trimester |
| February 23 | Early Dismissal for Parent/Teacher Conf. |
| February 24 | Parent/Teacher Conferences (No School) |
| March 27-March 31 | Spring Break |
| April 14 | Good Friday (Early Dismissal) |
| May 27 | Fort Mackenzie Graduation |
| May 28 | SHS Graduation |
| May 29 | Memorial Day (No School) |
| June 2 | Last Day of Classes – End of 3 rd Trimester |
| June 5 | Teacher In-Service (No School) |
| June 6 & 7 | Snow Days |
| August 30 | School Begins (Full Day) |

SCHOOL IMPROVEMENT GOAL

All schools will have a school improvement goal based upon student achievement. Professional Learning Communities (PLC) will be utilized to identify individual strengths and weakness; then an instructional plan will be developed for each student.

SPECIAL PROGRAMS:

SEMINAR: Students are provided educational alternatives throughout grades 3-5 that teach, challenge, and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply, and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. **This program is designed for high-ability** students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Standardized measures are used to identify students whose intellectual capacity and academic achievement require services. The top 3-5% of the population is selected for this program.

INDEPENDENT STUDY: Independent Study provides enrichment activities and additional challenge to high-ability and/or highly-motivated students. Students complete an interest-based or teacher-selected enrichment activity. Classroom teachers recommend students for this program.

TITLE I: Title I provides remedial support for students in both reading and math. The District uses teacher as well as computer-assisted instruction for students who qualify in reading. Title I also teaches reading strategies using the comprehension program developed by Fountas and Pinnell. For math, the District uses Strength in Number. These programs encourage students to succeed using a variety of criteria. The District continues to use results from Proficiency Assessment for Wyoming Students (PAWS) and Measures of Academic Progress (MAP).

READING RECOVERY: Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have difficulty learning to read and write. The Observation Survey of Early Literacy Achievement, a good predictor of success in learning to read and write, is given to all first grade students in Sheridan County School District #2. Reading Recovery serves the lowest-achieving first graders – the students who are not catching on to the complex set of concepts that make reading and writing possible.

STRENGTH IN NUMBER: The Strength in Number Program has been developed as a systemic response to the problem of chronic failure in school mathematics. The overarching objective for Strength in Number is to provide a robust intervention for elementary students to help in learning number skills. Strength in Number students undergo a teaching cycle of approximately 15 weeks. The Strength in Number Program exists to provide early, short-term intervention (40-60 lessons) for low-achieving first grade students. Strength in Number assessment consists of two interview-based assessment schedules. These assessment profiles are used to select students into the program.

SPECIAL EDUCATION: Special Education classes provide students with the information, instruction, and support they need in the basic skills curriculum (reading, writing, and mathematics). Skill development is the priority, with a variety of teaching and assessment practices being

employed. The special education program in Sheridan County School District #2 is a supplementary program to the District's regular education program that is specially designed instruction, at no cost to the parents, intended to meet the unique needs of a student with an identified disability. A comprehensive assessment and evaluation procedure that conforms to specific assessment and procedural requirements set out in Individuals with Disabilities Education Act must be conducted before the initial placement of any student who needs or is believed to need special education and related services.

BEHAVIOR CENTER: The District is using an alternative program developed by Volunteers of America for out-of-school suspensions at the Behavior Center (BC). This program will provide a safe, supervised environment for students to carry out their suspensions. It will operate in the old Highland Park School located at 1301 Avon Street. Students need to take a sack lunch and study materials. Transportation will be provided by the school district and will leave the school at 8:15 a.m. Missing this ride requires students to go home until they fulfill their obligation at the Behavior Center. Administrators reserve the right to assign out-of-school suspension on a case-by-case basis.

HIGHLY QUALIFIED STAFF

All elementary staff members at Sheridan County School District #2 are highly qualified within the area they teach. If you have any questions in regards to any staff member's qualifications, please contact the principal.

REPORTING PERIODS AND CONFERENCES

Grading and reporting to parents have two main purposes:

1. Students should have the best information available in understandable form about their progress.
2. Parents should have sufficient and understandable information about their child's progress in school.

Report cards for grades K-5 are issued at the end of each **trimester**.

Parent-Teacher Conferences are held at the end of the 1st nine week reporting period, as well as in the middle of the 3rd nine week reporting period. Conferences are an opportunity for teachers and parents to discuss individual pupil progress.

In addition to the regular reporting periods, other conferences may be scheduled throughout the school year according to each individual student's needs.

SCHOOL HOURS

| | |
|-------------------------|---------------------------------|
| 7:30 A.M. | Building Opened |
| 7:55 A.M. | First Bell |
| 8:00 A.M. | School day begins |
| 11:30 A.M. – 12:15 P.M. | Lunch and Recess for all grades |
| 1:45 P.M. | Kindergarten Dismissal |
| 2:55 P.M. | Grades 1-5 dismissed |



Teachers are available for conferences before, during, and after school; however, appointments are encouraged.

FOOD SERVICE

Breakfast Prices for the current school year are:

| | |
|---|--------|
| Regular | \$1.00 |
| Reduced | \$0.30 |
| Adult meals are not served for breakfast. | |

Lunch prices for the current school year are:

| | |
|------------|--------|
| Elementary | \$2.50 |
| Reduced | \$0.40 |
| Adult | \$4.50 |
| Extra Milk | \$0.35 |

Schools in District #2 provide “Offer vs. Serve” lunches. Students are not required to take all items being served on their lunch tray. They must take at least one half cup of fruits or vegetables and two other items.

Please make sure that all lunches are paid for in advance. Information regarding the free and reduced price lunch program is sent home to all families at the beginning of the school year. Parents are encouraged to come to school and eat lunch with their children. Please notify the school in advance if you will be coming to have lunch.

RECESS POLICY

As a general rule, if a child is well enough to come to school he/she is well enough to go outside for recess and during the noon hour; however, if you desire for your child to stay inside due to a recent illness, please send a note explaining this exception. Children will not be sent outside in extreme weather conditions, but parents are encouraged to send appropriate cold weather gear with their child. As a general rule, if the temperature and wind chill are above zero degrees students will have outdoor recess.

STUDENT DRESS/APPEARANCE

Students are expected to dress appropriately and in good taste. Clothing that is immodest, extreme, unattractive, or calls undue attention to itself or the wearer, such that the educational process is unduly threatened, undermined, or disrupted, is not appropriate. Shoes with any types of wheels (such as “Heelies,” “Spinners,” etc.) are not allowed at school.

Clothing, decorations, or jewelry that advertise, promote, depict, or which purport to advertise, promote, or depict, any controlled substance as defined by Wyoming law--alcoholic beverages, or tobacco products, or their use--are not appropriate. Clothing, decorations, or jewelry that contain or depict pornographic or obscene images or language as defined by community standards are not appropriate. Such clothing, decorations, or jewelry are deemed disruptive to the educational process, incompatible with the mission of the School District, and are not acceptable.

CELL PHONES, CELL WATCHES & OTHER COMMUNICATION DEVICES

Cell phone usage is not allowed during school hours. Cell phones should remain off and in the student’s backpack during the school day. The school district strongly discourages students from bringing portable electronics such as iPads, iPods, MP3 Players, cameras, and gaming systems to school due to the risk of theft. The school district is not responsible for lost or stolen items.

PARTY INVITATIONS

Please do not send party invitations for distribution in class unless all children are invited. Students’ feelings are hurt when they are not invited.

HOLIDAYS AND CHRISTMAS GIFT EXCHANGE

Holidays celebrated with parties at school are Halloween, Christmas, and Valentine’s Day. Classroom teachers may have parents assist with holiday parties and refreshments.

It has been our policy not to allow gift exchanges between, or among, pupils. Likewise, gifts from children to teachers are not encouraged.

PARENT-TEACHER ORGANIZATION (PTO)

Our school is privileged to have many parents who volunteer time in classrooms and on school-wide projects. The P.T.O. serves as the steering mechanism to coordinate many activities and is always seeking new and additional parent input. Please call one of the officers and add your name to our volunteer pool.

Volunteer efforts may take you in many different and exciting directions. Book fairs are held at least twice yearly for our families. Fundraising is conducted to generate monies, which are used to develop P.T.O. projects and support classroom efforts. You may wish to work with the classroom volunteers who develop projects with teachers to use within their classrooms.

PARENT COMMUNICATION

We publish a monthly newsletter that your child will bring home. If you don't get one before the first day of the month, call the school and we will see that you get one. In addition, please check the school website for up-to-date information.

The PTO (Parent Teacher Organization) will send out periodic notices of parent nights, social events, etc.

PARENT LIAISON

Each elementary school has a parent liaison assigned to their respective school. The Parent Liaison (PL) position supports students, families, and school staff and promotes the academic and social health of students. The PL is responsible to assist in developing enhanced parent and school communications, increasing opportunities for parents to participate as partners with schools in the academic and social growth of their children, and assisting parents in connecting them with community resources.

MEDICATION

Sheridan County School District #2 schools require a parent signature before administering medication to a student. All medication sent to school must be in the original, pharmacy-labeled bottle, containing the medication and instructions for dispensing (this includes inhalers and over-the-counter medications). All medications must be left at the Health Room during school hours and not carried by students.

SCREENINGS

Your child may be screened by the school nurse in the following areas: hearing, vision, weight, height, blood pressure, and dental. If you desire your child NOT to be screened, you must provide the principal with written notification. The school nurse will notify you should any of these screening results indicate a concern.

IMMUNIZATIONS

Under the Laws of the State of Wyoming (W.S. 21-4-309), each child is required to be properly immunized against vaccine preventable diseases as designated by the State Health Officer. A child may be conditionally enrolled for thirty (30) calendar days. Waivers may be obtained only from the State or County Health Officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine.

FIELD TRIPS

Educational field trips are a part of the total education of your child. Each teacher schedules a certain number of field trips and will be notifying you of these trips. The parent must grant permission before a child will be allowed to participate in these activities.

TRANSPORTATION

Bus transportation will be provided for all pupils who live one mile or more from the school. The bus schedule is printed in The Sheridan Press at the onset of the school year. The school office also has this information. Students should arrive at the bus stop about five (5) minutes before the bus is scheduled to be there, as it could arrive a few minutes early (or after) the scheduled time.

Bus riders will receive a written list of Rules and Regulations for safe riding. Please study the rules with your child and then return the signed bottom portion of the page to your child's teacher.

Pupils riding buses must have a signed permission slip from parents if they plan to get off the bus at a stop other than usual, if they are to ride a different bus or if they walk home, rather than ride the bus on any given day. The school office must approve all written requests.

Students may not use district buses for transportation to non-school activities.

PEDESTRIAN AND BICYCLE SAFETY

Bicyclists are asked to walk their bicycles across the street, on the playground, and on the sidewalks. Students are asked to use the bicycle parking area to secure their bikes.

Children should be reminded of safety rules when walking to and from school.

