Sheridan County School District #2

Board Meeting



Date: May 4, 2015

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2 Board of Trustees Meeting

Central Office – Board Room May 4, 2015 4:30 p.m.

Agenda

- I. Call to Order
- **II.** Executive Session
 - A. W.S. 16-4-405(a)(ii)

Recess until 6:00 p.m. for Regular Board of Trustees Meeting

- III. Call to Order
 - A. Pledge of Allegiance
- **IV.** Selection of Trustees
 - A. Selection of Trustees (Action)
 - B. Election of Clerk (Action)
- V. Recognition
 - A. Teacher of the Year/Classified Staff of the Year Nominees Cody Sinclair
 - B. Model United Nations -Tiffany Songer
 - C. Summit Award winner Violinist Jacob Jahiel
 - D. Exemplar for Wyoming ACT College and Career Readiness Campaign Loyce Ellingrod
- VI. Approval of Agenda
- VII. Welcome Audience Comments
- VIII. Consent Agenda Items
 - A. Approval of Minutes–April 6, 2015
 - B. Approval of Minutes for Special Board Meeting April 30, 2015
 - C. Approval of Bills for Payment
 - IX. Old Business
 - A. <u>Capital Construction Update (Action) Julie Carroll</u>
 - B. Approval of Policies (Action) Cody Sinclair
 - C. Graduation Counts Update (Information) Mitch Craft
 - D. Proposed 2016-2017 Calendar (Action) Scott Stults
 - E. Proposed Board Luncheon Work Session Schedule 2015-2016 (Action) Tom Sachse
 - X. New Business
 - A. <u>After School Program Support Services (Information) Tom Sachse with Abby Mowry</u> and Judith Willis
 - B. Approval of Secondary Parent-Student Handbooks (Action) Terry Burgess
 - C. FY16 Preliminary Budget (Information) Roxie Taft
 - D. FY15 Quarterly Financial Update (Information) Roxie Taft

- E. Approval of Audit Firm for the Fiscal Year Ending 06/30/15 (Action) Roxie Taft
- F. Approval of Guaranteed Maximum Price (GMP) on Locker Room Project (Action) Julie Carroll

Recess for Public Hearing on Facility Plan Being Submitted to the Wyoming School Facilities Commission

G. <u>Update Summary for Facility Plan to be Submitted to the Wyoming School Facilities</u> <u>Commission (Action) - Julie Carroll</u>

XI. Reports and Communication

- A. Board of Trustees
 - 1.Board Reports May 7th at 12:00 .p.m.; Work Session to Discuss Humanities Endowment
 - 2. Committee Reports
 - 3.Other
- B. PTO/Parents/Students/Organizations
- C. Site Administration and Staff

XII. Executive Session

- A. Personnel Matters, W.S. 16-4-405(a)(ii)
- B. Confidential Matters, W.S. 16-4-405(a)(ix)

XIII. 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 April 6, 2015

Molly Steel, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Monday, April 6, 2015, in the Board Room at the Central Administration Office. The presiding officer was Molly Steel, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

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

Administrators:

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

Absent:

Sue Wilson

Erica O'Dell, Clerk

Absent:

Craig Dougherty, Superintendent

Chairman Steel asked for a moment of silence in memory of Representative John Patton. Chairman Steel read a statement issued by Governor Mead regarding Representative Patton's endeavors to be a positive example for his colleagues, stating he loved Wyoming and it showed in his service. "John Patton was a thoughtful and wonderful Wyoming man, he wasn't surprised to see him still working at the hospital during a recent visit." Governor Mead ordered that the flag be flown at half-staff until sundown of the day of internment.

II. Recognition

A. Fort Mackenzie Play - Terry Burgess

Assistant Superintendent Terry Burgess had the pleasure to attend the Fort Mackenzie play titled "Hard Candy/Drugs Are Bad". Assistant Superintendent Burgess was very impressed with the humor of the play's interviews and the satirical wit shown by the theatrical group. There was an attendance of about 70 each night.

B. Sheridan High School Musical - Don Julian

Sheridan High School Activities Director Don Julian talked about the musical "Mary Poppins" put on by the Sheridan High School students. Mr. Julian said that "Supercalifragilistic expialidocious" was all the explanation it needed. He loved the musical and was very proud of the five sold out performances. Trustee Marva Craft put in a lot of hours and it showed.

C. Robbi Ryan - Gatorade Player of the Year - Don Julian

Sheridan High School Activities Director Don Julian wanted to recognize one of our Sheridan High School students, Robbi Ryan, as Wyoming's Girls Basketball Gatorade Player of the Year. Robbi is a junior at Sheridan High School, with a 3.9 GPA. She is a three-sport player, member of the National Honor Society and a musician. Robbi was unable to attend, as she was at soccer practice.

D. Winter Sports Update - Don Julian

Sheridan High School Activities Director Don Julian commented that the Winter Sports students' GPAs haven't been completed yet. We have added eleven all-state athletes; five all-state drama students; individual state champions (Julia Fenn, Peyton Bomar, Cameron Craft, and Kerry Powers). Sheridan High School has twenty students on the state championship *We the People* team.

Mr. Julian reported of the 950 students in Sheridan High School, 475 have physicals on file. We are approaching the 60% participation mark. Mr. Julian will talk more about soccer and track in the spring.

E. Locker Room Campaign and Supreme Court Hearing at Sheridan High School - Don Julian with Tyson Emborg

Sheridan High School Activities Director Don Julian thanked Tyson Emborg for his work on the Locker Room Campaign and asked him to give an update for finishing up on locker sponsorship sales for the Legacy Wall. Currently 257 have been sold, leaving just 193 to reach the goal of 450. They will be pushing the last nine weeks in order for it to be brought to a close on June 1st. They have scheduled a ground breaking ceremony on Thursday night at 5:30 pm.

Mr. Emborg talked about the Wyoming Supreme Court visit coming up. *We the People* students and the public will be able to attend a Wyoming Supreme Court trial Monday, April 22^{nd,} at 9:00 am in the Sue Henry Auditorium. The justices will hold their appellate court to hear a certified question from a federal court in a ticketed event for students in the county. Several schools were invited to attend in addition to AP Government and English

classes. The case involves Black Hills Power vs. state of Wyoming to decide if the state of Wyoming can reclaim fire damage costs from a fire that was considered to be the fault of Black Hills Power. *We the People* students made a copy of the Wyoming Supreme Court seal to display. The week prior to April 22nd lawyers will be helping the students by going over the legal terminology, procedural issues and manner of law.

Chairman Steel expressed appreciation for Trustee Craft's help with the musical and that they were very proud. Everyone did a great job!

III. Approval of Agenda

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

IV. Welcome--Audience Comments

Chairman Steel welcomed and asked for any audience comments--there were none.

V. Consent Agenda Items

- A. Approval of Minutes for March 2, 2015
- B. Approval of Minutes for March 14, 2015
- C. Approval of Bills for Payment

General Clearing \$1,438,689.22 Federal Fund 67,133.34 **TOTAL:** \$1,505,822.56

TRUSTEE WAYNE SCHATZ MADE A MOTION TO APPROVE THE CONSENT AGENDA ITEMS, AS PRESENTED. TRUSTEE SUE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VI. Old Business

A. Capital Construction Update (Information) – Julie Carroll

Facilities Director Julie Carroll reported that the locker room project planning is coming along nicely. The project will be a great addition to Sheridan High School and and will touch the needs of every student there. We will strive to have the due diligence worked out before we bid the project. We are still determining the Guaranteed Maximum Price (GMP) and may need to hold a special board meeting in April to approve the final number. We plan to begin construction this spring as anticipated.

Activities Director Don Julian has been a great asset in the locker room nameplate fundraiser for the remodel of the locker rooms and should be commended for all his efforts for the students of Sheridan. We have planned a ground breaking ceremony for Thursday, April 9th, at 5:30 pm at the Sheridan High School site.

Ms. Carroll said that they are working on the master renovations for Sheridan High School and have concluded that we have a minimum of seventeen years to complete the school renovations, if we use just the major maintenance allotment that we receive annually. Ms. Carroll said that she will submit specific Capital Component funding requests to the state in our facility master planning process. All the spaces needing to be renovated have been identified and will also be reported during our facility master planning process.

Ms. Carroll also reported that there is subsidence on the south end of the hill for the steep side of the Sheridan Junior High School and that the previous soldier pile project has been functioning as intended and is not compromised. We will be working on the best way to remediate the south side subsidence for the drainage wall and will have further updates as they come available.

Chairman Steel thanked her for her work.

B. Approval of Resolution Providing for the Establishment of the Gollings Endowment Fund (Action) – Terry Burgess

Assistant Superintendent Terry Burgess presented the endowment resolution, which was drafted by our attorney. This resolution would establish the Endowment Fund allowing a portion of the Gollings Painting proceeds to be set aside.

Chairman Steel said funds need to be placed in the account and established by the endowment resolution. There hasn't been a decision made as to how the interest in the funds would be allocated.

TRUSTEE MARVA CRAFT MADE A MOTION TO APPROVE THE RESOLUTION PROVIDING FOR THE ESTABLISHMENT OF THE GOLLINGS ENDOWMENT FUND, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

C. Approval of Policies (Action) – Cody Sinclair

Mr. Sinclair asked for the First Reading policies to be approved individually.

FIRST READING

Mr. Sinclair said that Policy DFA – Revenues from Investments/Use of Surplus Funds

and **DFA-E** - **Revenues from Investments/Use of Surplus Funds** was simplified by removing specific wording from the state that is referenced in the policy. The attachment **DFA-E** is not needed, so it is recommended that it be deleted.

TRUSTEE SUE WILSON MADE A MOTION TO APPROVE POLICY DFA - REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS AND DELETE POLICY DFA-E - REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS ON FIRST READING, AS PRESENTED. TRUSTEE JIM PERKINS SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that **Policy DG – Banking Services** had a minor change striking the word "annual" and inserting "when needed".

Trustee Schatz asked when we would need an annual basis versus as needed basis. Mr. Sinclair asked Business Manager Roxie Taft to answer Trustee Schatz' question.

Ms. Taft said that by removing "annually" gives her the ability to look for a better interest rate when it comes available. She didn't want to be limited to annually and would like to use any opportunity that may arise.

TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE POLICY DG -BANKING SERVICES ON FIRST READING, AS PRESENTED. TRUSTEE ANN PERKINS SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that **Policy DGA** – **Authorizing Signatures** needed to remove the section "must bear the signature of the Board treasurer, clerk, and Board chairman" as this is directed by guidance in W.S. 21-3-113.

TRUSTEE MARVA CRAFT MADE A MOTION TO APPROVE POLICY DGA - AUTHORIZING SIGNATURES ON FIRST READING, AS PRESENTED. TRUSTEE JIM PERKINS SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that **Policy DGC-First Mortgage Liens as Security for Deposit of District Funds** is recommended for deletion, because this topic is covered in other policies.

TRUSTEE SUE WILSON MADE A MOTION TO DELETE POLICY DGC - FIRST MORTGAGE LIENS AS SECURITY FOR DEPOSIT OF DISTRICT FUNDS ON FIRST READING, AS PRESENTED. TRUSTEE JIM PERKINS SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that **Policy DH – Bonded Employees and Officers** was revised to ensure the proper statutes are referenced and unnecessary wording directly from the statutes was removed.

TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE POLICY DH -BONDED EMPLOYEES AND OFFICERS ON FIRST READING, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said **Policy DI – Fiscal Accounting and Reporting** was revised by removing the first paragraph, adding "with state law", and adding W. S. 21-3-110.

TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE POLICY DI -FISCAL ACCOUNTING AND REPORTING ON FIRST READING, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that **Policy GCCA/GDCA – Family and Medical Leave Act (FMLA)** was reviewed when policy GCC/GDC brought forward due to how FMLA is tied with leave. The changes being recommended ensure the two policies have the same definition of "child" and will reference the most current federal regulations.

TRUSTEE MARVA CRAFT MADE A MOTION TO APPROVE POLICY GCCA/GDCA - FAMILY AND MEDICAL LEAVE ACT ON FIRST READING, AS PRESENTED. TRUSTEE ANN PERKINS SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

SECOND READING

Mr. Sinclair said he recommended approving all Second Reading policies together. He did point out the minor changes made to the policies since first reading.

Policy DJ Purchasing had minor errors and 2 CFR Part 200.318 was added.

Policy IKF Graduation Requirements and Policy IKF-P Graduation Requirements were tabled as we waited for the legislatures to change graduation requirements. One word was clarified the District role.

TRUSTEE SUE WILSON MADE A MOTION TO APPROVE POLICY DJ – PURCHASING, POLICY GCC/GDC-STAFF LEAVES AND ABSENCES, POLICY IKF - GRADUATION REQUIREMENTS, AND POLICY IKF-P - GRADUATION REQUIREMENTS ON SECOND READING, AS PRESENTED. TRUSTEE SUE WILSON AND WAYNE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

D. Graduation Counts Update (Information) – Mitch Craft

Sheridan Junior High School Principal Mitch Craft reported that the Early Childhood Committee and Mr. Stults have a site visit to Thermopolis due to their preschool liaison program. Trustee Ann Perkins will be one of the attendees.

Mr. Craft gave an update on the Attendance Committee's (that Mr. Cleland is leading) and are working to discern, through the student survey process, areas of concern.

Mr. Craft reported we had an April 3rd morning conference call with Sheridan School District # 2, Child Advocacy Services of the Bighorns and Thrive to discuss who will become the affiliate. They will continue to work with Child Advocacy and plan to start the parent liaison program by the fall.