SCHOOL CLOSINGS

If any of the schools in District #2 are to be closed, dismissed, or their starting time delayed due to inclement weather or mechanical breakdown, that information will be broadcast on Channel 14, over the following radio stations: KWYO (1410), and KROE (930), on the District's website at www.scsd2.com, and through phone call, email, and text (if this was provided to the school in your demographic information). Parents are urged to develop plans with their children, so they will know what to do and where to go when school is dismissed early.

MAKE-UP WORK

In the event of illness, a phone call before school will enable your child's teacher to prepare the assignments and materials for pick-up after 3:00 p.m. If you know your child will be absent, please request assignments in advance of that date.

SICK DAY GUIDELINES

Keep your child home from school if they have one or more of the following:

- Fever of 100.4 degrees or higher (keep home until fever is less than this without pain/fever reducer for 12 hours)
- Has been vomiting (keep home for 12 hours after vomiting ends)
- Has had diarrhea (more than one watery stool, keep home for 12 hours after last loose stool)
- Rash (until cleared by a physician)
- Red painful eye with thick drainage (until cleared by a physician)
- Has symptoms that prevent him or her from participating in school:

- o Excessive tiredness
- o Productive coughing, sneezing
- o Headache, body aches, earache
- o Severe sore throat

A minor sore throat is usually not a problem but a severe sore throat could be strep throat. Other symptoms of strep throat in children are headache and stomach upset. Contact your doctor for these symptoms.

Does my child have the flu?

The flu is serious! Call your doctor at the first sign of flu symptoms. Keep your child home until symptoms have subsided. These symptoms usually come on suddenly and may include:

- High fever (over 100.4 degrees)
- Chills
- Headache, body aches, earache
- Nausea, vomiting
- Dry cough
- Sore throat

How do I make my child feel better? Ask your doctor, school nurse or pharmacist for advice on over the counter medications and other comfort measures. We have found the following very helpful:

- Help your child get plenty of rest, stay in bed and limit TV
- Encourage fluids (water, soup, juice, ice)
- Try a cool mist humidifier for congestion/coughing
- Saline nasal spray or rinse may also relieve nasal congestion

How can I keep my child healthy?

- Encourage *frequent* and *thorough* hand washing. Use soap and warm water. Rub hands together with soap for at least 20 seconds. Hands should be washed at least 5 times a day.
- Everyone should cover their coughs and sneezes with a tissue or their sleeve.
- Keep your child's environment tobacco free
- Minimize time spent with others who are ill
- Keep frequently touched household surfaces clean (phones, cell phones, countertops, door knobs, keyboards, remotes, toys). On a regular basis clean these items with an antibacterial wipe.
- Make sure your child gets a sufficient amount of sleep each night and remove the TV from the bedroom. Research shows that children with a TV in their room do not rest as well.

DISTRICT ATTENDANCE REGULATION (POLICY JH and JH-P)

It is an expectation that students will attend school on a consistent basis as regular attendance at school promotes the mental and emotional development of children. Even though students can obtain makeup work for days absent, the daily teacher-to-student interaction and focused teaching cannot be replaced. As a result, the Wyoming State Legislature has passed laws to promote school attendance. These regulations are designed to implement those laws and to promote regular attendance at school.

Excused Absences

An excused absence is an absence that the principal or school attendance officer, with the knowledge of the parent, considers compelling or unavoidable. Examples of excused absences include:

- Student illness;
- Serious illness or death in the family;
- Religious holidays;
- Court hearings where the student is required to attend;
- Natural disasters or weather that jeopardizes travel;
- Medical and/or dental treatment;
- Absences that have been arranged in advance through collaboration with the principal.

In all absences, it is the responsibility of the student's parent or legal guardian to contact the school within 48 hours of the student absence to explain the absence. If this is not possible, the student is required to provide a written explanation from the parent or guardian upon the student's return to school. Failure to communicate with the school, either during the absence or within two school days after the student returns, may result in the absence being recorded as unexcused.

Excessive Absences

Twelve (12) absences in a single school year are considered excessive; this excludes medical (with a doctor's note) and school sponsored/related absences. Absences exceeding twelve (12) will be considered unexcused unless a medical excuse (with a doctor's note **that the child has been seen by the physician**) is provided within 48 hours. (Policy JH)

Checking in After an Absence

A parent/guardian phone call and/or a written note must verify the absence.

Unexcused Absences/Truancy

An unexcused absence is an absence that the school considers non-compelling or avoidable. A student shall be considered truant when his/her absence is deemed unexcused by the principal. A truancy shall be considered an unexcused absence for any school day or part of any school day.

Examples of truancy include, but are not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled before or after school;
- Shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Absences for which no reason is provided.

If a student is absent and no note or call is received on the day of the absence, the school shall attempt to call the parent/guardian. If after two school days, the parent/guardian does not provide an acceptable reason for the absence, the absence(s) will be considered unexcused. The student could be expected to make-up the time and/or work missed for an unexcused absence. A third unexcused

absence would result in a referral to the County Attorney's Office for habitual truancy or other action as deemed appropriate by the administration.

Tardiness

Getting to class on time is a life skill. Every five (5) unexcused tardies may result in disciplinary action. Alternative consequences will be arranged for students who are habitually tardy.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should request in writing a pre-arranged excused absence. To enable teachers a reasonable amount of time to prepare lessons, you must request a pre-arranged absence at least two (2) days ahead of the actual event.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

The word *discipline* comes from the Latin root which means *to teach*. PBIS is designed to teach and reinforce positive, safe behavior in the school setting. PBIS is intended to provide every student with opportunities for success by teaching school-wide expectations at the beginning of and throughout the school year. "Be Safe", "Be Respectful", and "Be Responsible" are expectations that create a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan County School District #2.

We are committed to assisting our students in the development of attitudes, skills, and systems necessary to ensure that each student leaves public education with academic and social competence appropriate to the individual, regardless of ability or disability.

Code of Respect

Respect must be a shared pursuit. This means that students will be shown respect by all staff, and students will show respect to all staff members. Respectful behavior is a matter of common sense, doing what you know is right, and treating others as you expect to be treated. Failure to show respect for teachers, administrators, staff, and fellow students is the root of behavior violations and will be treated very seriously.

Students' Rights and Responsibilities

Students are responsible for choosing appropriate behavior and making responsible decisions that will promote a safe environment that is conducive to learning for all students. *Students have the right to learn in a classroom free of distractions that interfere with their learning. No one will be allowed to take away that right from our students.* Therefore, it must be understood that:

1. *Courtesy and respect will be extended to all peers and teachers;*
2. *Students will act in a safe manner at all times;*
3. *Students will be open-minded towards education;*
4. *Language will be positive and name-calling is unacceptable; and,*
5. *Tolerance for individual differences, talents, and choices will be shown.*

Here are some of the expectations for our students:

PBIS EXPECTATIONS

| Area/ Activity | Be Safe | Be Respectful | Be Responsible |
|-------------------------------|--|--|---|
| <u>Community</u> | <ul style="list-style-type: none"> Keep hands, feet, and objects to self Ask for help when needed Report unsafe actions to an adult | <ul style="list-style-type: none"> Follow directions immediately Use kind words and actions Respect property of self and others Remove hats when indoors | <ul style="list-style-type: none"> Follow school rules Take proper care of all personal belongings and school equipment Be honest Pick up trash and throw it away, even if it is not yours |
| <u>Hallways & Stairs</u> | <ul style="list-style-type: none"> Walk at all times Keep hands and feet to self Walk facing forward Walk on the right side | <ul style="list-style-type: none"> Use quiet voices Use kind words and actions Be aware and respectful of classes in session | <ul style="list-style-type: none"> Use hall passes Move to class on time Use trash cans and recycling containers if available Consume food or drink in designated areas with permission |
| <u>Restrooms</u> | <ul style="list-style-type: none"> Wash your hands Keep water in the sink | <ul style="list-style-type: none"> Use quiet voices Give privacy Respect property | <ul style="list-style-type: none"> Use teacher pass Flush toilets after use Return to class promptly Report any problems to an adult Keep restrooms clean |
| <u>Arrival/ Dismissal</u> | <ul style="list-style-type: none"> Once at school, stay at school Stay in designated areas until bell rings Pay attention to traffic and buses Keep hands and feet to self Carry skateboards/scooters on school property Walk bicycles and park them in designated areas | <ul style="list-style-type: none"> Follow community rules Follow directions of supervising teachers/staff Respect others' property Respect the personal space of others | <ul style="list-style-type: none"> Arrive on time and leave on time Report to designated areas promptly If entering school early obtain pass from front office Stay behind painted line at bus drop/pick up area |
| <u>Lunchtime</u> | <ul style="list-style-type: none"> Walk at all times Keep feet on floor Remain seated while eating Keep hands to self Choose a table and stay there for the duration of lunch | <ul style="list-style-type: none"> Enter and exit quietly and respectfully Wait in line patiently Use quiet voices Allow anyone to sit next to you Use "please" and "thank you" | <ul style="list-style-type: none"> Clean your table before leaving Return your trays and empty your trash as expected Stay seated until dismissed Recycle |
| <u>Playground</u> | <ul style="list-style-type: none"> Follow directions immediately Keep hands and feet to self Ask permission to enter school building Stay within designated grade-level boundaries | <ul style="list-style-type: none"> Use appropriate language Include everyone Play fair Follow the rules of the game | <ul style="list-style-type: none"> Return to class promptly & orderly Ask for help when needed Report any problems to an adult on duty Return equipment promptly and appropriately |
| <u>Assembly</u> | <ul style="list-style-type: none"> Walk into assembly as a class Sit together as a class with teacher | <ul style="list-style-type: none"> Stay seated Use audience manners Applaud appropriately Keep feet off the back of chairs Keep hands and feet to self | <ul style="list-style-type: none"> Remain quiet throughout assembly or presentation Remain attentive to the performers |
| <u>Classroom</u> | <ul style="list-style-type: none"> Hands/feet to self Keep all legs of chair on floor Use materials appropriately | <ul style="list-style-type: none"> Use kind words Follow directions immediately Respect others' belongings Keep a positive attitude Take care of school property | <ul style="list-style-type: none"> Be there, be ready, and be ready to learn every day Complete assignments thoroughly and on time Talk to your teacher immediately when you are having difficulty in the classroom for any reason |

| | | | |
|-----------------------------------|--|---|--|
| <u>Office</u> | <ul style="list-style-type: none"> • Walk quietly • Keep hands and feet to self | <ul style="list-style-type: none"> • Wait for your turn • Talk quietly and respectfully • Respect privacy | <ul style="list-style-type: none"> • Use passes • Go directly to the office • Return directly to classroom |
| <u>Library & Computer Lab</u> | <ul style="list-style-type: none"> • Keep hands and feet to self • Keep all legs of chair on floor • Only use designated computer sites in the lab | <ul style="list-style-type: none"> • Respect library/computer lab property • Follow instructions. Only be on those sites designated by your teacher • Use quiet voices | <ul style="list-style-type: none"> • Use passes • Use time wisely • Ask for help when needed • Return materials on time |
| <u>Bus</u> | <ul style="list-style-type: none"> • Wait at least 10 feet away when waiting for the bus • Stay seated in your seat, facing forward • Wait for driver to motion you on, walk only • Keep aisle clear | <ul style="list-style-type: none"> • Keep your hands and feet to yourself (inside the bus) • Choose to be nice to each other and other's property • Students are expected to follow all bus rules and accept feedback from the driver • Use an inside voice with appropriate language | <ul style="list-style-type: none"> • Remind other to follow the rules (school materials only) • Bus at bus stop 3-5 minutes before the schedule route time, know bus number • Note signed by parent/guardian or teacher is required if going to different stop • Enter and exit in order |

DISCIPLINE POLICY

Sheridan County School District #2 believes a major objective is to aid students in developing self-discipline and to take pride in one's self conduct both in and out of the classroom. Attainment of this goal means that we respect each other's rights to an education: demonstrated by our actions toward self, fellow students, school personnel and visitors in our building.

Programs are far more effective when positive behavior is accentuated. As a result, Boys Town Social Skills Program will be emphasized and implemented into every classroom due to the positive impact this has had on our students' overall behavior.

Nevertheless, when students make a poor choice there must also be consequences. These consequences will be dependent on classroom rules; however, repeated or extreme behaviors may warrant referrals to the office.

Consequences may include but are not limited to: behavior contracts, lunch detentions, time-outs, after-school detentions or school service (with parent permission), in-school suspension, out-of-school suspension, or expulsion.

DRUG ABUSE

Any student possessing or using any controlled substance, whether it is marijuana, alcohol, or any other controlled substance, on school property will be disciplined by mandatory administrative suspension for a minimum of three (3) days and counseled as deemed appropriate by the administration.

SEXUAL HARASSMENT

In order to help employees, students, parents, and patrons have a clear and concise understanding of the District's position on sexual harassment, without diminishing the intent and extent of the policy, the following position statement is expressed:

"Sexual harassment is not condoned in Sheridan County School District #2. Sexual harassment is any behavior or words of a sexual or gender demeaning nature that are not welcome, which pressure or intimidate you or make you feel uncomfortable at school or school activities, and affect your education (or work) in a bad way. If you feel you have been a victim of sexual harassment, report it immediately to your principal, immediate supervisor, school counselor, or social worker."

WEAPONS

It is the strict policy of Sheridan County School District #2 that no student, school personnel, visitor, or other person shall bring or possess a firearm, simulated firearm, destructive device, or weapon on District property or at any school functions.

Any student violating this policy may be suspended or expelled as provided by law.

Please refer to Board Policy JICI for further explanation of this policy.

BULLYING AND HARASSMENT

Sheridan County School District #2 does not tolerate bullying and harassment, sexual or otherwise. The school's overriding goal is for all students to look forward to coming here each day and for them to feel safe while they are at school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly and over time.
3. It occurs within an interpersonal relationship characterized by an imbalance of power. (For example, one person is physically larger or stronger, mentally quicker, or socially more powerful.)

Bullying and harassment have the purpose and effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive atmosphere.

Parents and students are urged to bring concerns with bullying or harassment to the principal. If a student(s), parent(s), teacher(s), or playground supervisor(s) report(s) an incident to the principal, the principal immediately investigates it. If the complaint is substantiated, the principal does the following:

1. Discusses the charge with the offending student or students.
2. Explains what bullying and harassment are, what they look like, why they are unacceptable, and what the consequences of continued bullying or harassment are.
3. Calls the parents, or has the offending student call his or her parents, and explains what they did and what the consequences, if any, will be.
4. Oversees an apology from the offending student to the student who was bullied or harassed.

The incident and follow-through are documented using a Conduct Report and are entered into our Infinite Campus database as Threat/Harass (THE) for future reference.

It has been our experience that 95% of the time, there is no repeated incident and we get no further complaints. Upon occasion however, there will be repeated incidents. If this occurs, the same procedure is followed with the imposition of one or more of the following consequences depending on the severity of the complaint:

- The student is removed from the setting in which the offense occurred (usually the playground or lunchroom).
- A parent/student/principal/social worker conference is held.
- The student is placed in In-School Suspension (ISS) for ½-2 days.
- The student is required to participate in a series of targeted social skills lessons administered by the social worker.
- The student is suspended from school or sent to the Behavior Center (BC) for 1-5 days.
- The student is given a “no interaction” order with the consequence of immediate suspension for violation.

BOARD POLICY JICFA – HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, or bullying of students at school or negatively impacting the school environment is prohibited.

Harassment, intimidation, or bullying means any intentional gesture, any intentional electronic communication, or any intentional written, verbal or physical act that a reasonable person under the circumstances should know will have the effect of:

1. Harming a student physically or emotionally, damaging a student’s property, or placing a student in reasonable fear of personal harm or property damage;
2. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
3. Creating an intimidating, threatening, or abusive educational environment for a student or group of students through sufficiently severe, persistent, or pervasive behavior.

“Written” acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs, and other forms of electronic communications including photographs.

“At School” as used in this policy includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

Actions “negatively impacting the school environment” as used in this policy include any acts of harassment, intimidation, and/or bullying occurring off school grounds that compromise school safety, harm the learning environment, and/or harm the emotional or physical well-being of students at school.

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students.

Students who engage in bullying, harassment, or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

Any student who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline, up to and including suspension or expulsion.

Students who witness harassment, intimidation, or bullying of another student are encouraged to report that conduct to a teacher, principal, or other school staff member as soon as possible. The staff member who receives the complaint shall request that the student make a written report describing the conduct they witnessed, including but not limited to the date, time, and location of the incident, and the names of the students involved, to the extent possible. If the complaining student chooses not to file a written report, the staff member shall ask the student to verbally describe the incident, including the information described above. The staff member shall then forward that information, including the written report, if any, to the building principal or his/her designee, who shall immediately investigate the complaint, or designate another staff member to investigate the complaint. Student reports and information gathering by District personnel shall be kept confidential.

Students may anonymously report any harassment, intimidation, or bullying. Anyone making or receiving an anonymous report shall provide or collect as much information as possible, including but not limited to a description of the conduct, the date, time, and location of the incident and the names of the individuals involved. Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation, or bullying, the report shall be immediately given to the building principal or his/her designee, who shall initiate an investigation or designate another staff member to investigate the complaint.

When a student reports that he or she has been harassed, intimidated, or bullied in violation of this policy, the principal or his/her designee shall schedule meetings with the student, student's parent(s), and other appropriate staff member(s) as determined by the principal or his/her designee, to discuss steps or strategies to protect that student from additional harassment, intimidation, or bullying and from retaliation.

Retaliation or reprisal against a student or other individual who makes a good faith report or complaint of harassment, intimidation, or bullying is prohibited and shall not be tolerated. Anyone who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation, or bullying shall be subject to discipline, up to and including suspension or expulsion.

During the investigation, the principal or his/her designee shall interview witnesses, including, but not limited to the alleged victim and the student(s) alleged to have engaged in the harassment, intimidation, or bullying. The person conducting the investigation shall prepare a written report of the findings and conclusions of the investigation. If the person who conducts the investigation determines that a student or students engaged in harassment, bullying, or intimidation, the building principal or his/her designee shall take appropriate disciplinary action toward the student or students.

At the start of each school year, every teacher shall be required to review the district's harassment, intimidation, and **bullying policies** with the students in his/her class and discuss that policy with

them. This policy shall be included in the student manual or handbook and shall also be available to the public on the school district's web site in a manner to be determined by the superintendent or his/her designee.

The school district shall provide information on this policy in its professional development programs and the policy shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

W.S. 21-4-314

CONSEQUENCE GUIDE

| Behaviors | Correctional Opportunity | Detention – Recess, Lunch, and/or other designated times | | Behavior Center 1 day | Behavior Center 3 days | Behavior Center 5 days | Behavior Center 10 days |
|---|--|--|--|-------------------------|-------------------------|-------------------------|-------------------------|
| Level 1 talking in class; off task behavior; minor disruptions; lack of preparation/ materials; name calling; throwing paper; sleeping; dishonesty; passing notes; backtalk; writing on school property; etc. | Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral. | | | | | | |
| Level 2 4 STEPs; cheating; repeated cell phone/electronics use; profanity; continued class disruption; throwing food; minor disrespect/defiance; etc. | 1 st Offense | 1 st Offense | | 2 nd Offense | 3 rd Offense | 4 th Offense | 5 th Offense |
| Level 3 bullying/threats/harassment; insubordination; gross disrespect/defiance; profanity directed at staff; computer misuse; major class disruption; etc. | 1 st Offense | | | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense |
| Level 4 fighting; theft; vandalism; false alarms; weapon possession/use (could lead to suspension/expulsion) | | | | | 1 st Offense | 2 nd Offense | 3 rd Offense |

All consequences may vary dependent on the severity of an offense. Administration reserves the right to determine the severity of any infraction.

| | |
|--------------------------------|--|
| Incomplete School Work | Students that have not completed their homework and/or have missing work may be relocated to the office or another area to complete this work. |
| Truancy/Ditching | May result in disciplinary action. |
| Tardies | Unexcused tardies may result in disciplinary action. |
| Cheating/Plagiarism | See related section in handbook. |
| ACE Program | The Behavior Center is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum, supervised study, and community service projects. |
| School Resource Officer | Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration. |

This document is a guideline only and does not include all possible cases of student misconduct. Administration reserves the right to evaluate, interpret, and make decisions regarding each situation and the student(s) involved.

STUDENT SUSPENSION or EXPULSION (Board Policy: JKD/JKE)

The Board may suspend or expel a student from school during the school year for the following:

1. Continued willful disobedience or open defiance of the authority of school personnel.
2. Willful destruction or defacing of school property.
3. Any behavior that is clearly detrimental to the welfare, safety, or morals of other pupils including the use of foul, profane or abusive language or habitually disruptive behavior. "Habitually disruptive behavior" means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.
4. Torturing, tormenting, or abusing a pupil in any way, maltreating a pupil or a teacher with physical violence.
5. Possession, use, transfer, carrying or selling a deadly weapon as defined under W. S. 6-1-104(a)(iv) within any school bus or within boundaries of real property used by the District primarily for the education of students. (For further information see complete Board Policy: JKD/JKE.)

DISTRICT REGULATION (IKE-P) ON REMEDIATION: STUDENT PROMOTION, RETENTION, AND EXTENDED-LEARNING OPPORTUNITIES

The Board of Trustees for Sheridan County School District #2 recognizes it is essential that each child experience both challenge and success from school activities. Grade placement should enhance these experiences. The concept of grade placement is based on the performance of the student and the expectation that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

Academic growth, like physical growth, does not take place at the same pace or time for all children. Certain students may achieve the standards in the regular time frame, while others may need additional time. Participation in remedial programs, retention, extended school day, and summer school are methods of meeting the educational needs of such children.