Mr. Craft stated that the Community Engagement committee will move forward April 21st with a meeting of the Executive Community to unveil marketing plans for graduation counts. We are working with the staff and students and a name change for the program is planned in order to avoid confusion. The project for Multiple Pathways to Graduation at Sheridan High School is still in research mode. Our next community meeting is April 21nd at 12:00 pm to assess what they need to plan for June.

Chairman Steel said that it sounds exciting and thanked Mr. Craft for his report.

E. Update Summary for Facility Plan to be submitted to the Wyoming School Facilities Commission (*Action*) - Julie Carroll

Facilities Director Julie Carroll presented a summary of items in the district's facility plan. These consist of summary points as follows:

- Continue to request funds for building a new 6-12 alternative school (Ft. Mackenzie and the Wright Place) and provide results from the planning study.
- Continue to request funds for the Transportation Department facility, as it moves through the transportation needs index.
- Continue to request funds for Sagebrush Elementary School as it moves through the educational needs index.
- Continue to request component level funding for renovation of the Maintenance Department, including site improvements and safety upgrades.
- Compile component level funding requests for Sheridan High School to renovate the science classrooms, general classrooms, and boiler plant replacement.
- Present the planning needs for Sheridan High School.
- Complete state security assessment and request funds from the outcome of this report.

• Continual data reporting for all of the district's school buildings and sites.

Ms. Carroll is continuing to request funds for an alternative school and the approval for the planning of that study. They are looking at options for the size and the needs for the alternative school.

Facilities Director Carroll has been going to all schools with a security assessor who was here to check on security. We are unsure what is going to come out of this report.

Trustee Schatz asked about the land that is being purchased for a new elementary school and if there was any time limit for enrollment or the plans related to a new school. Ms. Carroll said that there was no mention of time limitations, but it really depends on our current enrollment trends each year. The Cohort Survival Method, which is a term developed by consultants, that predicts future enrollments is pretty accurate for SCSD #2 and has been adopted by the state legislature to show the projected enrollment numbers for five years.

Trustee Schatz asked if there are figures for the capacity of current elementary schools.

Ms. Carroll stated that two years ago the physical floor space was measured. Every year depending on our enrollments the total elementary schools' capacity is examined. The capacity of all elementary schools should average about 350 students per school. Director of Elementary Education Scott Stults and Facilities Director Julie Carroll, estimate that we are 120 students shy of our full capacity.

TRUSTEE MARVA CRAFT MADE A MOTION TO APPROVE THE SUMMARY FOR FACILITY PLAN TO BE SUBMITTED TO THE WYOMING SCHOOL FACILITIES COMMISSION, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION AND IT PASSED WITH A UNANIMOUS VOTE.

F. Approval of Alternative School Planning Study for Submittal to the Wyoming School Facilities Commission (*Action*) - Julie Carroll

Facilities Director Julie Carroll reported that the needs index for the alternative schools, Fort Mackenzie and the Wright Place, have always been included in the Sheridan Junior High School numbers.

Ms. Carroll requested the Board approve three key points to be submitted in the planning study:

- 1. Determine the enrollment projection number for the alternative school
- 2. Determine the capacities of other secondary facilities in the district; and
- 3. Determine site options for placement of the facility

We have had quite a bit of input and information that has been gathered from the alternative high school steering committee in the past year. As part of the state statute, it is a requirement to determine the capacities of the other secondary schools and determine if these sites have the space to house the alternative school. We will conduct research to see if it is viable, and educationally suitable. Using the state Cohort Formula Method for determining enrollment and based on input from the steering committee's collaborative effort, it has been determined that the enrollment projection for the alternative high school for grades 6-12 would be 156 students. We recommend that the Board approve 156 students. We have researched the capacities of the other secondary schools and determined that both Sheridan High School and Sheridan Junior High School will reach capacity by the year 2025. Since both schools will be at capacity, it is not feasible for the alternative students to be on those campuses.

We have considered the old Woodland Park property and the old Highland Park property as possibilities to build an alternative school. Through a series of collaborative meetings with the four districts and Sheridan College, we have found positive, research-based models established around the country that connect alternative school programs to colleges. Therefore, Ms. Carroll recommended that the board approve exploring the possibility of building a collaborative alternative high school on or near the Sheridan College campus.

TRUSTEE ANN PERKINS MADE A MOTION TO APPROVE TSP TO SUBMIT THE ALTERNATIVE SCHOOL PLANNING STUDY TO THE WYOMING SCHOOL FACILITIES COMMISSION, INCLUDING THE CAPACITY, PROJECTION AND LOCATION, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION.

Trustee Wilson said that the memo should be corrected from "alternative schools, 6-8" to "alternative schools, 6-12".

Facilities Director Carroll agreed.

MOTION PASSED WITH A UNANIMOUS VOTE.

VII. New Business

A. Special Education Supplemental Services (Information) – Traci Turk

Special Education Director Traci Turk talked about meeting the student needs with special education supplemental services. She gave an overview federal law mandates relative to the Individuals with Disabilities Education Act (IDEA), of the federal money provided to programs for students with disabilities, after all other options are exhausted.

Ms. Turk posed the following questions:

- Where is the student's current performance and what are the individual needs?
- Where does the student need to be?
- How will instruction be scaffolded to increase progress?
- How will we know if the student is making adequate progress?

Information was reviewed on how each of these questions are answered through the special education process.

B. Summary of PTO/Board of Trustees Focus Groups (Information) – Terry Burgess and Scott Stults

Director of Elementary Education Scott Stults shared comments from the six elementary schools' focus group meetings.

Coffeen Elementary School is wonderful, students and parent love the new facility and thanked Facilities Director Julie Carroll and G H Phipps (Delta Construction). Their Independent Education groups are fantastic and the parents love the group and Title 1 support and individualized instruction. The summer reading group is wonderful, and Kindergarten registration was a great improvement. In the future the Christmas concert may be held at Early Auditorium, and they are looking forward to an evening performance setting for all to have the opportunity for more seating for family. They discussed concerns about the Bus loop and Parent loop.

<u>Highland Park Elementary School</u> – A South Dakota parent, who has moved to Sheridan, said that they loved the education here and how it is so much better! One student is in advanced classes and one is in special education classes and felt both of the children's needs are being met. They said that our busing was supreme, and that picking students up in town was a luxury. They were excited to know that the technology was to be increased for Chromebooks.

<u>Meadowlark Elementary School</u> - They have a celebration of paying it forward. Their teachers were great at returning calls and emails.

<u>Sagebrush Elementary School</u> – They have had a good year over-all, the Donuts for Families had a great turnout and the use of technology was being shown as a useful tool not a toy.

<u>Story Elementary School</u> - They wanted to thank G H Phipps, Dan, and Julie for their great work. The after-school program option is great for parents who need the longer time after school and the students are learning so much. They are having fun learning cooking, teaching programs on the iPad, snowshoeing, and other extra activities.

<u>Woodland Park Elementary</u> – There has been an increase in student enrollment and more parents are involved. They have a Facebook web page, they are increasing playground space and they are working on their marquee beautification with Ms. Carroll. They are extremely proud of their National Niche ranking and they appreciate everyone for their work.

Assistant Superintendent Terry Burgess talked about Sheridan's secondary schools.

<u>Fort Mackenzie</u> - He is very appreciative of Trustee Schatz and Trustee Perkins for the many hours that they spend at the schools.

They have foreign language and do offer Spanish normally, so that the students at Fort Mackenzie have two years of foreign language. They can have Mr. Montano come and teach for Spanish 1 and 2. The offerings of Choir, by Ms. Zukowski, Welding, and other high school technology classes are available to Fort Mackenzie students. Assistant Superintendent Burgess talked about the lunches, and that they were better. There was a discussion about the website and that the handbook couldn't be found. Trustee Perkins assisted the parent in getting help. There are more moms involved, the sites are more user-friendly, and they talked about the Woodland Park PTO building its own website. A couple parents asked multiple questions and were very interested.

There were questions about future facility plans for the school and it was stated that the alternative schools were on the facilities commission list.

Sheridan High School - Trustee Wilson and Trustee Perkins were in attendance at the Sheridan High School meeting. Parents asked about the Sheridan High School Wi-Fi access code and what was appropriate for students to access on websites. One parent suggested that there be more on the school's website. Principal Brent Leibach invited that parent to come in and discuss what extra things they wanted on the website.

Janet Berry explained the healthy habits program, saying that the treats had less sugar. She thanked the staff and the Board for funding treats from the Perkins foundation. There was mention of some frustration of the lunch program, but they saw improvement as the current year goes by.

Mr. Burgess thanked Curt Mayer for his hard work for the Graduation Counts.

Principal Leibach commented on the phone auto dialer system and how parents thought they were getting too much information. One parent felt that he was getting more phone calls than he needed or wanted, another parent asked for the PTO meetings to be more regular. Ms. Wheeler had them on a quarterly basis. Mr. Leibach said that there will be a PTO meeting in April for families to discuss Wi-Fi and any other concerns.

<u>Sheridan Junior High School</u> - The junior high school electives offer a lot of options for students and they appreciated parents' night. There was positive feedback for "Seminar"

and Math Extensions. There were questions about the swim team and regarding the pool itself and about any plans for the use of the YMCA pool.

Mr. Burgess reported that the website feedback from parents was great. The email communications with teachers and the calendar was good (when learned to manage). Parents appreciated the option to buy lunches online. One parent commented that they felt uninformed and Principal Mitch Craft invited her to come in and visit. Parents loved the one-to-one program; it has been seamless and gone very well.

Some parents expressed concern about the access to websites. One student's parents wanted a device-free school day. Any issues are handled quickly and safely; that is a high priority at Sheridan Junior High School. Trustee Wilson talked about the computer repair class and how very appreciative everyone was for the great turnaround time, how it saves so much time, instead of sending them back to manufacture for repairs.

Some of the parents talked about the accountability legislation and Senate File 8.

C. 2016-2017 School Calendar (Information) – Scott Stults

Director of Elementary Education Scott Stults addressed the different options for calendars A & B for the 2016-2017 school year.

Both of the calendars have school starting August 30th. The first two weeks are four-day weeks. The last day of school is on June 2nd.

The only difference between the two calendars is Christmas Break. On Calendar A, Christmas break would begin on December 26th, since Christmas falls on a Sunday, and continues through January 6th. On Calendar B, Christmas break would begin on December 21st and continue through January 3rd. That will give us a short week the first part of the holiday break, in which time we hope that the Christmas programs would keep parents from taking out their children earlier. On previous years, when a broken week occurred, there were not any issues.

Option A

- Students begin Tuesday, August 30th;
- Students' last day is Friday, June 2nd;
- New teachers report Friday, August 19th;
- All teachers report Tuesday, August 23rd;
- Parent-Teacher Conferences November 3rd-4th and February 23rd-24th;
- Labor Day, Thanksgiving (3 days), Christmas Break (2 weeks December 26th January 6th), Spring Break (1 week March 27th-31st), and Memorial Day are vacation days;
- Good Friday (April 14th) is an early release day;

• Teacher in-service days: August 23rd-29th, October 10th, January 20th, and June 5th.

Option B

- Students begin Tuesday, August 30th;
- Students last day is Friday, June 2nd;
- New teachers report Friday, August 19th;
- All teachers report Tuesday, August 23rd;
- Parent-Teacher Conferences November 3rd-4th and February 23rd-24th;
- Labor Day, Thanksgiving (3 days), Christmas Break (2 weeks December 21st-January 3rd), Spring Break (1 week March 27th-31st), and Memorial Day are vacation days;
- Good Friday (April 14th) is an early release day;
- Teacher in-service days: August 23rd-29th, October 10th, January 20th, and June 5th.

Mr. Stults recommended that the Board review the two options. The options will be online for parents and staff to vote.

D. Approval of Elementary Parent-Student Handbooks (Action) – Scott Stults

Director of Elementary Education Scott Stults said he wanted to thank Michelle for her hard work of editing the handbooks.

Mr. Stults said that in all handbooks if they are highlighted in blue it is school specific, any yellow highlighting were changes that were made at all schools. The only major change is in technology use and the expectations of students. There are specific requirements regarding uses and non-uses of those devices. It is spelled out that the parents will sign for the students' use. We do show that the students are being more responsible for those devices; however, if they are damaged due to negligence, the parent will pay for repairs or replacement.

Mr. Stults stated that we were making parents fully aware that any absence beyond twelve days are considered unexcused, unless they have a doctor's note. We want students to be there at school starting from kindergarten and for parents to understand how important it is to be on time and in attendance. He noted that the elementary principals are here to answer any questions that the Board might have.

Trustee Ann Perkins asked if the handbooks would be online.

Mr. Stults said that yes, they will be online. Parents of students can request a printed copy from the schools' secretaries.

TRUSTEE MARVA CRAFT MADE A MOTION TO APPROVE THE ELEMENTARY PARENT-STUDENT HANDBOOKS, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

E. Approval of Board Meeting Schedule for 2015-2016 School Year (Action) – Scott Stults

Mr. Stults said that the schedule as presented was shared at the board retreat. The only date missing is from the college as we are awaiting them to select a date in January for our joint meeting.

TRUSTEE ANN PERKINS MADE A MOTION TO APPROVE THE BOARD MEETING SCHEDULE FOR 2015-2016 SCHOOL YEAR, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

F. Board Luncheon Work Session Schedule for 2015-2015 School Year (Information) – Molly Steel

Chairman Steel reported that the Board Luncheon Work Schedule was comprised of a list of topics for suggestion by herself and Superintendent Dougherty. It will allow the Board to plan personal schedules to attend the luncheons you wish. We will ask that this schedule be approved in May and if you have any other ideas, to please let Molly or Craig know.

G. Approval of Board Goals for the 2015-2016 School Year (Action) – Tom Sachse

Assistant Superintendent of Curriculum and Assessment, Tom Sachse, reported the Board Goals were the same as those presented at the board retreat. We have taken the trustees' suggestions, have prioritized the SMART goals, and color coded the agenda to match them to the memos with colors.

Chairman Steel thanked him for the wonderful color design and said that they are more noticeable with the colors incorporated.

TRUSTEE SUE WILSON MADE A MOTION TO APPROVE THE BOARD GOALS FOR THE 2015-2016 SCHOOL YEAR, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

VIII. Reports and Communications

A. Board of Trustee

1. Board Reports

Chairman Steel introduced Lisa Rockwell, the new Secretary to the Superintendent and to the Board and wished Michelle Bristol a fond goodbye and a thank you for her hard work.

Trustee Wilson wanted to thank the groups for moving in the right direction for Graduation Counts and the early childhood education effort, by solving problems and issues that have come up. She wanted us to know that we are not alone in working on early childhood issues.

Chairman Steel said that they are on top of things.

Trustee Craft had requests for more information on Common Core State Standards and would like everyone to know that Mitch Craft has a presentation scheduled a couple of more times this year, for those that want to learn more about it.

Chairman Steel thanked her.

2. Committee Reports

There were no committee reports.

3. Other

There were no other board reports.

B. PTO/Parents/Students/Organizations

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

C. Site/Administration/Staff

There were no Site/Administration/Staff reports.

IX. District Administration Reports

A. Superintendent

There is no Superintendent report as Superintendent Dougherty was at a conference.

TRUSTEE ANN PERKINS MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:53 PM 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, PURSUANT TO W.S. 16-4-405. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 7:53 p.m. to address personnel matters.

TRUSTEE JIM PERKINS MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:44 PM. TRUSTEE SUE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 8:44 p.m.

TRUSTEE RICHARD BRIDGER MADE A MOTION TO APPROVE THE REVISED PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE MARVA CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE THE LEAVE OF ABSENCE FOR THE CERTIFIED EMPLOYEE NAMED THEREIN, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS/MAJORITY VOTE.

TRUSTEE MARVA CRAFT MADE A MOTION TO APPROVE THE RENEWAL LIST OF CERTIFIED STAFF FOR THE 2015-2016 SCHOOL YEAR, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS/MAJORITY VOTE.

TRUSTEE HOLLIS HACKMAN MADE A MOTION THAT THE SUPERINTENDENT, AFTER CONSULTATION WITH THE BOARD'S ATTORNEY, SEND A NOTICE OF RENEWAL AND EMPLOYMENT CONTRACT TO THE INITIAL CONTRACT TEACHERS THAT ARE BEING RENEWED FOR THE 2015-2016 SCHOOL YEAR. TRUSTEE SUE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS/MAJORITY VOTE.

TRUSTEE SUE WILSON MADE A MOTION TO APPROVE THE RENEWAL LIST OF PRINCIPALS FOR THE 2015-2016 SCHOOL YEAR, AS PRESENTED. TRUSTEE WAYNE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS/MAJORITY VOTE. TRUSTEE MARVA CRAFT ABSTAINED.

TRUSTEE WAYNE SCHATZ MADE A MOTION TO APPROVE THE RENEWAL LIST OF PROFESSIONAL EXEMPT STAFF FOR THE 2015-2016 SCHOOL YEAR, AS PRESENTED. TRUSTEE JIM PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS/MAJORITY VOTE.

XI.	Adjournment:
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TRUSTEE RICHARD BRIDGER MADE A MOTION TO ADJOURN THE MEETING AT 8:48 P.M. TRUSTEE JIM PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 8:48 pm.	
Chairman	Clerk
Chairman	Cicik

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2 PERSONNEL ACTION REPORT April 6, 2015

Revised

CERTIFIED STAFF

Approvals:

Betsy Mack Sheridan Junior High School	Teacher-English 1.0 FTE (187 days)	Effective 8/21/15
Laine Parish Sheridan High School	Teacher-English 1.0 FTE (187 days)	Effective 8/21/15
Changes/Transfers:		
Kimberly Fleck Sheridan Junior High School to Highland Park, Meadowlark, and Woodland Park Schools	Teacher-Special Education to Teacher-Special Education/Behavior Interventionist 1.0 FTE (185 days)	Effective 8/25/15
Robert Winn Highland Park, Woodland Park, and Meadowlark Schools to Highland Park, Fort Mackenzie, and the Wright Place Schools	Teacher-Special Education/Behavior Interventionist to Teacher-Special Education 1.0 FTE (185 days)	Effective 8/25/15
Resignations:		
Michael Gonda	Teacher-Spanish	Effective

Michael Gonda	Teacher-Spanish	Effective
Sheridan Junior High	1.0 FTE (185 days)	6/1/15
School	• • •	

Andrew Johnson Sheridan Junior High School Teacher-Special Education 1.0 FTE (185 days)

Effective 6/1/15

Meghan Johnson	Teacher-Special Education	Effective
Sheridan Junior High	1.0 FTE (185 days)	6/1/15

School

Kaylyn LiggettTeacher-KindergartenEffectiveHenry A. Coffeen School1.0 FTE (185 days)6/1/15

CLASSIFIED STAFF

Changes/Transfers:

Shannon Farstveet	Paraprofessional-Special Education to	Effective
Highland Park School to	Paraprofessional - ESL	4/6/15
Sheridan Junior High	7.0 hours/day to 6.5 hours/day (175 days)	

Resignations:

School

Julianne Blaha	Paraprofessional-ESL	Effective
Sagebrush School	6.5 hours/day (175 days)	4/3/15
Daniel Duff	Bus Driver	Effective
Transportation Department	4.0 hours/day (175 days)	4/1/15
Cindy McFadden	Paraprofessional-Special Education 1:1	Effective

6.75 hours/day (175 days)

EXTRA DUTY 2014-2015

Approvals:

Meadowlark School

<u>Name</u>	Position
Elizabeth Moore	Track - 6th-8th Grade B Coach - SJHS
Melissa Mowry	Soccer - Girls Assistant Coach - SHS

4/17/15

EXECUTIVE SESSION

Trustee_Marva Craft_made a motion to *go into Executive Session* at 2:05 p.m. to cover personnel matters pursuant to W.S. 16-4-405 (a) (ii). Trustee Wayne Schatz_seconded the motion, and it carried with a unanimous/majority vote.

ADJOURMENT

Trustee Sue Wilson made a motion to *adjourn the meeting* at 2:47 p.m. Trustee Wayne Schatz seconded the motion and it carried with a unanimous/majority vote.



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: April 28, 2015

TO: **Board of Trustees**

FROM: Craig Dougherty, Superintendent

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

Sheridan High School Projects and Future Planning

The design documents will be complete and construction packages will become available for bidding over the next month.

Information about the locker room nameplate fundraiser for the remodel of the locker rooms has been posted on the district website to promote interest in the project.

The City has approached us and will be helping us develop solutions to the traffic in the parking lot. We would recommend that you support the city investigating a plan to have a second exit out of the Sheridan High School parking lot to help with traffic flow. We will keep you updated as information becomes available.

SJHS Hill Stabilization

The south end subsidence has been evaluated, design recommendations have been modeled and cost estimates have been put into place. Upon initial investigation, a cost estimate was developed and submitted to the Wyoming School Facilities Commission to approve emergency funds for the amount of \$275,000. We will be proceeding with construction documents to remedy the situation.

Collaborative High School

We continue to meet monthly regarding the proposed collaborative high school. As of our last meeting we discussed topics of students attending full and part-time, funding mechanisms and costs. We also discussed calendars and other programmatic issues. The timeline that we would like to envision is to receive design money in April 2016, capital construction money in April 2017 and bids for construction out in January 2017, with completion by August 2018. An issue that was also discussed was the possibility of naming the facility after former Senator John Schiffer.



Craig Dougherty, Superintendent

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

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

DATE: April 28, 2015

TO: Board of Trustees

FROM: Cody Sinclair, Human Resources Coordinator

SUBJ: Approval of Policies (Action)

The following policies are being recommended for first reading:

DID <u>Capitalization and Inventories</u>

DID-P <u>Inventories</u>
DIE Audits

GCOF Rehired Retirees

IKE Promotion and Retention of Students

IKE-P District Regulation on Remediation: Student Promotion, Retention,

and Extended Learning Opportunities

The following policies are being recommended for second reading:

DFA Revenues from Investments/Use of Surplus Funds

DFA-E Revenues from Investments/Use of Surplus Funds (DELETE)

DG Banking Services

DGA Authorizing Signatures

DGC First Mortgage Liens as Security for Deposit of District Funds

(DELETE)

DH Bonded Employees and Officers
DI Fiscal Accounting and Reporting
GCCA/GDCA Family and Medical Leave Act

Policies First Reading

CAPITALIZATION AND INVENTORIES

CAPITALIZATION

asset is defined as land, site capital improvements, buildings, building improvements, vehicles, fixtures, equipment, and personal property such as books that meet threshold levels for the purpose of capitalization according to the Governmental Accounting Standards Board (GASB) Statement 34. capitalization limits and useful life of each category of asset shall be established according to the recommendations of the Wyoming Department of Education as stated in the Wyoming School Budgeting, Accounting, and Reporting Manual. These assets will be capitalized in the fiscal year of purchase and depreciated annually using the straight-line method. The useful life of each asset category shall be established according to the recommendations of the Wyoming Department of Education as stated in the <u>Wyoming School Budgeting</u>, <u>Accounting</u>, and <u>Reporting</u> Manual. The first year of depreciation will be fiscal year 2002-03 as required by GASB 34.

A non-capital asset is defined as land, site improvements, buildings, building improvements, vehicle, fixtures, and equipment with a purchase price under the capitalization threshold limit, a serviceable life of more than one year, and a cost of at least \$10005,000.00. These assets will be inventoried but not depreciated. Certain assets of a sensitive nature such as audio visual and computer equipment will may be inventoried regardless of the cost of the item.

INVENTORY

A complete record of all assets of the district shall be established and updated each fiscal year. Two inventories will be maintained:

- 1. FIXED ASSET INVENTORY: This inventory will be kept as a part of the business office fixed asset inventory system and will include both capitalized and non-capitalized fixed assets. All fixed assets will be valued at the original purchase price or estimated cost if the original purchase price is not available. Donated fixed assets will be valued at their estimated fair market value on the date donated.
 - 2. <u>BUILDING AND PROGRAM INVENTORY:</u> Each building and program area will maintain an inventory of all items within their building or program area. These will include items in the

CAPITALIZATION AND INVENTORIES (cont'd)

fixed asset inventory, as well as other items defined by the building principal or program director.

The ultimate responsibility for all inventories shall rest with the superintendent. Administrators shall be accountable for the maintenance of proper inventories for their respective sites and/or programs.

Wyoming School Budgeting, Accounting, and Reporting Manual Governmental Accounting Standards Board (GASB) Statement 34

First Reading: 6/23/03
Second Reading: 7/16/03
Reviewed: 2/24/09

INVENTORIES

The fixed asset inventory will be completed once each year and consist of the following:

- 1. The quantity of the item.
- 2. A complete description of the item in case replacement is necessary.
- 3. The model name, model number, and serial number and location of the item, if applicable.
- 4. The District's fixed asset tag number, if applicable.
- 5. The Federal grant identification information if the asset was purchased with Federal grant money.
- 6. The purchase order number and date of purchase.
- 7. The account number charged with the purchase.
- 8. The original cost of the item.

The date for the fixed asset inventory will be established each year by the superintendent, and administrators will monitor the <u>fixed asset</u> inventories in their building or program area to ensure compliance by the established due date.

The bBuilding and program inventories will be conducted once each year as established by the building administrators or program directors.

First Reading: 6/23/03
Second Reading: 7/16/03
Reviewed: 2/24/09

AUDITS

The complete financial records of the District as well as records of individual school accounts will be audited annually by a certified public accounting firm selected by the board.

The board will consider and act upon recommendations of the certified public accountant for maintaining an efficient system for recording and safeguarding district and school—funds and property.

The board will select the certified public accounting firm by soliciting a request for proposal for professional services from qualified firms that conduct government audits. The Board will decide annually whether to retain the firm for the following fiscal year or request proposals from other firms.

W.S. 16-4-121

First Reading: 4/13/09
Second Reading: 5/18/09

REHIRED RETIREES/EMPLOYEES

The District recognizes the rehired retiree policy of the Wyoming Retirement System (WRS), which allows retirees who are receiving benefits from WRS to return to work with a WRS-participating employer, provided the retiree has had a 30-day break in service from all employers participating in WRS. Former District employees who have resigned from the District and who have received benefits from WRS may apply for any open position within the District. A rehired retiree shall be considered an initial contract teacher upon re-employment with the District unless otherwise determined by the Board pursuant to W.S. § 21-7-114.

The District recognizes that the WRS rehired retiree policy involves complex decisions including an employee's retirement benefits. Accordingly, the school district recommends that employees contact a representative from WRS for one-on-one counseling regarding the employee's retirement options.

The District will require a 26-week break in service for any staff member who retires or resigns from a benefitted position prior to being hired for a part-time position (this includes substitute, testing, and coaching positions). The superintendent or his/her designee may waive this break in service requirement and allow benefits as permitted by the Patient Protection Affordable Care Act (PPACA) through the employee's stability period.