Excerpt taken from Sheridan County School District #2 District Regulation IKE-P

Elementary (Grades K-5)

Students in Sheridan County School District #2 elementary schools may be retained for valid educational reasons. Procedures for determining whether an elementary student will be retained are as follows: 1) The classroom teacher advises the principal that the student in question is not making adequate progress in terms of grades or standards; 2) The principal advises the parent that the student is not making adequate progress in terms of grades or standards; 3) The parent(s), principal, classroom teacher and requested specialists meet to discuss academic concerns; 4) The principal discusses retention and remediation alternatives with the parent(s); 5) The parent(s) and principal jointly agree on remediation and/or retention. These procedures conform to applicable Wyoming and Federal Statutes.

Parents will begin receiving notice of potential promotion problems within two (2) weeks following the first semester grade report. Notice of retention will be sent during the month of June.

SHERIDAN COUNTY SCHOOL DISTRICT #2 ELECTRONIC INFORMATION RESOURCE AGREEMENT (INTERNET ACCESS)

Please read this document carefully. All students in Sheridan County School District #2 will be allowed Internet access unless parents specify in writing that they do not want their child to have such access. All students will be expected to abide by the conditions and guidelines of this Electronic Information Resource Agreement.

™ Terms and Conditions of This Agreement

These policies shall apply to:

1. Users of electronic information resources that are utilized with equipment located in Sheridan County School District #2.
2. Users who obtain their access privileges through association with Sheridan County School District #2.

™ Personal Responsibility

Students will accept personal responsibility for reporting misuse of the network to the System Administrator. Misuse can come in many forms, but it is commonly viewed as sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior, racism, sexism, inappropriate language, and constitutes a violation of the guidelines set forth below.

™ Acceptable Use Guidelines

- The use of electronic information resources must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2.
- Students will use electronic information resources for educational purposes only.
- Students agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, violent, racially offensive, or illegal material.
- Students will abide by all copyright regulations.
- Students will not reveal home addresses or personal phone numbers of others or themselves.
- Students understand that electronic mail is not private.
- Students will not use the network in any way that would disrupt the use of the network by others.
- Students understand that many services and products are available for a fee and acknowledge that they are responsible for any expenses incurred.
- Students will not use the network for commercial purposes.
- Students will not attempt to harm, modify, or destroy hardware or software, interfere, or hack/crack the system security.

™ Privileges

The use of the electronic information resources is a privilege, not a right, and may be revoked at any time.

™ Services

- Sheridan County School District #2 reserves the right to log the use of all systems and monitor files server space utilization. Should it become necessary, files may be deleted.
- The System Administrator may close an account at any time.
- Sheridan County School District #2 is not responsible for any service interruptions, changes, or consequences arising there from, even if these arise from circumstances under the control of the District.
- Sheridan County School District #2 makes no warranties of any kind whether expressed or implied. Service is provided as an "as is, as available" basis.
- Sheridan County School #2 reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

™ Consequences

- Infractions of the provisions set forth in the Electronic Information Resource Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action.
- Activities in violation of state and federal statutes will be subject to prosecution by those authorities. The District, as appropriate, may take disciplinary action.
- The administration, faculty, and staff of Sheridan County School District #2 may request the System Administrator to deny specific user accounts.

NONDISCRIMINATION STATEMENT (Board Policy: AC)

"Sheridan County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law. It is the policy of the District to maintain a nondiscriminatory environment free from discrimination, intimidation, harassment, or bias. All employees, students, applicants, or other persons dealing with the District who believe that they have been unlawfully discriminated against by the District will utilize the process set forth in Policy JII and JII-E."

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student's parent;
 - b. Mental or psychological problems of the student or student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.

2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or dental screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has developed and adopted policy JRAC, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The School District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or part by the US Department of Education;
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-5901

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS (JRA-E2)

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 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 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, photograph, 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.

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*Woodland Park
Elementary School
Parent/Student
Handbook
2016-2017*



*1010 E. Woodland Park Road
Sheridan, WY 82801
674-7937
Principal: Paige Sanders*



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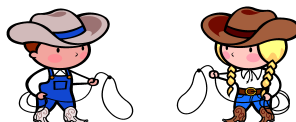
Woodland Park Elementary School

1010 E. Woodland Park Road

Sheridan, Wyoming 82801

674-7937

"Home of the Wranglers"



August, 2016

Dear Woodland Park Families,

I hope everyone had a wonderful summer! Welcome to Woodland Park Elementary, home of the Wranglers. My name is Paige Sanders, Principal of Woodland Park Elementary. I am extremely excited to start another year with the amazing students, staff and parents of Woodland Park Elementary. Last school year was great and this year is going to be even better! We have a fantastic staff, and a community who believes all students can achieve, with a long tradition of providing quality education to students. Please feel free to contact me any time you have questions or concerns. Answers to some of your questions; however, may be in the contents of this handbook, so please review carefully.

The Woodland Park Elementary School Handbook is a means of communicating between the school and your home. There are many beliefs, expectations, policies and services discussed on these pages. Please read and keep this handbook readily available throughout the year. Many of your questions have been anticipated and are discussed in some detail here. However, we are available to answer any questions that may come up throughout the school year.

Close cooperation between the home and school is essential to promote optimum student learning and enhance the total educational experience. Parents are strongly encouraged to share information and ideas, along with visit our school and attend scheduled meetings between parents and teachers. It is our hope that this handbook will be helpful and promote a wonderful partnership between family and school. Also, our school webpage is updated regularly and provides an efficient means of obtaining the monthly newsletter and other important announcements. The website can be assessed by going to www.scsd2.com and selecting Woodland Park.

Please do not hesitate to contact me if you have any questions or concerns. Your child's education is our highest priority and the staff at Woodland Park is dedicated to providing a community where all students can achieve their full potential. We are partners in the education of your child and by working together – we can make this a successful year!

Sincerely,
Paige Sanders
Principal
674-7937 ext. 6101
paige.sanders@scsd2.com

TECHNOLOGY – STUDENT EXPECTATIONS

Sheridan County School District #2 strives to provide a learning environment that is rich in technology. Our purpose is to enable and empower student learning, engagement, and development of 21st Century Skills. Technology is a learning tool at Sheridan County School District #2, not a toy, or means of entertainment. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

Be Safe

- Stick to teacher-approved apps and web sites
- When in doubt about the safety of a site, ask an adult
- Keep all usernames, passwords, and addresses private at all times
- Report suspicious emails and other contacts to an adult

Be Respectful

- Treat yourself and others with kindness and dignity at all times, especially online
- Communicate online in positive and constructive ways
- Report disrespectful behavior to an adult



Be Responsible

- Take care of all devices
- Carry devices with two hands and with screen closed at all times
- Do not change settings on school devices
- Walk cautiously while carrying devices
- Return devices to designated docking areas and dock in designated spaces
- Carefully plug in devices to ensure proper charging
- Report any issues, damage, or misuse immediately to an adult

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges.

| Behavior | Example |
|-----------------------|--|
| Off Task Usage | Gaming, messaging, or web surfing during class time |
| Inappropriate Content | Accessing information related to inappropriate topics such as violence, drugs, or sexual content |
| Cyber Bullying | Using technology for gossip, rumors, drama, threats, harassment, and/or bullying |
| Academic Dishonesty | Using technology to cheat and/or engage in plagiarism |
| Vandalism | Destroying or otherwise purposefully damaging school property |

In addition to these behaviors, students are responsible for the physical care of any device assigned to them. Devices damaged through carelessness or through the purposeful actions of a student are the responsibility of the student and parent/guardian.

VISITATIONS

Parents, grandparents, and legal guardians are all encouraged to visit our school. Please use the front door of the school only, and sign in at the office before going to a classroom. When you sign in, you will be given a visitor's sticker, which we ask that you wear. When you drop your child or children off in the morning or pick them up at the end of the day, you do not need to sign in. However, we ask that you remain in the lobby area at the front office.

With regard to classroom visits, we welcome and encourage your participation in our school. However, please remember that no one works well with someone watching his or her every move, so your consideration with regard to the frequency and length of your visits will be appreciated. **In addition, your confidentiality is necessary specific to students and staff.** Visits deemed disruptive by the principal will not be allowed. No children will be allowed to make visitations without a parent present. Because our school is focused on quality instruction every day, we try to avoid any disruptions to the normal school day routine. Therefore, children who are not students of SCSD #2 will not be allowed to attend classes with friends, cousins, etc. during the regular school day.

PRINCIPAL ACCESS

As your principal, I want to help your child be successful at school. Please call me, Paige Sanders, at (307) 674-7937, ext. 6101 or email me at paige.sanders@scsd2.com if you have a question or a concern. Feel free to come to school to see me, if necessary. I will be happy to adjust my schedule to visit with you, and I'll do my best to help you.

District Mission Statement

Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.

Sheridan County School District #2 School Board Goals

Resource Utilization Goal: SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

Teaching and Learning Goal: SCSD #2 will continuously promote student learning as the primary focus of every staff member in the school district. The Board of Trustees is committed to helping all students reach their potential both academically and in other aspects of human endeavor. This goal is at the center of the board's philosophy, policy, and action.

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

Board of Trustees

Ann Perkins, Chairman

Tony Wendtland, Vice-Chairman

Craig Achord, Treasurer

Marva Craft, Clerk

Richard Bridger

Hollis Hackman

Wayne Schatz

Molly Steel

Susan Wilson

Superintendent

Craig Dougherty

CALENDAR FOR SCHOOL YEAR **2016-2017**

| | |
|-----------------------|--|
| August 30 | School Begins (Full Day) |
| September 5 | Labor Day (No School) |
| October 10 | Teacher In-Service (No School) |
| November 3 | Early Dismissal for Parent/Teacher Conf. |
| November 4 | Parent/Teacher Conferences (No School) |
| November 22 | End of 1 st Trimester |
| November 23-25 | Thanksgiving Break (No School) |
| December 21-January 3 | Christmas Break (No School) |
| January 20 | Teacher In-Service (No School) |
| February 17 | End of 2 nd Trimester |
| February 23 | Early Dismissal for Parent/Teacher Conf. |
| February 24 | Parent/Teacher Conferences (No School) |
| March 27-March 31 | Spring Break |
| April 14 | Good Friday (Early Dismissal) |
| May 27 | Fort Mackenzie Graduation |
| May 28 | SHS Graduation |
| May 29 | Memorial Day (No School) |
| June 2 | Last Day of Classes – End of 3 rd Trimester |
| June 5 | Teacher In-Service (No School) |
| June 6 & 7 | Snow Days |
| August 30 | School Begins (Full Day) |

SCHOOL IMPROVEMENT GOAL

All schools will have a school improvement goal based upon student achievement. Professional Learning Communities (PLC) will be utilized to identify individual strengths and weakness; then an instructional plan will be developed for each student.