W.S. § 21-7-101 et seq. P.L. 111-148

First Reading: 12/6/11
Second Reading: 1/16/12

PROMOTION AND RETENTION OF STUDENTS

All Sheridan County School District No. 2 students shall be promoted and retained based on the District regulations. Promotion or retention of pupils in grades K through 8 will be determined by teachers and principals in consultation with parents. High school students will be classified pursuant to classification criteria will be determined by the high school principal in consultation with staff and parents.

First Reading: 8/26/97
Second Reading: 10/21/97

DISTRICT REGULATION ON REMEDIATION: STUDENT PROMOTION, RETENTION, AND EXTENDED-LEARNING OPPORTUNITIES

The Board of Trustees for Sheridan County School District No. 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.

District performance standards reflect achievement expectations for students at each grade. These standards are progressive and lead to the attainment of the standards required for graduation. They are designed for the student who progresses through school in an "average" manner. 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 need additional time. Participation in Remedial Programs, Retention, Extended School Day, and Summer School are methods of meeting the educational needs of such children.

COMPLETION OF A GRADE OR COURSE: (Passing or Getting Credit)

In order to pass or receive credit for a class, course, or grade, a student must be proficient in the majority of the standards for each subject and earn a passing grade.

At the beginning of the class, course, or grade, students and parents must be apprised of the standards to be met as a requirement of the class. Periodic reports on a student's failure to progress toward meeting the standard(s) must be provided at least four times during each semester.

A majority of the standards in each grade or course must be successfully completed. If a student has not met the majority of the standards at the end of a grade/course, the building personnel must make the decision as to whether or not the student is promoted, retained, and/or awarded credit.

The following apply to all students in relation to the "Completion of Grade or Courses":

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

- 1. A student who has not mastered the majority of the standards in the four core subjects at his/her grade level during the regular school year will attend Summer School or should be retained.
- 2. A student who has not mastered the majority of the standards by the end of Summer School should be retained.
- 3. At the elementary level, student retention will be the decision of the building principal with input from the parents, based on mastery of the majority of the standards in the core curriculum. At the secondary level, student retention is determined by school policy with regard to credit accrual as well as mastery of the majority of the standards in the core curriculum.

The following apply to special education students in relation to the "Completion of Grade or Course."

- Special/regular education summer school programs are not IEP directed; goals and objectives are not required for students with disabilities and therefore provide for more flexibility in placement and programming. These programs are available for all students with disabilities and for all grade/age levels.
- 2. Extended School Year Services (ESY) are IEP Team directed; require ESY goals and objectives; are specific to the needs of the individual student; and must be funded through the district general fund, with reimbursement occurring a year later by the State. These students tend to be the more severely disabled that require "continuing learning" to make "some progress" to benefit the student in special education. The student with disabilities who attended either a special/regular summer school program or an Extended School Year Program and did not master the required content/standards cannot be retained if the student did not receive IEP Team recommendations.
- 3. The IEP Team has significant responsibilities in designing, implementing, and ensuring the delivery of student IEP goals, objectives and the appropriate assessment accommodations leading to the "completion of Grades or Courses".

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

More specific procedures on accommodations can be found in:

"Policies for the Participation of All students in District and Statewide Assessment and Accountability Systems", Wyoming Department of Education, January 2000.

"Guidelines on the Role of the IEP Team in the Development of Instructional and Assessment Accommodations for the Student with Disabilities", Sheridan County School District #2, August 2000.

This regulation will be interpreted and implemented consistently with State statutes and regulations concerning students with disabilities.

ELEMENTARY (GRADES K-5)

Students in Sheridan School District No. 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); and 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 JUNIOR HIGH SCHOOL AND THE WRIGHT PLACE (GRADES 6-8)

To be promoted to the next grade, a sixth or seventh grade Sheridan Junior High School pupil must be proficient in the majority of the standards in Reading, Writing, Mathematics, Science, and Social Studies and pass* the equivalent of five (5) full year courses in the current academic year including the following subjects: Reading, Writing, Mathematics, Science, and Social Studies.

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

To be promoted to the next grade, an 8th grade Sheridan Junior High School pupil must be proficient in the majority of the standards in English, Mathematics, Science, and Social Studies and pass* the equivalent of four (4) full-year courses in the current academic year including the following subjects: English, Mathematics, Science, and Social Studies.

To be promoted to the next grade, a Wright Place pupil must be proficient in the majority of the standards in English, Mathematics, Science, and Social Studies and pass* six(6) of eight (8) classes and the equivalent of four (4) full-year courses in the current academic year including the following subjects: English, Mathematics, Science, and Social Studies.

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 AND FORT MACKENZIE HIGH SCHOOLS (GRADES 9-12)

In order to be classified as:

- * a 9th grader, a student must have passed the equivalent of six full-year 8th grade courses and a majority of the standards in English, Math, Science and Social Studies.
- * a 10th grader, a student must have passed the equivalent of six 9th grade classes including one credit of Algebra and one credit of English 9 and a majority of the core standards.
- * an 11th grader, a student must have twelve credits, including one credit of English 10 and one unit of math.
- * a 12th grader, a student must have eighteen credits including one credit of English 11 and one credit of math; they must also have taken the ACT or WorkKeys test as a junior.

"Pass" in this context requires a yearly average grade of "D" or better. 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.

Policies Second Reading

REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

All the investments of of the funds of the district funds shall be deposited and invested in accordance with Wyoming Statute 9-4-831 (1997) or any amendments, additions or recodification thereof.

Before any person effects any investment transaction on behalf of the school district or offers any investment advice to the school district, the person shall sign a statement in the form of DFA-E indicating he/she has read this policy and agrees to abide by applicable state law with respect to advice he/she gives and the transactions he/she undertakes on behalf of the school district. For purposes of this policy, "investment transaction" or "investment advice" does not include deposits in financial institutions as authorized by law. For purposes of this policy, "person" does not include any officer, employee or member of the Board of Trustees of Sheridan County School District No. 2.

The Board of Trustees expects:

- * that all excess funds shall be held in interest-bearing accounts or investments to earn the maximum return possible on the funds available for investment while complying with state statutes and district policy;
- * that safety of funds should be a first consideration. The district should not enter into investment transactions that will expose itself to an undue credit risk of an issuer or a broker/dealer;
- * no assignments of conventional real estate first mortgages shall be received by the Board of Trustees of School District No. 2 as security for the deposit of District funds;
- * the school district's investments will be managed with a commitment toward the benefit of the community. To this end, excess funds should be deposited in locally owned financial institutions or through local brokers. This strategy will be tempered with the Board's fiduciary responsibility and the objective of attaining a market rate of return; and

DFA

REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS (contd.)

* staff responsible for investment transactions are encouraged to take advantage of education programs conducted by the state auditor or treasurer relating to investment of public funds.

Wherever there is an excess cash balance in any fund which is temporarily not needed, the superintendent or business manager may invest the money in approved investments as specified by state law. All investments will be approved by the board treasurer who will present them to the Board for ratification at the next Board meeting. If the money is to be left in a financial institution, the superintendent or business manager will make sure the financial institution has pledged appropriate securities before the investment is made as required by law.

See also policy:

DG - Banking Services

W.S. 9-4-831

First Reading: $\frac{2/9/09}{4/6/15}$

Second Reading: $\frac{3/2/09}{}$

REVENUES FROM INVESTMENTS/USE OF SURPLUS FUNDS

I understand that state law as well as policy DFA of the school district, requires me to read Policy DFA and applicable state law, which includes, but is not limited to, W.S. 9-4-801 et seq. and specifically the limitations on investments contained in W.S. 9-4-831 as amended from time to time. I specifically acknowledge having read Policy DFA and all applicable state statutes and agree to comply with the provisions set forth therein.

W.S. 9-4-801 to 9-4-832

 _ Signed
_
Printed Name

First Reading: 10/21/97 4/6/15 to delete

Second Reading: 11/18/97
Reviewed: 2/2/09

BANKING SERVICES

Annually, tThe Board of Trustees shall approve when needed one or more banking institutions as depositories to be utilized by the district for the potential deposit of funds. In order to be named as a depository, each bank must demonstrate compliance with the requirements of Wyoming Statutes 9-4-801818 through 9-4-834. Depository banks holding school district money shall pledge securities or purchase bank surety bonds for all deposits and balances not covered by FDIC.

In compliance with Wyoming Statute 6-5-118, an Affidavit of Financial Interest (in the form contained in DG-E) will be completed annually by those Trustees and District employees who invest funds on behalf of the District, or who have authority to decide how District funds are invested, and who have any personal business, or obtain a pecuniary benefit or financial interest in any entity with which the District invests its funds. Such disclosure will be made in a public meeting of the Board of Trustees and shall be made part of the record of the proceedings.

See also policy:

DFA - Revenues from Investments/Use of Surplus Funds

W.S. 6-5-118

W.S. 9-4-801 to 9-4-834

First Reading: $\frac{4/13/09}{4/6/15}$

Second Reading: $\frac{5/18/09}{}$

AUTHORIZED SIGNATURES

Signatures on Aall warrants or other orders to pay money drawn on the school district treasury and all checks on a depository will comply with W.S. 21-3-113 must bear the signature of the Board treasurer, clerk, and Board chairman.

The Board authorizes use of facsimile signatures of these Board members.

W.S. 21-3-113

W.S. 16-2-101 through 16-2-102

First Reading: $\frac{1/11/10}{4/6/15}$

Second Reading: 2/8/10

FIRST MORTGAGE LIENS AS SECURITY FOR DEPOSIT OF DISTRICT FUNDS

No assignments of conventional real estate first mortgages shall be received by the Board of Trustees of School District No. 2 as security for the deposit of District funds.

This policy requirement shall be in addition to the requirements of state law and the rules and regulations of the Auditor of the State of Wyoming.

Adopted: 4/21/87 4/6/15 to delete

Second Reading: 8/26/97
Reviewed: 2/24/09

BONDED EMPLOYEES AND OFFICERS

The Board of Trustees shall require a bond of the Board treasurer and the Ssuperintendent as required by W.S. 21-3-110(a)(ix). in such penalty and with such sureties as the Board may direct, conditioned upon the faithful application of all monies and property which may come into his/her hands by virtue of his/her office. The bond shall not exceed one and one fourth of the amount of all school monies handled by such officer in any one (1) year. Such bonds, after being approved by the Board and by an attorney selected by the Board as to form and execution, shall be filed with the county treasurer, and no disbursements shall be made until such bonds shall have been approved and filed as required by this section. In case of breach of conditions of such bonds, suit shall be brought thereon by the Board for the benefit of the District.

W.S. 21-3-110(a)(ix)

The Board of Trustees may also require any other officer or employee of the District to be bonded as allowed by W.S. 21-3-111(a)(xii). whose duty it is to handle funds or property of the District, including activity accounts, to be bonded under a suitable individual or blanket bond indemnifying the District against loss. The Board shall determine the amount and type of bond.

W.S. 21-3-110(a)(ix) W.S. 21-3-111(a)(xii)

First Reading: $\frac{1/14/97}{4/6/15}$

Second Reading: 8/26/97
Reviewed: 2/24/09

FISCAL ACCOUNTING AND REPORTING

The Superintendent shall be ultimately responsible for properly accounting for all funds of the district and for the preparation of reports and statements required by the Wyoming Department of Audit office and the Wyoming Department of Education.

The accounting system that is used shall conform with requirements of the Wyoming Department of Education, with state law, and with good accounting practices, providing for the appropriate separation of accounts, funds, and special monies.

The Superintendent will be responsible for and oversee the preparation of financial statements that will be presented to the Board quarterly. This report will be prepared in the form prescribed by the Board. It will show the amount budgeted in each budget category, the amount expended to date, and the remaining unexpended balance. The statement will also show the unencumbered bank balance. A list of bills for Board approval will also be presented monthly. At the request of the Board, a more detailed breakdown of any budget category may be requested and provided.

At the request of the Board or the Superintendent, other financial reports will be presented.

W.S. 21-3-110

First Reading: $\frac{3/02/09}{4/6/15}$

Second Reading: 4/13/09

FAMILY AND MEDICAL LEAVE ACT

Sheridan County School District #2 will comply with the Family and Medical Leave Act implementing Regulations, as revised effective January 16, 2009. The district posts the mandatory FMLA Notice and upon hire provides all new employees with notices required by the U.S. Department of Labor (DOL) on Employee Rights and Responsibilities under the Family and Medical leave Act. The function of this policy is to provide employees with a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

If an employee has any questions, concerns, or disputes with this policy, the employee must contact the Human Resources Coordinator in writing.

GENERAL PROVISIONS - Under this policy, Sheridan County School District #2 will grant up to 12 weeks (or up to 26 weeks of military caregiver leave to care for a covered service member with a serious injury or illness) during a 12-month period to eligible employees. Paid leave may be granted under Policy GCC-GDC. The leave provided solely under this policy will be unpaid.

ELIGIBILITY - To qualify to take family or medical leave under this policy, the employee must meet all of the following conditions:

- 1. The employee must have worked for the district for 12 months or 52 weeks. The 12 months or 52 weeks need not have been consecutive. Separate periods of employment will be counted, provided that the break in service does not exceed seven years. Separate periods of employment will be counted if the break in service exceeds seven years due to National Guard or Reserve military service obligations or when there is a agreement, including written a collective bargaining agreement, stating the employer's intention to rehire the employee after the service break. For eligibility purposes, an employee will be considered to have been employed for an entire week even if the employee was on the payroll for only part of a week or if the employee is on leave during the week.
- 2. The employee must have worked at least 1,250 hours during the 12-month period immediately before the date when the leave is requested to commence. The principles established under the Fair Labor Standards Act (FLSA) determine the

number of hours worked by an employee. The FLSA does not include time spent on paid or unpaid leave as hours worked. Consequently, these hours of leave should not be counted in determining the 1,250 hours eligibility test for an employee under FMLA.

3. The employee must work in a worksite where 50 or more employees are employed by the district within 75 miles of that office or worksite. The distance is to be calculated by using available transportation by the most direct route.

TYPE OF LEAVE COVERED - To qualify as FMLA leave under this policy, the employee must be taking leave for one of the reasons listed below:

- 1. The birth of a child and in order to care for that child.
- 2. The placement of a child for adoption or foster care and to care for the newly placed child.
- 3. To care for a spouse, child or parent with a serious health condition (described below).
- 4. The serious health condition (described below) of the employee.

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.

An employee may take leave because of a serious health condition that makes the employee unable to perform the functions of the employee's position. A serious health condition is defined as a condition that involves inpatient care at a hospital, hospice, or residential medical care facility, including any period of incapacity or any subsequent treatment in connection with such inpatient care or a condition that requires continuing care by a licensed health care provider.

This policy covers illnesses of a serious and long-term nature, resulting in recurring or lengthy absences. Generally, a chronic or long-term health condition that would result in a period of three consecutive days of incapacity with the first visit to the health care provider, within seven days of the onset of the incapacity, and a

second visit within 30 days of the incapacity would be considered a serious health condition. For chronic conditions requiring periodic health care visits for treatment, such visits must take place at least twice a year.

Employees with questions about what illnesses are covered under this FMLA policy or under the district's sick leave policy are encouraged to consult with the Human Resource Coordinator.

If an employee takes paid sick leave under Policy GCC/GDC for a condition that progresses into a serious health condition and the employee requests unpaid leave as provided under this policy, the district may designate all or some portion of related leave taken as leave under this policy, to the extent that the earlier leave meets the necessary qualifications.

5. Qualifying exigency leave for families of members of the National Guard or Reserves or of a regular component of the Armed Forces when the covered military member is on covered active duty or called to covered active duty.

An employee whose spouse, son, daughter or parent either has been notified of an impending call or order to covered active military duty or who is already on covered active duty may take up to 12 weeks of leave for reasons related to or affected by the family member's call-up or service. The qualifying exigency must be one of the following: 1) short-notice deployment, 2) military events and activities, 3) child care and school activities, 4) financial and legal arrangements, 5) counseling, 6) rest and recuperation, 7) post-deployment activities, and 8) additional activities that arise out of active duty, provided that the employer and employee agree, including agreement on timing and duration of the leave.

"Covered active duty" means:

- a. in the case of a member of a regular component of the Armed Forces, duty during the deployment of the member with the Armed Forces to a foreign country; and
- b. in the case of a member of a reserve component of the Armed Forces, duty during the deployment of the member

with the Armed Forces to a foreign country under a call or order to active duty under a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code.

The leave may commence as soon as the individual receives the call-up notice. (Son or daughter for this type of FMLA leave is defined the same as for child for other types of FMLA leave except that the person does not have to be a minor.) This type of leave would be counted toward the employee's 12-week maximum of FMLA leave in a 12-month period.

6. Military caregiver leave (also known as covered service member leave) to care for an injured or ill service member or veteran.

An employee whose son, daughter, parent or next of kin is a covered service member may take up to 26 weeks in a single 12-month period to take leave to care for that service member. Next of kin is defined as the closest blood relative of the injured or recovering service member.

The term "covered service member" means:

- a. a member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or
- b. a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy.

The term "serious injury or illness":

a. in the case of a member of the Armed Forces (including a member of the National Guard or Reserves), means an injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on

active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and

b. in the case of a veteran who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during a period when the person was a covered service member, means a qualifying (as defined by the Secretary of Labor) injury or illness that was incurred by the member in line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

AMOUNT OF LEAVE - An eligible employee can take up to 12 weeks for the FMLA circumstances (1) through (5) above under this policy during any 12-month period. The district will measure the 12-month period as a rolling 12-month period measured backward from the date an employee uses any leave under this policy. Each time an employee takes leave, the district will compute the amount of leave the employee has taken under this policy in the last 12 months and subtract it from the 12 weeks of available leave, and the balance remaining is the amount the employee is entitled to take at that time. An eligible employee can take up 26 weeks for the FMLA circumstance (6) above (military caregiver leave) during a single 12-month period. For this military caregiver leave, the district will measure the 12-month period as a rolling 12-month period measured forward. FMLA leave already taken for other FMLA circumstances will be deducted from the total of 26 weeks available.

If a husband and wife both work for the district and each wishes to take leave for the birth of a child, adoption or placement of a child in foster care, or to care for a parent (but not a parent "in-law") with a serious health condition, the husband and wife may only take a combined total of 12 weeks of leave. If a husband and wife both work for the district and each wishes to take leave to care for a covered injured or ill service member, the husband and wife may only take a combined total of 26 weeks of leave.

EMPLOYEE STATUS AND BENEFITS DURING LEAVE - While an employee is on leave, the district will continue the employee's health benefits during the leave period at the same level and under the

same conditions as if the employee had continued to work. If the employee chooses not to return to work for reasons other than a continued serious health condition of the employee or the employee's family member or a circumstance beyond the employee's control, the district will require the employee to reimburse the district the amount it paid for the employee's health insurance premium during the leave period.

While on unpaid leave, the employee must reimburse the district for health/dental insurance premiums, either in person or by mail. The payment must be received in the Accounting Department by the 1st day of each month. If the payment is more than 30 days late, the employee's health care coverage may be dropped for the duration of the leave. The employer will provide 15 days' notification prior to the employee's loss of coverage.

While the employee is on unpaid leave, the employee may request continuation of such benefits and reimburse the district for his or her portion of the premiums, or the employer may elect to maintain such benefits during the leave and pay the employee's share of the premium payments. If the employee does not continue these payments, the employer may discontinue coverage during the leave. If the employer maintains coverage, the employer may recover the costs incurred for paying the employee's share of any premiums, whether or not the employee returns to work.

EMPLOYEE STATUS AFTER LEAVE - An employee who takes leave under this policy for the employee's own serious health condition may be asked to provide a fitness for duty (FFD) clearance from the health care provider. This requirement will be included in the employer's response to the FMLA request. Generally, an employee who takes FMLA leave will be able to return to the same position or a position with equivalent status, pay, benefits, and other employment terms. The position will be the same or one that is virtually identical in terms of pay, benefits, and working conditions. The district may choose to exempt certain key employees from this requirement and not return them to the same or similar position.

USE OF PAID AND UNPAID LEAVE - An employee who is taking FMLA leave because of the employee's own serious health condition or the serious health condition of a family member must use all paid vacation, personal, or sick leave pursuant to Policy GCC/GDC prior to being eligible for unpaid leave. Sick leave may be run concurrently with FMLA leave if the reason for the FMLA leave is covered by the established sick leave policy.

Disability leave for the birth of the child and for an employee's serious health condition, including workers' compensation leave (to the extent that it qualifies), will be designated as FMLA leave and will run concurrently with FMLA. For example, if an employer provides six weeks of pregnancy disability leave, the six weeks will be designated as FMLA leave and counted toward the employee's 12-week entitlement. An employee who is taking leave for the adoption or foster care of a child must use all paid vacation, personal, or family leave prior to being eligible for unpaid leave.

An employee who is using military FMLA leave for a qualifying exigency must use all paid vacation and personal leave prior to being eligible for unpaid leave. An employee using FMLA military caregiver leave must also use all paid vacation, personal leave, or sick leave (as long as the reason for the absence is covered by the district's sick leave policy) prior to being eligible for unpaid leave.

INTERMITTENT LEAVE OR A REDUCED WORK SCHEDULE - The employee may take FMLA leave in 12 consecutive weeks, may use the leave intermittently (take a day periodically when needed over the year), or, under certain circumstances, may use the leave to reduce the workweek or workday, resulting in a reduced hour schedule. In all cases, the leave may not exceed a total of 12 workweeks (or 26 workweeks to care for an injured or ill service member over a 12-month period).

The district may temporarily transfer an employee to an available alternative position with equivalent pay and benefits if the alternative position would better accommodate the intermittent or reduced schedule, in instances of when leave for the employee or employee's family member is foreseeable and for planned medical treatment, including recovery from a serious health condition or to care for a child after birth, or placement for adoption or foster care.

For the birth, adoption, or foster care of a child, the district and the employee must mutually agree to the schedule before the employee may take the leave intermittently or work a reduced hour schedule. Leave for birth, adoption, or foster care of a child must be taken within one year of the birth or placement of the child.

If the employee is taking leave for a serious health condition

or because of the serious health condition of a family member, the employee should try to reach agreement with the district before taking intermittent leave or working a reduced hour schedule. If this is not possible, then the employee must prove that the use of the leave is medically necessary.

CERTIFICATION FOR THE EMPLOYEE'S SERIOUS HEALTH CONDITION - The district will require certification for the employee's serious health condition. The employee must respond to such a request of the request or provide a days reasonable explanation for the delay. Failure to provide certification may result a denial of continuation of leave. certification will be provided using the Department of Labor (DOL) Certification of Health Care Provider for Employee's Serious Health Condition Form.

The district may directly contact the employee's health care provider for authentication or clarification purposes using a professional, professional. an HR administrator, or management official. The district will not use the employee's direct supervisor for this contact. Before the district makes this direct contact with the health care provider, the employee will be a given an opportunity to resolve any deficiencies in the medical certification. If an employee chooses not to provide the district with authorization allowing the employer to clarify the certification with the health care provider, and does not otherwise clarify the certification, the District may deny the taking of FMLA leave if the certification is unclear.

The district has the right to ask for a second opinion, if it has reason to doubt the certification. The district will pay for the employee to get a certification from a second doctor, which the district will select. The district may deny FMLA leave to an employee who refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the district will require the opinion of a third doctor. The district and the employee will mutually select the third doctor, and the district will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

CERTIFICATION FOR THE FAMILY MEMBER'S SERIOUS HEALTH CONDITION - The district will require certification for the family member's

serious health condition. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may continuation result in а denial of of leave. certification will be provided using the DOL Certification of Health Care Provider for Family Member's Serious Health Condition Form.

The district may directly contact the employee's family member's health care provider for authentication or clarification purposes using a health care professional, an HR professional, leave administrator, or management official. The district will not use the employee's direct supervisor for this contact. Before the district makes this direct contact with the health care provider, the employee will be a given an opportunity to resolve any deficiencies in the medical certification. If employee chooses not to provide the district with authorization allowing the employer to clarify the certification with the health care provider, and does not otherwise clarify the certification, the District may deny the taking of FMLA leave if the certification is unclear.

The district has the right to ask for a second opinion if it has reason to doubt the certification. The district will pay for the employee's family member to get a certification from a second doctor, which the district will select. The district may deny FMLA leave to an employee whose family member refuses to release relevant medical records to the health care provider designated to provide a second or third opinion. If necessary to resolve a conflict between the original certification and the second opinion, the district will require the opinion of a third doctor. The district and the employee will mutually select the third doctor, and the district will pay for the opinion. This third opinion will be considered final. The employee will be provisionally entitled to leave and benefits under the FMLA pending the second and/or third opinion.

CERTIFICATION OF QUALIFYING EXIGENCY FOR MILITARY FAMILY LEAVE - The district will require certification of the qualifying exigency for military family leave. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification of Qualifying Exigency for Military Family Leave.

CERTIFICATION FOR SERIOUS INJURY OR ILLNESS OF COVERED SERVICEMEMBER FOR MILITARY FAMILY LEAVE - The district will require certification for the serious injury or illness of the covered service member. The employee must respond to such a request within 15 days of the request or provide a reasonable explanation for the delay. Failure to provide certification may result in a denial of continuation of leave. This certification will be provided using the DOL Certification for Serious Injury or Illness of Covered Service Member.

RECERTIFICATION - The district may request recertification for the serious health condition of the employee or the employee's family member no more frequently than every 30 days and only when circumstances have changed significantly, or if the employer receives information casting doubt on the reason given for the absence, or if the employee seeks an extension of his or her leave. Otherwise, the district may request recertification for the serious health condition of the employee or the employee's family member every six months in connection with an FMLA absence. The district may provide the employee's health care provider with the employee's attendance records and ask whether need for leave is consistent with the employee's serious health condition.

PROCEDURE FOR REQUESTING FMLA LEAVE - All employees requesting FMLA leave must provide verbal or written notice of the need for the leave to the HR coordinator. Within five business days after the employee has provided this notice, the HR manager will complete and provide the employee with the DOL Notice of Eligibility and Rights.

When the need for the leave is foreseeable, the employee must provide the employer with at least 30 days' notice. When an employee becomes aware of a need for FMLA leave less than 30 days in advance, the employee must provide notice of the need for the leave either the same day or the next business day. When the need for FMLA leave is not foreseeable, the employee must comply with the district's usual and customary notice and procedural requirements for requesting leave, absent unusual circumstances.

DESIGNATION OF FMLA LEAVE - Within five business days after the employee has submitted the appropriate certification form, the HR coordinator will complete and provide the employee with a written response to the employee's request for FMLA leave using

the DOL Designation Notice.

INTENT TO RETURN TO WORK FROM FMLA LEAVE - On a basis that does not discriminate against employees on FMLA leave, the district may require an employee on FMLA leave to report periodically on the employee's status and intent to return to work.