SPECIAL PROGRAMS:

SEMINAR: Students are provided educational alternatives throughout grades 3-5 that teach, challenge, and expand their knowledge while simultaneously stressing the development of an independent learner who can continuously question, apply, and generate information. Curriculum is developmentally appropriate with an emphasis on critical and creative thinking skills. **This program is designed for high-ability** students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Standardized measures are used to identify students whose intellectual capacity and academic achievement require services. The top 3-5% of the population is selected for this program.

INDEPENDENT STUDY: Independent Study provides enrichment activities and additional challenge to high-ability and/or highly-motivated students. Students complete an interest-based or teacher-selected enrichment activity. Classroom teachers recommend students for this program.

TITLE I: Title I provides remedial support for students in both reading and math. The District uses teacher as well as computer-assisted instruction for students who qualify in reading. Title I also teaches reading strategies using the comprehension program developed by Fountas and Pinnell. For math, the District uses Strength in Number. These programs encourage students to succeed using a variety of criteria. The District continues to use results from Proficiency Assessment for Wyoming Students (PAWS) and Measures of Academic Progress (MAP).

READING RECOVERY: Reading Recovery is a highly effective short-term intervention of one-to-one tutoring for low-achieving first graders. The goal of Reading Recovery is to dramatically reduce the number of first-grade students who have difficulty learning to read and write. The Observation Survey of Early Literacy Achievement, a good predictor of success in learning to read and write, is given to all first grade students in Sheridan County School District #2. Reading Recovery serves the lowest-achieving first graders – the students who are not catching on to the complex set of concepts that make reading and writing possible.

STRENGTH IN NUMBER: The Strength in Number Program has been developed as a systemic response to the problem of chronic failure in school mathematics. The overarching objective for Strength in Number is to provide a robust intervention for elementary students to help in learning number skills. Strength in Number students undergo a teaching cycle of approximately 15 weeks. The Strength in Number Program exists to provide early, short-term intervention (40-60 lessons) for low-achieving first grade students. Strength in Number assessment consists of two interview-based assessment schedules. These assessment profiles are used to select students into the program.

SPECIAL EDUCATION: Special Education classes provide students with the information, instruction, and support they need in the basic skills curriculum (reading, writing, and mathematics). Skill development is the priority, with a variety of teaching and assessment practices being

employed. The special education program in Sheridan County School District #2 is a supplementary program to the District's regular education program that is specially designed instruction, at no cost to the parents, intended to meet the unique needs of a student with an identified disability. A comprehensive assessment and evaluation procedure that conforms to specific assessment and procedural requirements set out in Individuals with Disabilities Education Act must be conducted before the initial placement of any student who needs or is believed to need special education and related services.

BEHAVIOR CENTER: The District is using an alternative program developed by Volunteers of America for out-of-school suspensions at the Behavior Center (BC). This program will provide a safe, supervised environment for students to carry out their suspensions. It will operate in the old Highland Park School located at 1301 Avon Street. Students need to take a sack lunch and study materials. Transportation will be provided by the school district and will leave the school at 8:15 a.m. Missing this ride requires students to go home until they fulfill their obligation at the Behavior Center. Administrators reserve the right to assign out-of-school suspension on a case-by-case basis.

HIGHLY QUALIFIED STAFF

All elementary staff members at Sheridan County School District #2 are highly qualified within the area they teach. If you have any questions in regards to any staff member's qualifications, please contact the principal.

REPORTING PERIODS AND CONFERENCES

Grading and reporting to parents have two main purposes:

1. Students should have the best information available in understandable form about their progress.
2. Parents should have sufficient and understandable information about their child's progress in school.

Report cards for grades K-5 are issued at the end of each **trimester**.

Parent-Teacher Conferences are held at the end of the 1st nine week reporting period, as well as in the middle of the 3rd nine week reporting period. Conferences are an opportunity for teachers and parents to discuss individual pupil progress.

In addition to the regular reporting periods, other conferences may be scheduled throughout the school year according to each individual student's needs.

SCHOOL HOURS

7:30 A.M.

Building Opened

7:35 A.M.

Breakfast served

7:55 A.M.

Children enter classrooms

8:00 A.M.

Tardy Bell

8:05 A.M.

Announcements, school day officially begins

9:30 A.M. Kindergarten

Morning recess (15 minutes)

10:05 A.M. Grades 1-2

Morning recess (15 minutes)

11:20 A.M.

Lunch periods begin

| Grade | Recess | Lunch |
|--------------|-------------|-------------|
| Kindergarten | 11:05-11:20 | 11:20-11:45 |
| First Grade | 11:10-11:30 | 11:30-11:50 |
| Second Grade | 11:15-11:35 | 11:35-11:55 |
| Third Grade | 11:20-11:40 | 11:40-12:00 |
| Fourth Grade | 11:25-11:45 | 11:45-12:05 |
| Fifth Grade | 11:30-11:50 | 11:50-12:10 |



1:25 P.M. Grades 3-5 Afternoon recess (15 minutes)

1:45 P.M. Kindergarten dismissal

2:55 P.M. Grades 1-5 dismissed

Please understand there is no supervision at school until 7:30 A.M.; therefore, students should not arrive before then. An adult will be in the crosswalk to help your child cross between 7:40 and 7:55 A.M. Students are allowed to go in the gym from 7:30-7:55 A.M. and go out for fresh air from 7:45-7:55 A.M., permitting the temperature (including wind-chill) is above 5 degrees. However, quietly sitting in the gym or eating breakfast is always allowed from 7:30-7:55 A.M.

Morning Computer Lab Time

Currently students are allowed to participate in IXL and Education City in the morning on the following days from 7:35-7:55 A.M.

K & 1st Grade—Mondays

2nd Grade — Tuesdays

3rd Grade — Wednesdays

4th Grade — Thursdays

5th Grade — Fridays

Teachers are available for conferences before, during, and after school; however, appointments are encouraged.

FOOD SERVICE

Breakfast Prices for the current school year are:

Regular \$1.00

Reduced \$0.30
Adult meals are not served for breakfast.

Lunch prices for the current school year are:

| | |
|------------|--------|
| Elementary | \$2.50 |
| Reduced | \$0.40 |
| Adult | \$4.50 |
| Extra Milk | \$0.35 |

Schools in District #2 provide “Offer vs. Serve” lunches. Students are not required to take all items being served on their lunch tray. They must take at least one half cup of fruits or vegetables and two other items.

Please make sure that all lunches are paid for in advance. Information regarding the free and reduced price lunch program is sent home to all families at the beginning of the school year. Parents are encouraged to come to school and eat lunch with their children. Please notify the school in advance if you will be coming to have lunch.

RECESS POLICY

As a general rule, if a child is well enough to come to school he/she is well enough to go outside for recess and during the noon hour; however, if you desire for your child to stay inside due to a recent illness, please send a note explaining this exception. Children will not be sent outside in extreme weather conditions, but parents are encouraged to send appropriate cold weather gear with their child. As a general rule, if the temperature and wind chill are above zero degrees students will have outdoor recess.

STUDENT DRESS/APPEARANCE

Students are expected to dress appropriately and in good taste. Clothing that is immodest, extreme, unattractive, or calls undue attention to itself or the wearer, such that the educational process is unduly threatened, undermined, or disrupted, is not appropriate. Shoes with any types of wheels (such as “Heelies,” “Spinners,” etc.) are not allowed at school.

Clothing, decorations, or jewelry that advertise, promote, depict, or which purport to advertise, promote, or depict, any controlled substance as defined by Wyoming law--alcoholic beverages, or tobacco products, or their use--are not appropriate. Clothing, decorations, or jewelry that contain or depict pornographic or obscene images or language as defined by community standards are not appropriate. Such clothing, decorations, or jewelry are deemed disruptive to the educational process, incompatible with the mission of the School District, and are not acceptable.

CELL PHONES, CELL WATCHES & OTHER COMMUNICATION DEVICES

Cell phone usage is not allowed during school hours. Cell phones should remain off and in the student’s backpack during the school day. The school district strongly discourages students from

bringing portable electronics such as iPads, iPods, MP3 Players, cameras, and gaming systems to school due to the risk of theft. The school district is not responsible for lost or stolen items.

PARTY INVITATIONS

Please do not send party invitations for distribution in class unless all children are invited. Students' feelings are hurt when they are not invited.

HOLIDAYS AND CHRISTMAS GIFT EXCHANGE

Holidays celebrated with parties at school are Halloween, Christmas, and Valentine's Day. Classroom teachers may have parents assist with holiday parties and refreshments.

It has been our policy not to allow gift exchanges between pupils. Likewise, gifts from children to teachers are not encouraged.

PARENT-TEACHER ORGANIZATION (PTO)

Our school is privileged to have many parents who volunteer time in classrooms and on school-wide projects. The P.T.O. serves as the steering mechanism to coordinate many activities and is always seeking new and additional parent input. Please call one of the officers and add your name to our volunteer pool.

Volunteer efforts may take you in many different and exciting directions. Book fairs are held at least twice yearly for our families. Fundraising is conducted to generate monies, which are used to develop P.T.O. projects and support classroom efforts. You may wish to work with the classroom volunteers who develop projects with teachers to use within their classrooms.

PARENT COMMUNICATION

We publish a monthly newsletter that your child will bring home. If you don't get one before the first day of the month, call the school and we will see that you get one. In addition, please check the school website for up-to-date information.

The PTO (Parent Teacher Organization) will send out periodic notices of parent nights, social events, etc.

PARENT LIAISON

Each elementary school has a parent liaison assigned to their respective school. The Parent Liaison (PL) position supports students, families, and school staff and promotes the academic and social health of students. The PL is responsible to assist in developing enhanced parent and school communications, increasing opportunities for parents to participate as partners with schools in the academic and social growth of their children, and assisting parents in connecting them with community resources.

MEDICATION

Sheridan County School District #2 schools require a parent signature before administering medication to a student. All medication sent to school must be in the original, pharmacy-labeled bottle, containing the medication and instructions for dispensing (this includes inhalers and over-the-counter medications). All medications must be left at the Health Room during school hours and not carried by students.

SCREENINGS

Your child may be screened by the school nurse in the following areas: hearing, vision, weight, height, blood pressure, and dental. If you desire your child NOT to be screened, you must provide the principal with written notification. The school nurse will notify you should any of these screening results indicate a concern.

IMMUNIZATIONS

Under the Laws of the State of Wyoming (W.S. 21-4-309), each child is required to be properly immunized against vaccine preventable diseases as designated by the State Health Officer. A child may be conditionally enrolled for thirty (30) calendar days. Waivers may be obtained only from the State or County Health Officer upon submission of written evidence of religious objection or medical contraindication to the administration of any vaccine.