29 U.S.C. 2601, et seq. (Family and Medical Leave Act)

First Reading: $\frac{3/1/10}{4/6/15}$

Second Reading: $\frac{5/17/10}{}$

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: April 27, 2015

TO: Board of Trustees

FROM: Mitch Craft, Sheridan Junior High School Principal

SUBJ: Graduation Counts Update (Information)

At the May board meeting, I will provide an update on Graduation Counts progress in the four committee areas:

- Early Childhood Elementary Committee
- Attendance Committee
- Community Engagement
- Multiple Pathways to Graduation

I will also provide details on the Parent Liaison Program and our agreement/affiliation with Thrive in Bozeman.

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: April 27, 2015

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Proposed 2016 – 2017 Calendar** (*Action*)

The Calendar Committee would like to share the results of the voting for the 2016 - 2017 school calendar as of Wednesday, April 29^{th} . You will be provided the final results on Monday, May 4^{th} due to voting closing on Saturday, May 2^{nd} .

Category	Calendar A	Calendar B	Total
Community	26	12	38
Parent	233	214	447
Staff	258	96	354
Grand Total	517	322	839

Calendar A

• Christmas Break December 24th – January 8th

Calendar B

• Christmas Break December 21st – January 3rd



August 2016 - July 2017

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The first da	ay 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
12/26-1/6	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
155	C. I D

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

Student Days

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August 2016 - July 2017

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	Teacher In-Service Days (No School)
	Vacation
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June 2017

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Craig Dougherty, Superintendent

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

Phone: 307-674-740 Fax: 307-674-5041

DATE: April 27, 2015

TO: Board of Trustees

FROM: Tom Sachse, Asst. Superintendent for Curriculum and Assessment

SUBJ: Proposed Board Luncheon Work Session Schedule 2015-2016 (Action)

Attached is the proposed schedule for next year's work sessions. These programs were requested by Trustees to afford them the opportunity to go deeper into some programs and issues that will be of major interest in the next year. Notice these are working lunch sessions that will be open to the public. We would like the Board to take action and approve this list of dates and topics.

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

Board Luncheon Work Session Schedule 2015-2016

Craig Dougherty, Superintendent

Meeting Date	Luncheon Subject	Time
August 17	Literacy Coordinators/Balanced Literacy	12:00 p.m.
September 21	Professional Learning Communities (PLCs)	12:00 p.m.
November 16	Legislative Priorities (including Recalibration updates)	12:00 p.m.
December 14	Primary Intervention Programs	12:00 p.m.
January 18	Accountability	12:00 p.m.
March 14	Technology Hardware and Integration	12:00 p.m.
April 11	After School Programming	12:00 p.m.
May 16	Alternative Schools	12:00 p.m.
June 6	Capital Construction (Master Plan/Architectural Updates)	12:00 p.m.



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: April 27, 2015

TO: **Board of Trustees**

FROM: Tom Sachse, Asst. Superintendent for Curriculum and Assessment

SUBJ: **After School Program Support Services** (*Information*)

This presentation is the third in the series addressing supplemental services. Our after school programs now include the remedial support services provided through the Bridges program and the enrichment program provided through the 21st Century Community Learning Centers (21 CCLC). The Bridges program provides additional after school support in literacy and mathematics and 21 CCLC provides enrichment and engagement in Science, Technology, Engineering, and Mathematics (STEM). This year, we added arts to the STEM programming.

After a brief overview, Abby Mowry (5th grade teacher at Sagebrush Elementary) will give a summary of the work with students in the field of robotics and Judith Willis (after school coordinator at Henry A. Coffeen Elementary) will give a summary of her work with students on a recent science fair program.



Craig Dougherty, Superintendent

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

Phone: 307-674-7405 Fax: 307-674-5041

DATE: April 24, 2015

TO: Board of Trustees

FROM: Terry Burgess, Assistant Superintendent of Instruction and Human Resources

SUBJ: Approval of Secondary Parent-Student Handbooks (Action)

The secondary schools' handbooks were delivered in advance of the regular board packet to give Trustees more time to review larger manuscripts like these. At the May 4th board meeting, the principals will be available for questions. I will ask that you take action to approve these handbooks during your board meeting on Monday.

FORT MACKENZIE HIGH SCHOOL THE WRIGHT PLACE MIDDLE SCHOOL

Student Resource Guide & Handbook 2015-2016

1301 Avon Street
Sheridan WY 82801

www.scsd2.com
(307) 673-8730

Fax (307) 464-3014

Our Vision

As a dedicated community of learners, we strive to produce graduates who are responsible, engaged, and productive 21st century citizens.

Sheridan County School District 2 School Board Goals

Excellent Staff and Resources Goals: 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.

Student 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.

Governance and Leadership 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.

Research-Based, Best Practices Goal: SCSD #2 will operate all its programs—academic, co-curricular, and operational with a priority on using the most effective practices as demonstrated by rigorous research in the field. The District has worked to establish its own mechanism for ensuring that all programs are optimal for educating the students of SCSD #2. The District has also worked hard to seek out programs that are research-based and effective.

Communicating High Expectations Goal: SCSD #2 will consistently and continuously communicate the District expectations for academic excellence and behavioral norms. There are two obvious opportunities for implementing this communication goal: one involves setting the board meeting agenda and board work sessions with an emphasis on conveying those expectations, and the second involves asking district staff to communicate those expectations in a variety of venues.

For a more detailed goals report, go to SCSD2.com.

TABLE OF CONTENTS

SCSD2 School Board Goals	1	Twelve-Day Limit	17
Table of Contents	2	Attendance Definitions	17
Mission Statement	3	School Related Absences	17
General Information	3	Non-school Related Absences	17
Introduction	3	Attendance Contract	18
Building Hours	3	Tardies	18
Academic Quarters	3	Unexcused Absences	18
Academic Hours	3	Make-up Work	18
Student Vehicles – FMHS Students	4	Discipline	19
Medications	4	Wyoming Expulsion Code & Policy	19
Student Phone Calls/Messages	4	Wyoming Student Discipline State Law	19
Visitors	4	Harassment, Intimidation and Bullying Policy JIFCA	19
Busing/School Sponsored Trips	4	Weapons	21
Fines	5	Fighting	21
Computer and Internet Use	5	Definitions of Discipline Terms	21
Academics	5	Problem Solving Contract	21
FMHS Graduation Requirements	5	Temporary Dismissal	21
FMHS Required Standards Mastery Classes	5	Suspension	21
FMHS The Career Portfolio	6	Expulsion	22
FMHS Transcript Designation	6	Tobacco/Smoking Policy	22
FMHS Curriculum Requirements	6	Drugs and Alcohol	22
Dual Enrollment	7	Dress Code Regulations & Policy	22
Friday Remediation	7	Problem Solving Contract Table	24
School Programs - FMHS	7	Electronic Devices	25
Discovery	7	Search and Seizure	25
6 P's	8	Student Grievance Procedures	25
Compass Learning	8	Nondiscriminatory Statement	25
ACT Prep Me	8	Finance and Governance	25
Tribes	8	Contact for Title VI, Title IX, Section 504	25
Service Learning	8	Notification of Rights Under FERPA	26
Title I Programs	8	Disclosure Information	27
Read 180	8	Protection of Pupil Rights Amendment	27
Step Up to Writing	8	Student/Parent/School Compact	29
FMHS Grading	9	Title I Parent Permission Form	30
Additional Credit Opportunities	9	Problem-Solving Contract Form	31
Wright Place Promotion/Retention	9	Consent for Participation in Field Trips	33
Wright Place Grading Scale	9	Agreement to Abide by Rules	34
Guidance and Counseling	9	Individual Computer Use Agreement	35
Postsecondary Education Planning	10	Web Page Publication	36
College Applications	10	Media Use Permission Form	37
College Examinations	10	Acknowledgement/Review of Handbook	38
Exam Registration and Fees	10	-	
Postsecondary Financial Aid	11		
Hathaway Scholarship	11		
Hathaway Success Curriculum	12		
College Exams/Application Calendar	13		
Planning Calendar: Junior Year	14		
Planning Calendar: Senior Year	15		
Closed Campus	16		
Enrollment/Fees	16		
Attendance Procedures	16		
Compulsory Attendance	17		

Our Mission

To educate each individual based on needs and abilities, while meeting high standards for behavioral and academic excellence.

General Information

Introduction

Fort Mackenzie High School (FMHS) and the Wright Place Middle School are a part of SCSD #2's educational programs. The purpose is to provide educational opportunities for students/families who are seeking non-traditional educational opportunities. Students at Fort Mackenzie High School/the Wright Place will master the same state and district standards as their peers at Sheridan High School and Sheridan Junior High School. Our alternative setting allows students to work toward mastery using a variety of learning strategies focused on individual learning styles, varied assessments, and a flexible pace.

This handbook is intended to be a guide to school policies, regulations, procedures, and expectations, the principles that make these schools a positive place to learn.

Our mission statement has been developed by a group of parents, teachers, administrators, board members, community members, and students. Our goal is that all community members can communicate the mission statement. This statement drives decisions made concerning program development, curricula, staff development, student and parent involvement, etc.

Our two schools are located on the same campus.

Building Hours

Fort Mackenzie High School/the Wright Place Middle School will be open from 7:30 a.m. until 4:00 p.m. If students arrive on campus before 8:00 a.m., they will be asked to enter the gymnasium and either visit quietly or complete necessary assignments. Students are not allowed into any classrooms, unless asked by a teacher. Students should leave the building by 3:45 p.m., unless requested by staff to stay later.

Quarters

Fort Mackenzie High School Students

The school year will be divided into quarters (four nine-week periods). Due to extended class periods of 90 minutes, one quarter's credit at FMHS is the equivalent of a semester's credits at Sheridan High School.

Academic Hours

FMHS and the Wright Place classes run from 8:20 a.m. to 3:25 p.m. Monday through Thursday, and Friday's from 8:20 a.m. to 12:50 p.m. Friday afternoons are used for remediation (assistance for students struggling in academic classes) unless students earn the privilege of early release.

FMHS Student Vehicles

Students who have a vehicle and a valid driver's license must fill out registration forms. All student vehicles must be parked on the school side of the street. Do NOT park on the residential side of any street surrounding the school campus. Students may not be in or around any vehicle during school hours (including lunch).

Medications

If it becomes necessary for a student to take any form of medication at school, a school medical form signed by the parent/guardian must be presented to the office. All medication must be brought in it original container from the pharmacy and kept in and dispensed through the main office. **District and State regulations insist upon compliance for your children's and staff safety.**

Student Phone Calls/Messages

- Students are to use the school telephone only between classes.
- If a student becomes ill, they must call a parent or guardian from the office, not on their cell phone.
- Messages and deliveries from home should be left in the office.
- Students will be called out of class only in an emergency.
- Non-emergency phone calls for students need to be kept to a minimum, and messages will be delivered to class at a convenient time.

Visitors

- While parents are welcome to visit our school, they are urged to arrange visits in advance.
- School policy is to accept only those visitors who have legitimate business at the school. Guests and visitors must check in at the office and wear a school visitor's pass. Visitors are expected to leave promptly when their business is completed.
- Former graduates/alumni may visit the school after school hours; appointments can also be made to meet with faculty. Students that graduate in prior quarters within the current year are allowed on campus for school business only.
- Any unauthorized visitors will be escorted off campus by an administrator or the School Resource Officer.
- Providing outside food and/or beverages to students during the school day is not allowed.
- Parents are welcome to eat lunch with their student, and are asked to make prearrangements.

Busing/School Sponsored Trips

- Conduct on a bus, at bus pick-up sites, while being transported on the bus to and from school, is the same as expected in the classroom. Students may be denied the privilege of riding a bus for lack of cooperation or improper conduct.
- The District will approve transportation for school-sponsored events. All students participating in such events must travel to and from the events by the approved transportation. The only exception will be a written release by the parent(s)/guardians(s).

Fines

- Students will be held accountable for damaged and/or lost school property including personal one-toone computers.
- Students will be held accountable for damaged and/or lost school property each quarter or upon completion of a course.
- Fees/fines must be paid before a diploma is issued.

Computer and Internet Use

All students enrolled at FMHS/the Wright Place will be granted access to the internet and other programs. The internet usage policy must be reviewed and signed by parents and students before computer access is permitted. The use of the school and district's networks must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2. Anyone using computers linked to the district network is individually accountable at all times. It is a benefit to use computers and the internet. At no time are students to be in "chat" rooms, checking e-mail, or to be representing Fort Mackenzie/the Wright Place in any manner while on the internet. See Pages 34 and 35 for Individual Computer Use Agreement Form and Page 36 for Media Permission Form.

Computer usage is a privilege, and damaged or broken computer replacement cost is the responsibility of the student/parents.

Academics

Fort Mackenzie High School Graduation Requirements

To graduate from Fort Mackenzie High School, you must meet the following requirements:

- 1. Complete a Career Portfolio.
- 2. Earn 26 credits in grades 9-12.
- 3. Meet standards mastery in at least five of the nine core areas.
- 4. Be proficient in the principles of the Wyoming Constitution and completed American Government.
- 5. Take the ACT, with the exception of students who move to SCSD2 after the state mandated test date.
- 6. Graduates must master standards in at least five of the nine subject areas. Fort Mackenzie High School has placed the state standards in the following classes:

Class	Required Credits	Required Indicator Classes (State Standards Mastery Courses)
English	4	English 9, 10, and 11 or Applied English 9, 10, and 11
Mathematics	3	Algebra I, Algebra IA and IB, Geometry, and Standards Math
Science	3	Integrated Science 9, Biology 10, and Earth Science 11
Social Studies	3	World History 9, American History S1 and S2, American
Government		
Health	.5	Health & Safety
Physical Educat	ion 1	Individual & Team Activities and Personal Fitnes
Fine Arts	0	Exploring Music
Career & Tech E	Ed .5	Career Development
Foreign Langua	ge 1	Spanish

The Career Portfolio

At Fort Mackenzie High School each student is required to complete the career portfolio before graduation. The portfolio will be completed in Career Development. A Career Portfolio allows students to gather a collection of documents, artifacts, or materials that are representative of their academic, leisure, and career development activities for future employers, as well as college.

The Career Portfolio requirements are as follows:

- 1. Face-to Face interviewing techniques
- 2. Creation of a digital portfolio at www.kudernavigator.com
 - a. Personality, Skills, and Values Assessments
 - b. College/Military or World of Work Research
 - i. Application
 - ii. Test scores (ACT/SAT/ASVAB) need to reflect post-secondard options
 - iii. Research three college, military, or employment scenarios
 - c. Career Search
 - i. Research paper or PowerPoint on your final career choice
 - ii. Complete in-depth comparison of three career goals
 - d. Job Hunt
 - i. Application
 - ii. Cover Letter
 - iii. Resume
 - e. Identify sources of financial aid to pay for higher education using Merit Aid, Cappex, Fastweb, or an approved source

Transcript Designation and Curriculum Requirements

All students who graduate from Fort Mackenzie High School will receive the same diploma. However, state law mandates that students' transcripts for the Class of 2006 and beyond contain one of three levels of designations based on standards mastery. Those levels and their definitions are as follows:

- 1. **General:** Students whose transcript is labeled "General" have demonstrated standards mastery (Proficient or Advanced Status) in five of nine core subject areas.
- 2. **Comprehensive:** Students who transcript is labeled "Comprehensive" have demonstrated standards mastery (Proficient or Advanced Status) in nine of nine core subject areas.
- **3. Advanced:** Students whose transcript is labeled "Advanced" have demonstrated standards mastery at least at the Proficient level in all nine areas and at the Advanced level in five of those nine areas.

Proficiency level or mastery status is determined by demonstrating mastery in a majority of standards on the indicator course standards-based assessments. Proficient status can be reached with multiple assessment opportunities. Advanced status must be reached on the first attempt for a majority of standards. Students who elect not to enroll in indicator classes in all nine common core areas can only receive the General transcript endorsement.

As of 2012-2013, Wyoming state legislation passed Senate File 57. This file has accountability implications regarding high school testing and graduation for Wyoming students.

Required testing schedules are as follows:

9th grade – Explore Exam 10th grade – Plan Exam 11th grade – ACT Exam 12th grade – Compass Exam (Optional)

Dual Enrollment

Dual Enrollment allows high school seniors to take a college course and earn both transcripted college and high school credit. Graduation requirements must be met before enrollment or taken concurrently as arranged with your counselor. Documentation of enrollment must be provided to the counseling office before the high school semester begins and a high school contract must be signed. The college credits earned through dual enrollment may transfer to other postsecondary institutions. Sheridan College will only cover tuition costs of juniors and seniors, up to 12 credit hours. A Sheridan College dual enrollment registration and grant form must be completed to enroll.

Friday Remediation

- We offer students the opportunity for remediation to re-learn important standards.
- Students that are ill and miss instruction, must remain after school on the day they return to receive one-on-one instruction.
- Students are required to do weekly grade checks, by 3:00 p.m. each Thursday.
- Students who have completed assigned work Monday through Thursday and are passing all courses with a 70% or above, will be excused at 1:00 p.m. on Friday. All early released students must leave by 1:30 p.m.
- Students not passing with 705 or above will attend remediation classes on Friday afternoon. At FMHS, students will attend from 1:00 to 2:30 p.m.
- Three consecutive Remediation Fridays will result in a Problem Solving Contract (Three Problem Solving Contracts will result in dismissal from FMHS.)

School Programs

Fort Mackenzie High School

The programs described below are being implemented as part of the School Improvement Plan as developed by the North Central Association (NCA) for the accreditation of schools.

Discovery Program

The Discovery Program addresses issues of student apathy, negativity, disruption, and violence. By inspiring positive social change, a teacher can create a climate in which students improve their performance in the classroom, better their relationships at home, and transition more easily into adulthood.

The comprehensive curriculum, designed for middle and high school students, is grounded in the values of mutual respect, sensitivity, faith in student potential, and high expectation for positive change. Activities – ranging from a team-building rope exercise to a course in preventing substance abuse – support the program's goal to engender caring, sensitive, and responsible young people.

All new FMHS students are required to take Discovery prior to entering into the regular classroom. Along with the social skills units and activities, students are required to improve writing skills, social and cultural concepts, as well as developing awareness and the means to maintain a healthy lifestyle. Students are on a probationary cycle during this time. If students do not successfully complete the Discovery Program, they are immediately asked to withdraw from FMHS.

All Wright Place students will attend daily Discovery classes to learn social skills, as well as social and cultural concepts to develop

6 P's

Fort Mackenzie High School/the Wright Place students are expected to demonstrate the six P's:

- 1. **Prompt:** Student will make a commitment to be on time and punctual. See Student Attendance Procedures on Page 15.
- 2. **Polite:** Student will demonstrate consideration for others by respecting self/others and using appropriate behaviors in all situations.
- 3. Participate: Student is expected to be actively involved in each lesson and learning.
- 4. **Prepared:** Student needs to be ready to learn when the class starts.
- 5. Positive Mental Attitude: Student is expected to maintain a positive mental attitude.
- 6. **Produce:** Student will meet expectations in every class.

Compass Learning

Compass Learning computer classes are used for credit recovery.

ACT Prep Me

ACT Prep Me is an online ACT Preparation website that is used to help prepare FMHS Juniors for the ACT Test.

Tribes

Tribes consist of a group of multi-age students that remain together for their entire high school experience. Each Tribe strives to improve reading, writing, and math skills with a series of exercises that are required during the class. Tribes choose several community service projects during the school year as well as several school service projects.

Service Learning

FMHS Service Learning is where students are required to complete 40 hours of community service in a year. Some Service Learning activities are arranged through the Tribe's leader, however, the student is responsible for the majority of those hours.

Title I Programs

READ 180 is an intensive reading intervention program designed to meet the needs of students who are below reading standards in their reading achievement scores. The program directly addresses individual needs through adaptive and instructional software, high interest literature, and direct instruction in reading and writing skills.

The FMHS/Wright Place writing program teaches students to write clear and organized paragraphs, reports, and essays. The program addresses writing assessment, by creating writing opportunities in which students experience success, and much more!

Fort Mackenzie High School Grading

Students will receive grades and credits based on performance. Students may be required to complete assigned work in or out of the class. Work that does not meet minimum expectations of at least a "C" will be marked "F" for failure. An "I" (incomplete) will be given in extenuating circumstances at the discretion of the teacher and/or administration. An "I means work will be completed within a specified time, usually within ten days.

FMHS Grading Scale

A = 90-100

B = 80-89

C = 70-79

F = 69 and below

Additional Credit Opportunities

Students may earn credit from Sheridan College for approved courses. Students may also receive credit for their work through Community Service and PACE Work Experience Programs.

The Wright Place

Promotion and Retention

Students attending the Wright Place may have demonstrated deficiencies in their academics in the past. As a part of the alternative setting, students are expected to focus upon four core classes: English, math, science, and social studies. Students must pass all four classes in order to be promoted to the next grade. Promotion will be based upon the body of evidence portfolio that includes project-based activities, grades, demonstration of mastery of District Standards, PAWS and MAP test results, and teacher recommendations. Students making inadequate progress toward standards in the four core areas will be retained.

The Wright Place Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 59 or Below

Guidance Services

Fort Mackenzie and the Wright Place Middle School students are fortunate to receive instruction, support and professional services from a staff that has a genuine interest in providing for their needs. Guidance services are provided to help make the students' educational experience more enjoyable and more successful. Services offered include:

- Academic and post-secondary counseling;
- Individual counseling (short-term, solution-focused);
- Educational groups;
- Educational, emotional and/or vocational testing and assessment;
- Crisis intervention; and
- Assisting students and families connect with appropriate community

The school guidance program offers limited health services to students. *These services are educationally focused and follow a brief problem-focused approach.* The Fort Mackenzie High School and the Wright Place Middle School professional counseling staff consists of one part-time counselor.

Postsecondary Planning

As early as possible, students need to think ahead toward life after high school. The individual student's plan will depend on his or her own needs and goals. The sooner she/he can define these, the better prepared the student will be to make important educational choices.

Students who plan to attend college should begin planning their curriculum in eighth grade, as well as their financial planning to pay for college. The best reasons for obtaining a college degree include the following:

- To Get a Better Job: College graduates earn, on average, twice as much as those who finish their
 education with just a high school degree.
- To Learn How to Think Critically and Analyze Information: Critical thinking skills, logical reasoning, and analytical powers make a person's life more interesting and provide many new career options.
- To Build a Network of References and Resources for Future Careers: Future opportunities come from both what you know and who you know.
- To Develop Knowledge of and an Appreciation for Different Ideas, Philosophies, Cultures, and People: Strong leadership and active community participation require us to understand the world at large.
- To Have Fun and Experience Life: College life should be enjoyable and educational!

FMHS will assist students by:

- Advising on strategies for postsecondary education;
- Helping to identify appropriate post high school colleges and training sites;
- Preparing and submitting official school reports;
- Writing recommendations;
- Endorsing application documents; and
- Communicating with admissions and financial aid offices.

College Applications

Students are responsible for their own college and university applications. FMHS will provide students assistance with their applications as needed. Simple endorsements can be provided.

College Examinations

Some colleges and universities use the ACT and/or SAT examinations to measure candidates' eligibility for admission. The ACT exams are given six times each year at Sheridan College. The SAT exams are given three times a year at Sheridan High School. The FMHS High School Examination Code is **510-390**. This code must be accurately entered in a student's exam registrations for scores to be recorded on her/his official FMHS transcript.

Wyoming state law requires all 11th graders to take the ACT test.

Exam Registration and Fees

The State of Wyoming pays the registration fees for juniors to take the ACT on a designated state testing day (April 19, 2016). A student may take these exams more than one time. Additional ACT exam fees will be the responsibility of the student. The ACT requires pre-registration by designated deadlines. Registration and study materials are available in the Counseling Office.

Post-Secondary Financial Aid

Financial aid provides students monetary entitlements, scholarships, loans, and awards to help pay for postsecondary education and training. Entitlements are allowances provided by the federal government to students who qualify according to statutory criteria for financial or other special need.

Scholarships, student loans, and awards are made available based either on students' "need" or "merit." Scholarships are grants or discounts on tuition and fee costs, or living expenses, often renewable for more than one year of study under specified performance conditions. Awards are one-time grants of money designated for post-secondary education. Students and/or their parents must repay loans.

Information on scholarships and financial aid opportunities is available in the Counseling Office. It is the student's responsibility to read the Senior Newsletter to be aware of current scholarship and award opportunities and their particular deadlines.

Hathaway Scholarship

The Hathaway Scholarship is available for Wyoming students who meet the criteria to pursue postsecondary education within the state of Wyoming. The program consists of four separate merit scholarships, each with specific eligibility requirements, and a needs-based scholarship, which is a supplement to the merit awards for those who qualify.

Scholarship	Amount Per Semester (Full-Time Student)	GPA	Minimum ACT Score
			17 or
Provisional Opportunity	\$840	2.5	WorkKeys of 12 pts*
Opportunity	\$840	2.5	19
Performance	\$1,260	3.0	21
Honors	\$1,680	3.5	25

^{*} A cumulative score of at least twelve (12) points on applied math, reading for information, and locating information on WorkKeys tests.

Students and parents are encouraged to visit with the counselor to discuss the Hathaway Program, and go to http://edu.wyoming.gov/Programs/hathaway.aspx. Students apply for the Hathaway Scholarship directly to Wyoming community colleges or the University of Wyoming – those institutions will determine final eligibility. The Class of 2011 and beyond will need to meet all components of the Success Curriculum in order to be eligible for this scholarship. See next page for the Hathaway Success Curriculum.

Hathaway Success Curriculum Changes for <u>2016 Graduates</u> and Beyond

Success Curriculum Content Area	Provisional Opportunity (\$840/semester) 2.5 GPA /17 ACT or 12 WorkKeys	Opportunity (\$840/semester) 2.5 GPA / 19 ACT	Honors (\$1680/semester) Honors 3.5 GPA / 25 ACT Performance (\$1260/semester) Performance 3.0 GPA / 21 ACT
Foreign Language	Two sequenced years of the same Foreign Language One of which is required to be taken in grades 9-12. Or	Two sequenced years of the same Foreign Language One of which is required to be taken in grades 9-12. Or	Two additional years of Foreign Language courses May be sequenced or non-sequenced different language O
Fine and Performing Arts	Two years of Fine and Performing Arts courses Or	Two years of Fine and Performing Arts courses O	Two years of Fine and Performing Arts courses Or
Career- Vocational Education	Two years of Career- Vocational Education courses	Two years of Career- Vocational Education courses	Two years of Career-Vocational Education courses

Opportunity and Provisional Opportunity students can elect to take either two sequenced years of foreign language or two years of career-vocational education or two years of fine and performing arts courses.

The native language of the Eastern Shoshone or the Northern Arapahoe, or American Sign Language (ASL) may be taken in fulfillment of this requirement.