FIELD TRIPS

Educational field trips are a part of the total education of your child. Each teacher schedules a certain number of field trips and will be notifying you of these trips. The parent must grant permission before a child will be allowed to participate in these activities.

TRANSPORTATION

Bus transportation will be provided for all pupils who live one mile or more from the school. The bus schedule is printed in The Sheridan Press at the onset of the school year. The school office also has this information. Students should arrive at the bus stop about five (5) minutes before the bus is scheduled to be there, as it could arrive a few minutes early (or after) the scheduled time.

Bus riders will receive a written list of Rules and Regulations for safe riding. Please study the rules with your child and then return the signed bottom portion of the page to your child's teacher.

Pupils riding buses must have a signed permission slip from parents if they plan to get off the bus at a stop other than usual, if they are to ride a different bus or if they walk home, rather than ride the bus on any given day. The school office must approve all written requests.

Students may not use district buses for transportation to non-school activities.

PEDESTRIAN AND BICYCLE SAFETY

Bicyclists are asked to walk their bicycles across the street, on the playground, and on the sidewalks. Students are asked to use the bicycle parking area to secure their bikes.

Children should be reminded of safety rules when walking to and from school.

SCHOOL CLOSINGS

If any of the schools in District #2 are to be closed, dismissed, or their starting time delayed due to inclement weather or mechanical breakdown, that information will be broadcast on Channel 14, over the following radio stations: KWYO (1410), and KROE (930), on the District's website at www.scsd2.com, and through phone call, email, and text (if this was provided to the school in your demographic information). Parents are urged to develop plans with their children, so they will know what to do and where to go when school is dismissed early.

MAKE-UP WORK

In the event of illness, a phone call before school will enable your child's teacher to prepare the assignments and materials for pick-up after 3:00 p.m. If you know your child will be absent, please request assignments in advance of that date.

SICK DAY GUIDELINES

Keep your child home from school if they have one or more of the following:

- Fever of 100.4 degrees or higher (keep home until fever is less than this without pain/fever reducer for 12 hours)
- Has been vomiting (keep home for 12 hours after vomiting ends)
- Has had diarrhea (more than one watery stool, keep home for 12 hours after last loose stool)
- Rash (until cleared by a physician)
- Red painful eye with thick drainage (until cleared by a physician)
- Has symptoms that prevent him or her from participating in school:
 - Excessive tiredness
 - Productive coughing, sneezing
 - Headache, body aches, earache
 - Severe sore throat

A minor sore throat is usually not a problem but a severe sore throat could be strep throat. Other symptoms of strep throat in children are headache and stomach upset. Contact your doctor for these symptoms.

Does my child have the flu?

The flu is serious! Call your doctor at the first sign of flu symptoms. Keep your child home until symptoms have subsided. These symptoms usually come on suddenly and may include:

- High fever (over 100.4 degrees)
- Chills
- Headache, body aches, earache
- Nausea, vomiting

- Dry cough
- Sore throat

How do I make my child feel better? Ask your doctor, school nurse or pharmacist for advice on over the counter medications and other comfort measures. We have found the following very helpful:

- Help your child get plenty of rest, stay in bed and limit TV
- Encourage fluids (water, soup, juice, ice)
- Try a cool mist humidifier for congestion/coughing
- Saline nasal spray or rinse may also relieve nasal congestion

How can I keep my child healthy?

- Encourage *frequent* and *thorough* hand washing. Use soap and warm water. Rub hands together with soap for at least 20 seconds. Hands should be washed at least 5 times a day.
- Everyone should cover their coughs and sneezes with a tissue or their sleeve.
- Keep your child's environment tobacco free
- Minimize time spent with others who are ill
- Keep frequently touched household surfaces clean (phones, cell phones, countertops, door knobs, keyboards, remotes, toys). On a regular basis clean these items with an antibacterial wipe.
- Make sure your child gets a sufficient amount of sleep each night and remove the TV from the bedroom. Research shows that children with a TV in their room do not rest as well.

DISTRICT ATTENDANCE REGULATION (POLICY JH and JH-P)

It is an expectation that students will attend school on a consistent basis as regular attendance at school promotes the mental and emotional development of children. Even though students can obtain makeup work for days absent, the daily teacher-to-student interaction and focused teaching cannot be replaced. As a result, the Wyoming State Legislature has passed laws to promote school attendance. These regulations are designed to implement those laws and to promote regular attendance at school.

Excused Absences

An excused absence is an absence that the principal or school attendance officer, with the knowledge of the parent, considers compelling or unavoidable. Examples of excused absences include:

- Student illness;
- Serious illness or death in the family;
- Religious holidays;
- Court hearings where the student is required to attend;
- Natural disasters or weather that jeopardizes travel;
- Medical and/or dental treatment;
- Absences that have been arranged in advance through collaboration with the principal.

In all absences, it is the responsibility of the student's parent or legal guardian to contact the school within 48 hours of the student absence to explain the absence. If this is not possible, the student is

required to provide a written explanation from the parent or guardian upon the student's return to school. Failure to communicate with the school, either during the absence or within two school days after the student returns, may result in the absence being recorded as unexcused.

Excessive Absences

Twelve (12) absences in a single school year are considered excessive; this excludes medical (with a doctor's note) and school sponsored/related absences. Absences exceeding twelve (12) will be considered unexcused unless a medical excuse (with a doctor's note **that the child has been seen by the physician**) is provided within 48 hours. (Policy JH)

Checking in After an Absence

A parent/guardian phone call and/or a written note must verify the absence.

Unexcused Absences/Truancy

An unexcused absence is an absence that the school considers non-compelling or avoidable. A student shall be considered truant when his/her absence is deemed unexcused by the principal. A truancy shall be considered an unexcused absence for any school day or part of any school day.

Examples of truancy include, but are not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled before or after school;
- Shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Absences for which no reason is provided.

If a student is absent and no note or call is received on the day of the absence, the school shall attempt to call the parent/guardian. If after two school days, the parent/guardian does not provide an acceptable reason for the absence; the absence(s) will be considered unexcused. The student could be expected to make-up the time and/or work missed for an unexcused absence. A third unexcused absence would result in a referral to the County Attorney's Office for habitual truancy or other action as deemed appropriate by the administration.

Tardiness

Getting to class on time is a life skill. Every five (5) unexcused tardies may result in disciplinary action. Alternative consequences will be arranged for students who are habitually tardy.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should request in writing a pre-arranged excused absence. To enable teachers a reasonable amount of time to prepare lessons, you must request a pre-arranged absence at least two (2) days ahead of the actual event.

POSITIVE BEHAVIOR INTERVENTION AND SUPPORT (PBIS)

The word *discipline* comes from the Latin root which means *to teach*. PBIS is designed to teach and reinforce positive, safe behavior in the school setting. PBIS is intended to provide every student with opportunities for success by teaching school-wide expectations at the beginning of and throughout the school year. “Be Safe”, “Be Respectful”, and “Be Responsible” are expectations that create a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan County School District #2.

We are committed to assisting our students in the development of attitudes, skills, and systems necessary to ensure that each student leaves public education with academic and social competence appropriate to the individual, regardless of ability or disability.

Code of Respect

Respect must be a shared pursuit. This means that students will be shown respect by all staff, and students will show respect to all staff members. Respectful behavior is a matter of common sense, doing what you know is right, and treating others as you would expect to be treated. Failure to show respect for teachers, administrators, staff, and fellow students is the root of behavior violations and will be treated very seriously.

Students’ Rights and Responsibilities

Students are responsible for choosing appropriate behavior and making responsible decisions that will promote a safe environment that is conducive to learning for all students. *Students have the right to learn in a classroom free of distractions that interfere with their learning. No one will be allowed to take away that right from our students.* Therefore, it must be understood that:

1. *Courtesy and respect will be extended to all peers and teachers;*
2. *Students will act in a safe manner at all times;*
3. *Students will be open-minded towards education;*
4. *Language will be positive and name-calling is unacceptable; and,*
5. *Tolerance for individual differences, talents, and choices will be shown.*

Here are some of the expectations for our students:

PBIS EXPECTATIONS

| Area/ Activity | Be Safe | Be Respectful | Be Responsible |
|----------------------------------|--|---|---|
| <u>Community</u> | <ul style="list-style-type: none">• Keep hands, feet, and objects to self• Ask for help when needed• Report unsafe actions to an adult | <ul style="list-style-type: none">• Follow directions immediately• Use kind words and actions• Respect property of self and others• Remove hats when indoors | <ul style="list-style-type: none">• Follow school rules• Take proper care of all personal belongings and school equipment• Be honest• Pick up trash and throw it away, even if it is not yours |
| <u>Hallways & Stairs</u> | <ul style="list-style-type: none">• Walk at all times• Keep hands and feet to self• Walk facing forward• Walk on the right side | <ul style="list-style-type: none">• Use quiet voices• Use kind words and actions• Be aware and respectful of classes in session | <ul style="list-style-type: none">• Use hall passes• Move to class on time• Use trash cans and recycling containers if available• Consume food or drink in designated areas with permission |

| | | | |
|-----------------------------------|--|---|--|
| <u>Restrooms</u> | <ul style="list-style-type: none"> Wash your hands Keep water in the sink | <ul style="list-style-type: none"> Use quiet voices Give privacy Respect property | <ul style="list-style-type: none"> Use teacher pass Flush toilets after use Return to class promptly Report any problems to an adult Keep restrooms clean |
| <u>Arrival/Dismissal</u> | <ul style="list-style-type: none"> Once at school, stay at school Stay in designated areas until bell rings Pay attention to traffic and buses Keep hands and feet to self Carry skateboards/scooters on school property Walk bicycles and park them in designated areas | <ul style="list-style-type: none"> Follow community rules Follow directions of supervising teachers/staff Respect others' property Respect the personal space of others | <ul style="list-style-type: none"> Arrive on time and leave on time Report to designated areas promptly If entering school early obtain pass from front office Stay behind painted line at bus drop/pick up area |
| <u>Lunchtime</u> | <ul style="list-style-type: none"> Walk at all times Keep feet on floor Remain seated while eating Keep hands to self Choose a table and stay there for the duration of lunch | <ul style="list-style-type: none"> Enter and exit quietly and respectfully Wait in line patiently Use quiet voices Allow anyone to sit next to you Use "please" and "thank you" | <ul style="list-style-type: none"> Clean your table before leaving Return your trays and empty your trash as expected Stay seated until dismissed Recycle |
| <u>Playground</u> | <ul style="list-style-type: none"> Follow directions immediately Keep hands and feet to self Ask permission to enter school building Stay within designated grade-level boundaries | <ul style="list-style-type: none"> Use appropriate language Include everyone Play fair Follow the rules of the game | <ul style="list-style-type: none"> Return to class promptly & orderly Ask for help when needed Report any problems to an adult on duty Return equipment promptly and appropriately |
| <u>Assembly</u> | <ul style="list-style-type: none"> Walk into assembly as a class Sit together as a class with teacher | <ul style="list-style-type: none"> Stay seated Use audience manners Applaud appropriately Keep feet off the back of chairs Keep hands and feet to self | <ul style="list-style-type: none"> Remain quiet throughout assembly or presentation Remain attentive to the performers |
| <u>Classroom</u> | <ul style="list-style-type: none"> Hands/feet to self Keep all legs of chair on floor Use materials appropriately | <ul style="list-style-type: none"> Use kind words Follow directions immediately Respect others' belongings Keep a positive attitude Take care of school property | <ul style="list-style-type: none"> Be there, be ready, and be ready to learn every day Complete assignments thoroughly and on time Talk to your teacher immediately when you are having difficulty in the classroom for any reason |
| <u>Office</u> | <ul style="list-style-type: none"> Walk quietly Keep hands and feet to self | <ul style="list-style-type: none"> Wait for your turn Talk quietly and respectfully Respect privacy | <ul style="list-style-type: none"> Use passes Go directly to the office Return directly to classroom |
| <u>Library & Computer Lab</u> | <ul style="list-style-type: none"> Keep hands and feet to self Keep all legs of chair on floor Only use designated computer sites in the lab | <ul style="list-style-type: none"> Respect library/computer lab property Follow instructions. Only be on those sites designated by your teacher Use quiet voices | <ul style="list-style-type: none"> Use passes Use time wisely Ask for help when needed Return materials on time |
| <u>Bus</u> | <ul style="list-style-type: none"> Wait at least 10 feet away when waiting for the bus Stay seated in your seat, facing forward Wait for driver to motion you on, walk only Keep aisle clear | <ul style="list-style-type: none"> Keep your hands and feet to yourself (inside the bus) Choose to be nice to each other and other's property Students are expected to follow all bus rules and accept feedback from the driver Use an inside voice with appropriate language | <ul style="list-style-type: none"> Remind other to follow the rules (school materials only) Bus at bus stop 3-5 minutes before the schedule route time, know bus number Note signed by parent/guardian or teacher is required if going to different stop Enter and exit in order |

DISCIPLINE POLICY

Sheridan County School District #2 believes a major objective is to aid students in developing self-discipline and to take pride in one's self conduct both in and out of the classroom. Attainment of this goal means that we respect each other's rights to an education: demonstrated by our actions toward self, fellow students, school personnel and visitors in our building.

Programs are far more effective when positive behavior is accentuated. As a result, Boys Town Social Skills Program will be emphasized and implemented into every classroom due to the positive impact this has had on our students' overall behavior.

Nevertheless, when students make a poor choice there must also be consequences. These consequences will be dependent on classroom rules; however, repeated or extreme behaviors may warrant referrals to the office.

Consequences may include but are not limited to: behavior contracts, lunch detentions, time-outs, after-school detentions or school service (with parent permission), in-school suspension, out-of-school suspension, or expulsion.

DRUG ABUSE

Any student possessing or using any controlled substance, whether it is marijuana, alcohol, or any other controlled substance, on school property will be disciplined by mandatory administrative suspension for a minimum of three (3) days and counseled as deemed appropriate by the administration.

SEXUAL HARASSMENT

In order to help employees, students, parents, and patrons have a clear and concise understanding of the District's position on sexual harassment, without diminishing the intent and extent of the policy, the following position statement is expressed:

"Sexual harassment is not condoned in Sheridan County School District #2. Sexual harassment is any behavior or words of a sexual or gender demeaning nature that are not welcome, which pressure or intimidate you or make you feel uncomfortable at school or school activities, and affect your education (or work) in a bad way. If you feel you have been a victim of sexual harassment, report it immediately to your principal, immediate supervisor, school counselor, or social worker."

WEAPONS

It is the strict policy of Sheridan County School District #2 that no student, school personnel, visitor, or other person shall bring or possess a firearm, simulated firearm, destructive device, or weapon on District property or at any school functions.

Any student violating this policy may be suspended or expelled as provided by law.

Please refer to Board Policy JICI for further explanation of this policy.

BULLYING AND HARASSMENT

Sheridan County School District #2 does not tolerate bullying and harassment, sexual or otherwise. The school's overriding goal is for all students to look forward to coming here each day and for them to feel safe while they are at school.

Bullying is characterized by the following three (3) criteria:

1. It is aggressive behavior or intentional harm doing.
2. It is carried out repeatedly and over time.
3. It occurs within an interpersonal relationship characterized by an imbalance of power. (For example, one person is physically larger or stronger, mentally quicker, or socially more powerful.)

Bullying and harassment have the purpose and effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive atmosphere.

Parents and students are urged to bring concerns with bullying or harassment to the principal. If a student(s), parent(s), teacher(s), or playground supervisor(s) report(s) an incident to the principal, the principal immediately investigates it. If the complaint is substantiated, the principal does the following:

1. Discusses the charge with the offending student or students.
2. Explains what bullying and harassment are, what they look like, why they are unacceptable, and what the consequences of continued bullying or harassment are.
3. Calls the parents, or has the offending student call his or her parents, and explains what they did and what the consequences, if any, will be.
4. Oversees an apology from the offending student to the student who was bullied or harassed.

The incident and follow-through are documented using a Conduct Report and are entered into our Infinite Campus database as Threat/Harass (THE) for future reference.

It has been our experience that 95% of the time, there is no repeated incident and we get no further complaints. Upon occasion however, there will be repeated incidents. If this occurs, the same procedure is followed with the imposition of one or more of the following consequences depending on the severity of the complaint:

- The student is removed from the setting in which the offense occurred (usually the playground or lunchroom).
- A parent/student/principal/social worker conference is held.
- The student is placed in In-School Suspension (ISS) for ½-2 days.
- The student is required to participate in a series of targeted social skills lessons administered by the social worker.
- The student is suspended from school or sent to the Behavior Center (BC) for 1-5 days.
- The student is given a "no interaction" order with the consequence of immediate suspension for violation.

BOARD POLICY JICFA – HARASSMENT, INTIMIDATION, AND BULLYING

Harassment, intimidation, or bullying of students at school or negatively impacting the school environment is prohibited.

Harassment, intimidation, or bullying means any intentional gesture, any intentional electronic communication, or any intentional written, verbal or physical act that a reasonable person under the circumstances should know will have the effect of:

1. Harming a student physically or emotionally, damaging a student's property, or placing a student in reasonable fear of personal harm or property damage;
2. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
3. Creating an intimidating, threatening, or abusive educational environment for a student or group of students through sufficiently severe, persistent, or pervasive behavior.

“Written” acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs, and other forms of electronic communications including photographs.

“At School” as used in this policy includes a classroom or other location on school premises, a school bus or other school-related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

Actions “negatively impacting the school environment” as used in this policy include any acts of harassment, intimidation, and/or bullying occurring off school grounds that compromise school safety, harm the learning environment, and/or harm the emotional or physical well-being of students at school.

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students.

Students who engage in bullying, harassment, or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

Any student who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline, up to and including suspension or expulsion.

Students who witness harassment, intimidation, or bullying of another student are encouraged to report that conduct to a teacher, principal, or other school staff member as soon as possible. The staff member who receives the complaint shall request that the student make a written report describing the conduct they witnessed, including but not limited to the date, time, and location of the incident, and the names of the students involved, to the extent possible. If the complaining student chooses not to file a written report, the staff member shall ask the student to verbally describe the incident, including the information described above. The staff member shall then forward that information, including the written report, if any, to the building principal or his/her designee, who shall immediately investigate the complaint, or designate another staff member to

investigate the complaint. Student reports and information gathering by District personnel shall be kept confidential.

Students may anonymously report any harassment, intimidation, or bullying. Anyone making or receiving an anonymous report shall provide or collect as much information as possible, including but not limited to a description of the conduct, the date, time, and location of the incident and the names of the individuals involved. Disciplinary action shall not be taken against a student based solely on the basis of an anonymous report. Once a staff member receives a report of harassment, intimidation, or bullying, the report shall be immediately given to the building principal or his/her designee, who shall initiate an investigation or designate another staff member to investigate the complaint.

When a student reports that he or she has been harassed, intimidated, or bullied in violation of this policy, the principal or his/her designee shall schedule meetings with the student, student's parent(s), and other appropriate staff member(s) as determined by the principal or his/her designee, to discuss steps or strategies to protect that student from additional harassment, intimidation, or bullying and from retaliation.

Retaliation or reprisal against a student or other individual who makes a good faith report or complaint of harassment, intimidation, or bullying is prohibited and shall not be tolerated. Anyone who engages in such retaliation or reprisal against an individual who makes a report of harassment, intimidation, or bullying shall be subject to discipline, up to and including suspension or expulsion.

During the investigation, the principal or his/her designee shall interview witnesses, including, but not limited to the alleged victim and the student(s) alleged to have engaged in the harassment, intimidation, or bullying. The person conducting the investigation shall prepare a written report of the findings and conclusions of the investigation. If the person who conducts the investigation determines that a student or students engaged in harassment, bullying, or intimidation, the building principal or his/her designee shall take appropriate disciplinary action toward the student or students.

At the start of each school year, every teacher shall be required to review the district's harassment, intimidation, and **bullying policies** with the students in his/her class and discuss that policy with them. This policy shall be included in the student manual or handbook and shall also be available to the public on the school district's web site in a manner to be determined by the superintendent or his/her designee.

The school district shall provide information on this policy in its professional development programs and the policy shall be provided to volunteers and other noncertified employees of the district who have significant contact with students.

W.S. 21-4-314

CONSEQUENCE GUIDE

| Behaviors | Correctional Opportunity | Detention – Recess, Lunch, | | Behavior Center 1 day | Behavior Center 3 days | Behavior Center 5 days | Behavior Center 10 days |
|------------------|--------------------------|----------------------------|--|--------------------------|---------------------------|---------------------------|----------------------------|
|------------------|--------------------------|----------------------------|--|--------------------------|---------------------------|---------------------------|----------------------------|

| | | | | | | | |
|---|--|--|--|-------------------------|-------------------------|-------------------------|-------------------------|
| | | and/or other designated times | | | | | |
| Level 1 talking in class; off task behavior; minor disruptions; lack of preparation/ materials; name calling; throwing paper; sleeping; dishonesty; passing notes; backtalk; writing on school property; etc. | Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral. | | | | | | |
| Level 2 4 STEPs; cheating; repeated cell phone/electronics use; profanity; continued class disruption; throwing food; minor disrespect/defiance; etc. | 1 st Offense | 1 st Offense | | 2 nd Offense | 3 rd Offense | 4 th Offense | 5 th Offense |
| Level 3 bullying/threats/harassment; insubordination; gross disrespect/defiance; profanity directed at staff; computer misuse; major class disruption; etc. | 1 st Offense | | | 1 st Offense | 2 nd Offense | 3 rd Offense | 4 th Offense |
| Level 4 fighting; theft; vandalism; false alarms; weapon possession/use (could lead to suspension/expulsion) | | | | | 1 st Offense | 2 nd Offense | 3 rd Offense |

All consequences may vary dependent on the severity of an offense. Administration reserves the right to determine the severity of any infraction.

| | |
|--------------------------------|--|
| Incomplete School Work | Students that have not completed their homework and/or have missing work may be relocated to the office or another area to complete this work. |
| Truancy/Ditching | May result in disciplinary action. |
| Tardies | Unexcused tardies may result in disciplinary action. |
| Cheating/Plagiarism | See related section in handbook. |
| ACE Program | The Behavior Center is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum, supervised study, and community service projects. |
| School Resource Officer | Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration. |

This document is a guideline only and does not include all possible cases of student misconduct. Administration reserves the right to evaluate, interpret, and make decisions regarding each situation and the student(s) involved.

STUDENT SUSPENSION OR EXPULSION (Board Policy: JKD/JKE)

The Board may suspend or expel a student from school during the school year for the following:

1. Continued willful disobedience or open defiance of the authority of school personnel.
2. Willful destruction or defacing of school property.

3. Any behavior that is clearly detrimental to the welfare, safety, or morals of other pupils including the use of foul, profane or abusive language or habitually disruptive behavior. “Habitually disruptive behavior” means overt behavior willfully initiated by a student causing disruption in the classroom, on school grounds, on school vehicles or at school activities or events, which requires the attention of a teacher or other school personnel.
4. Torturing, tormenting, or abusing a pupil in any way, maltreating a pupil or a teacher with physical violence.
5. Possession, use, transfer, carrying or selling a deadly weapon as defined under W. S. 6-1-104(a)(iv) within any school bus or within boundaries of real property used by the District primarily for the education of students. (For further information see complete Board Policy: JKD/JKE.)

DISTRICT REGULATION (IKE-P) ON REMEDIATION: STUDENT PROMOTION, RETENTION, AND EXTENDED-LEARNING OPPORTUNITIES

The Board of Trustees for Sheridan County School District #2 recognizes it is essential that each child experience both challenge and success from school activities. Grade placement should enhance these experiences. The concept of grade placement is based on the performance of the student and the expectation that each teacher will provide appropriate experiences for children at particular stages of physical, emotional, and academic growth.

Academic growth, like physical growth, does not take place at the same pace or time for all children. Certain students may achieve the standards in the regular time frame, while others may need additional time. Participation in remedial programs, retention, extended school day, and summer school are methods of meeting the educational needs of such children.

Excerpt taken from Sheridan County School District #2 District Regulation IKE-P

Elementary (Grades K-5)

Students in Sheridan County School District #2 elementary schools may be retained for valid educational reasons. Procedures for determining whether an elementary student will be retained are as follows: 1) The classroom teacher advises the principal that the student in question is not making adequate progress in terms of grades or standards; 2) The principal advises the parent that the student is not making adequate progress in terms of grades or standards; 3) The parent(s), principal, classroom teacher and requested specialists meet to discuss academic concerns; 4) The principal discusses retention and remediation alternatives with the parent(s); 5) The parent(s) and principal jointly agree on remediation and/or retention. These procedures conform to applicable Wyoming and Federal Statutes.

Parents will begin receiving notice of potential promotion problems within two (2) weeks following the first semester grade report. Notice of retention will be sent during the month of June.

SHERIDAN COUNTY SCHOOL DISTRICT #2 ELECTRONIC INFORMATION RESOURCE AGREEMENT (INTERNET ACCESS)

Please read this document carefully. All students in Sheridan County School District #2 will be allowed Internet access unless parents specify in writing that they do not want their child to have such access. All students will be expected to abide by the conditions and guidelines of this Electronic Information Resource Agreement.

™ Terms and Conditions of This Agreement

These policies shall apply to:

1. Users of electronic information resources that are utilized with equipment located in Sheridan County School District #2.
2. Users who obtain their access privileges through association with Sheridan County School District #2.

™ Personal Responsibility

Students will accept personal responsibility for reporting misuse of the network to the System Administrator. Misuse can come in many forms, but it is commonly viewed as sending or receiving material that exhibits or suggests pornography, unethical or illegal behavior, racism, sexism, inappropriate language, and constitutes a violation of the guidelines set forth below.

™ Acceptable Use Guidelines

- The use of electronic information resources must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2.
- Students will use electronic information resources for educational purposes only.
- Students agree not to submit, publish, display, or retrieve any defamatory, inaccurate, abusive, obscene, profane, sexually-oriented, threatening, violent, racially offensive, or illegal material.
- Students will abide by all copyright regulations.
- Students will not reveal home addresses or personal phone numbers of others or themselves.
- Students understand that electronic mail is not private.
- Students will not use the network in any way that would disrupt the use of the network by others.
- Students understand that many services and products are available for a fee and acknowledge that they are responsible for any expenses incurred.
- Students will not use the network for commercial purposes.
- Students will not attempt to harm, modify, or destroy hardware or software, interfere, or hack/crack the system security.

™ Privileges

The use of the electronic information resources is a privilege, not a right, and may be revoked at any time.

™ Services

- Sheridan County School District #2 reserves the right to log the use of all systems and monitor filespace utilization. Should it become necessary, files may be deleted.
- The System Administrator may close an account at any time.

- Sheridan County School District #2 is not responsible for any service interruptions, changes, or consequences arising there from, even if these arise from circumstances under the control of the District.
- Sheridan County School District #2 makes no warranties of any kind whether expressed or implied. Service is provided as an "as is, as available" basis.
- Sheridan County School #2 reserves the right to establish such rules and regulations as may be necessary for the efficient operation of the electronic information systems.

™ Consequences

- Infractions of the provisions set forth in the Electronic Information Resource Agreement may result in suspension or termination of access privileges and/or appropriate disciplinary action.
- Activities in violation of state and federal statutes will be subject to prosecution by those authorities. The District, as appropriate, may take disciplinary action.
- The administration, faculty, and staff of Sheridan County School District #2 may request the System Administrator to deny specific user accounts.

NONDISCRIMINATION STATEMENT (Board Policy: AC)

“Sheridan County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law. It is the policy of the District to maintain a nondiscriminatory environment free from discrimination, intimidation, harassment, or bias. All employees, students, applicants, or other persons dealing with the District who believe that they have been unlawfully discriminated against by the District will utilize the process set forth in Policy JII and JII-E.”

PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student’s parent;
 - b. Mental or psychological problems of the student or student’s family;
 - c. Sex behavior or attitudes;
 - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
 - e. Critical appraisals of others with whom respondents have close family relationships;
 - f. Legally recognized privileged relationships;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the

- immediate health and safety of a student, except for hearing, vision, or dental screenings, or any physical exam or screening permitted or required under State law; and
- c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
- a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
 - c. Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

The School District has developed and adopted policy JRAC, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The School District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or part by the US Department of Education;
3. Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave SW
Washington DC 20202-5901

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS (JRA-E2)

The Family Education Rights and Privacy Act (FERPA) afford parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights 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 is 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 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, photograph, 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.

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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 21, 2016

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

SUBJ: **Approval of Board Meeting Schedule for 2016-2017 School Year** *(Action)*

Please find attached the Board meeting schedule and calendar for the 2016-2017 school year that was reviewed at the Board Retreat. I will request that you take action to approve it at the April 5th board meeting. For the school year calendar view, please [click here](#).



Excellence and Accountability

Craig Dougherty, Superintendent

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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

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September 2016

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October 2016

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November 2016

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December 2016

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January 2017

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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.

8/19

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

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March 2017

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April 2017

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May 2017

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June 2017

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July 2017

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Excellence and Accountability

Craig Dougherty, Superintendent

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Sheridan, WY 82801
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Fax: 307-674-5041

DATE: March 21, 2016
TO: Board of Trustees
FROM: Craig Dougherty, Superintendent
SUBJ: **Approval of Board Goals for the 2016-2017 School Year** *(Action)*

Following the input received at the Board Retreat, please find attached below the Board Goals for the 2016-2017 school year:

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

Please see these three main goals highlighted in the attached diagram. I will ask that you take action to approve the goals at the April 5th Board meeting.

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 Additional Subject Areas
- Achieving District and Site SMART Goals
- Responding to Accountability Demands

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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

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DATE: March 21, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **Approval of Participation in the School Risk Retention Program (SRRP)** *(Action)*

At the April 5th board meeting, I will ask the board to approve the attached resolution allowing the district to participate in the School Risk Retention Program (SRRP). I will also ask that you appoint me to represent the district on the Joint Powers Board and allow me to select the insurance products and programs that the district will participate in.

I have also attached a listing of SRRP member school districts for your information.

RESOLUTION

BE IT RESOLVED, by the Board of Trustees of Sheridan County School District No. 2 that the School Risk Retention Program Joint Powers Agreement and Bylaws are hereby approved in all respects; that this school district agrees to become a participating entity and member of that Joint Powers Board; and that the Chairman and/or Clerk are hereby authorized to execute any and all documents related to the approval of that entity and the participation of this school district as a participating agency within that entity. It is further understood that this Resolution by the Board approving our participation in the School Risk Retention Program does not bind the school district to purchase any insurance through this entity, and the school district reserves the right to select the insurance product and programs provided to and/or by the School Risk Retention Program which this school district desires to participate in.

_____ is hereby appointed to represent Sheridan County School District No. 2 on the School Risk Retention Joint Powers Board.

Board Chairman

Dated: _____, 2016

I do hereby certify that the above and foregoing Resolution was passed by a majority of the elected members of the Board of Trustees at a lawfully convened meeting of the Board of Trustees and is a valid and binding resolution.

Clerk, Board of Trustees

Dated: _____, 2016



Property and Casualty Coverage Proposal Sheridan County School District #2

III. Participating Members

- | | |
|---------------------------------------|---------------------------------------|
| ■ Big Horn County School District #1* | ■ Niobrara County School District #1* |
| ■ Big Horn County School District #2 | ■ Park County School District #1 |
| ■ Big Horn County School District #3 | ■ Park County School District #6 |
| ■ Big Horn County School District #4 | ■ Park County School District #16 |
| ■ Campbell County School District #1* | ■ Sheridan County School District #1 |
| ■ Converse County School District #1* | ■ Sheridan County School District #3 |
| ■ Converse County School District #2 | ■ Sublette County School District #1* |
| ■ Crook County School District #1 | ■ Sublette County School District #9* |
| ■ Fremont County School District #1* | ■ Uinta County School District #4* |
| ■ Fremont County School District #2* | ■ Uinta County School District #6* |
| ■ Fremont County School District #25 | ■ Washakie County School District #1 |
| ■ Goshen County School District #1* | ■ Washakie County School District #2 |
| ■ Laramie County School District #2* | ■ Weston County School District #7* |
| ■ Lincoln County School District #1* | ■ |

*Liability coverages include its recreation district.