FMHS - College Examination and Application Calendar Academic Year 2015-2016

AUG 7	Fri		Registration Deadline for ACT Sep 12 th Test		
 SEP 12	Sat	8:00 am	ACT Examination	Sheridan College	
SEP 18	Fri		Registration Deadline for ACT Oct 24 th Test		
OCT 24	Sat	8:00 am	ACT Examination	Sheridan College	
NOV 6	Fri		Registration Deadline for ACT Dec. 12 th Test		
DEC 12	Sat	8:00 am	ACT Examination	Sheridan College	
JAN 8	Fri		Registration Deadline for ACT Feb. 6 th Test		
FEB 6	Sat	8:00 am	ACT Examination	Sheridan College	
MAR 1	Tues		FAFSA Priority Deadline		
MAR 4	Fri		Registration Deadline for ACT April 9 th Test		
APR 1	Fri		Sheridan College Scholarship Deadline		
APR 9	Sat	8:00 am	ACT Examination	Sheridan College	
APR 19	Tue		ACT Examination for Juniors EXPLORE for Freshman PLAN for Sophomores	FMHS	
MAY 6	Fri		Registration Deadline for ACT June 11 th Test		
MAY 3	Tue		ACT Make-up Session	FMHS	
 JUNE 11	Sat	8:00 am	ACT Examination Sheridan College		

2015-2016 FMHS College Planning Calendar: Junior Year

Month	Junior Year	Exams
September	Take high school courses that fulfill college requirements. Be active in clubs and community service activities. Define your interests & the kind of higher education that you want and need.	ACT - Sep 12, 2015
October	Consult your parents & school personnel for their ideas on college options. STUDY! Junior year grades are very important.	ACT - Oct 24, 2015
November	STUDY MORE! High grades = more college choices and financial aid! Know your math. Read with a dictionary at hand.	
December	Search out colleges in reference books and online and visit college websites.	ACT - Dec 12, 2015
January	Create or update your Portfolio composed in Career Development class.	
February	Ask your school counselor for information. Build your personal postsecondary education strategy.	ACT - Feb 6, 2016
March	Refer to books and the internet to define your expectations. Identify and contact 3-4 colleges that meet your needs. Visit some colleges during Spring Break. Plan summer school/job/volunteer project/travel.	
April	Talk with family, friends, and school personnel about colleges. Do well on the ACT. Request information from colleges of interest. Register for fall Sheridan College classes – Ask about the High School Tuition grant.	ACT - April 9, 2016 ACT - April 19, 2016 Required for all Juniors
May	Discuss your college plans with school personnel. Confirm your academic plan for Senior year	
Summer	Schedule appointments for college campus visits. Think about where you will be going next year. Read challenging books with a good dictionary handy. Visit colleges with your parents.	ACT June 11, 2016

2015-2016 FMHS College Planning Calendar: Senior Year

Month	Senior Year	Exams
September	Enroll/Engage/Inventory/Define again, as in Junior Year Calendar. Discuss your college plans with your parents as well as your teachers and counselor. Research colleges/universities and compile a list of the ones you like. Obtain application materials (photocopy the forms for scratch work/backup). Retake the ACT exam, if needed.	ACT - Sept 12, 2016
October	Attend Post High School Planning Days. Talk to Admissions Offices and visit colleges of interest. Draft, write, and then final copy application essays. Identify teachers best able to write recommendations. Retake the ACT exam, if needed.	ACT - Oct 24, 2016
November	Submit completed applications to selected colleges. (Keep a copy of everything you send!) Visit the colleges (in session) if you haven't already.	
December	Retake ACT exam, if necessary. Attend Financial Aid Night for Students & Parents. Prepare personal/family financial records for FAFSA.	ACT - Dec 12, 2015
January	Complete the FAFSA: Free Application for Federal Student Aid. Submit applications to regional colleges and state universities. (Keep a copy of everything you send!)	
February	Watch out for financial aid application deadlines! Confirm that filed FAFSA data is complete & correct.	ACT - Feb 6, 2016
April	Revisit top-choice campuses that remain options. Recalculate your higher education budget. Accept your admission at your chosen college. Notify other schools that you will not attend. Pre-Register for classes at college of choice, if possible.	ACT - Apr 9, 2016
May	Keep Studying! You still must have the diploma. Graduate!	
June	Verify that FMHS sends your final transcript to your college.	

Closed Campus

Fort Mackenzie High School/the Wright Place Middle School will be a closed campus throughout the day, including the lunch hour. Students who leave campus without permission will be marked absent for the rest of the day. Parents are welcome to dine with their student on an occasional basis. Parents may sign their student out of school for lunch for special occasions.

Enrollment Procedures

Enrollment procedures at Fort Mackenzie High School and the Wright Place Middle School are as follows:

- 1. Complete the application process.
- 2. Attend the required screening interview.
- 3. Await the committee's decision to either accept or deny the application.
- 4. Decide if Fort Mackenzie High School/the Wright Place Middle School meets your educational needs.
- 5. Complete all necessary school forms, and attend any additional required meetings with staff.
- 6. A valid withdrawal form, including proof of all fines paid, from your previous school must be presented before enrolling in our schools. If you choose to attend, and it is shortly before the end of a quarter, you must wait for admittance until the next quarter.
- 7. Student Fees: A \$40.00 activity fee will be charged each academic year. Fees will be collected before students are permitted to register for classes. A receipt is required before students may register.
- 8. Student and Parent Compact: The Fort Mackenzie High School/Wright Place Middle School Student and Parent Compact agreements list student expactations for attendance, productivity, and behavior. The student and parent(s) must sign the Compact. (See page
- 9. Parents/Adult Involvement

Parents must commit to:

- attend a four week Adult Discovery class. These two-hour training sessions are held each Thursday
 evening from 7-9 p.m. The parents' participation in the Adult Discovery classes is a component of a
 student's continued eligibility to attend Fort Mackenzie High School/the Wright Place Middle School.
- twelve hours parent school service per year. A student's continued eligibility to attend Fort Mackenzie will be affected by non-engagement of parental support.
- attend the two Parent/Teacher academic conferences each year.

Student Attendance Procedures

(See SCSD2@.com for Policies JH and JH-P)

The learning process requires an investment of effort, energy, and time. We believe that our attendance policy serves two purposes. First, since absence from classes has a substantial negative effect on academic performance, our goal is to get each student to be in class on time every day. The second function of this policy is to help reinforce society's expectations toward attendance as it relates to work and other important commitments. This policy will be enforced on a "per class", "per year" basis.

Students hold the primary responsibility for daily attendance. Parents or guardians are expected to call daily if their son or daughter is absent. Parents or guardians will be given 48 hours to deliver a note to the front office verifying any non-school related absence. Administration will address attendance 48 hours after an absence (unv). Consequences will be given if absences (unv) are determined to be unexcused (unx). Our Attendance Secretary can be reached by dialing this number: 673-8730, extension 5829. A message can be left 24 hours a day to verify an absence. The Attendance Secretary will make daily calls home for absences each day.

According to state law, determination of whether an absence is excused or unexcused lies with the school and not with the parent.

Compulsory Attendance

Students who demonstrate attendance problems, and are not yet sixteen or have not yet completed the tenth grade, will be referred to Juvenile Justice and/or the County Attorney's office. If the has not been corrected to the satisfaction of the court, on the fifth absence, the County Attorney may pursue criminal action against the child's parent, guardian, or custodian, alleging the child to be "an habitual truant" and the parent to have "willfully failed, neglected, or refused to comply with the provisions of the compulsory attendance law".

The Twelve-Day Limit

A maximum of twelve non-school related absences will be tolerated in any one class. An absence count will begin with the student's first official day of enrollment in a class. No matter the length of the school day, a student is expected to attend. Students must also have all future absences for the rest of the school year excused by a doctor's note or the absence(s) will be unexcused. A parent, counselor, and administrator meeting will also be held. When a student enrolls at FMHS/Wright Place their attendance record for that school year applies towards the 12-day limit.

Attendance Definitions

Attendance – being in a designated classroom for a designated period of time, or attending an approved school activity.

Absence – not being in a designated classroom for a designated period of time. An absence will be recorded if a student enters the classroom more than 10 minutes after the tardy bell has rung, or misses 10 minutes without permission.

Tardy – not being in the threshold of the classroom door when the bell rings.

School Related Absence – missing class due to school related reasons. The following absences will not count toward the twelve-day per year absence limit:

- School sponsored activities (ACT)
- Field trips (ACT)
- Out-of-School suspension (OSS)
- Behavior Center (BC)
- Administrative, counselor, or teacher meetings (ACA)

Non-School Related Absences – an absence that the parents and school personnel considers compelling or unavoidable. Non-school related absences that do not count toward the twelve-day total are:

- Weather or natural disasters that make travel perilous (OTH)
- Family related: life-threatening illness, death in family (BER), or other crisis
- Court hearings that a student must attend (proof required) (OTH)
- Religious holidays (written request to principal required) (OTH)
- Emergency medical and/or dental treatment, counseling (doctor's note) (MED)

Non-School related excused absences that will count toward the twelve-day total are

Illness (ILL)

- Family vacations (OUT)
- Family circumstances (OTH)
- Visits to the nurse that exceeds 15 minutes in length.

Attendance Contract

At 6 absences students will be:

- Required to make up class time (Carnegie Units or seat time)
- Placed on an attendance contract. This contract is a binging agreement for the remainder of the school year.

Tardies

Being on time is an important academic and work related skill. Tardy is defined only as: not being in the threshold of the classroom door when the bell rings. After 10 minutes a Tardy becomes an unexcused absence. Consequences will be given as follows:

- 3 tardies = 1 day detention before or after school
- 10 tardies = 1 day at the Behavior Center
- Continued tardies = Every 3 additional tardies will result in 1 day at the Behavior Center.

Unexcused Absence

An unexcused absence is an absence that the school district considers non-compelling or avoidable. An absence that is authorized by a parent is not, by virtue of that authorization, necessarily an excused absence. A student shall be considered unexcused or truant when his/her absence is deemed so by the principal. Unexcused absences also count toward the twelve-day per year absence limit in each class. Unexcused absences will be counted consectively from first semester through second semester. (They do not start over second semester). Failure to communicate with the school within two days (48 hours) after the student returns may result in an absence being recorded as unexcused.

*It will be at the teacher's discretion whether to accept missed work as a result of unexcused absences or not.

Unexcused absences include, but are not limited to:

- Missing over ten minutes of class
- Shopping trips
- Oversleeping
- Missing the bus, speeding tickets, or slow moving trains
- Hair, nail, or cosmetic related appointments
- Babysitting siblings
- Car trouble, where and when a bus is available
- Leaving class without permission
- Staying home for non-essential reasons or when no excuse is provided

Makeup Work

When a student is absent for any reason, it is the responsibility of the student to make arrangements for make-up work. If the student knows ahead of time that she/he will be absent, arrangements should be made to complete work before they leave. Makeup work will be required for all absences. If no graded work was done in class that day, the student

^{*}These absences permit a student to make up work.

will be required to get the notes, handouts, read the assigned material, or complete any activity, and then show the teacher the work or material. Some assignments may require work outside the regular class time. The student will be given assigned time to makeup work, which is equal to the number of days absents, plus one days. Athletes and field trip participants need to make prior arrangements for makeup work in advance of the absence. It will not be at the teacher's discretion whether to accept missed work as a result of unexcused absences or not.

Discipline

The purpose of regulations concerning student conduct is to create an educational climate that promotes learning and protects all students. Our philosophy requires a balance between our concerns for the student and the responsibility each student bears for his/her own choice of conduct in relation to the rights of others. Students who conduct themselves with courtesy and common sense need few stated rules and may attend classes with a maximum of personal freedom. Simply stated, we are asking students to make correct choices regarding their behavior at school.

Wyoming Education Code Expulsion Policy

(See SCSD2@.com for Policies JKD/JKE)

Any student recommended for expulsion shall be afforded an opportunity for a hearing as provided by W.S.S. 21-4-305(d).

Student Discipline and State Law

Wyoming state law (21-4-306) states that the following shall be grounds for suspension or expulsion of a child during the school year:

Continued willful disobedience or open defiance of the authority of school personnel;

Willful destruction or defacing of school property;

Any behavior which in the judgment of the local Board of Trustees is clearly detrimental to the education, welfare, safety, or morals of other students; or

Torturing, tormenting, or abusing a pupil or in any way maltreating a pupil or teacher with physical violence.

Harassment, Intimidation, Bullying (Policy JIFCA)

(See SCSD2@.com for Policies JIFCA)

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 education 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 the bullying policy 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

First Reading: 11/8/10 Second Reading: 12/6/10

Weapons

(See SCSD2@.com for Policies JICI)

Fort Mackenzie High School/Wright Place Middle School has a zero tolerance for firearms or weapons. Consequences: Referral to local authorities, and/or immediate suspension leading towards expulsion.

Fighting

Fighting on campus or off-campus may result in the student or students being dropped from Fort Mackenzie High School/Wright Place Middle School with the loss of the privilege of ever enrolling at Fort Mackenzie High School/Wright Place Middle School again. Due process and procedures will determine the extent of the violence and application of the policy to the parties involved.

The Discovery curriculum provides discipline guidelines and creates the school culture at Fort Mackenzie High School/Wright Place Middle School. Please refer to page 7 for a more complete description of the Discovery Program.

Definitions of Discipline Terms

Problem Solving Contract (see page 30 and 31):

- 1. Two (2) Redirects student is guided to correct their behavior
- 2. Third (3rd) Redirect is a Hall Conference the teacher will direct the student to correct their behavior
- 3. Problem solving contract with referral to the principal office.
- 4. Contact parents
- 5. 1-day suspension (in and/or out of school)
- 6. Student will complete contract and meet with the parent, teacher, and/or Principal.

Temporary Dismissal: removal from school until after a parent/guardian conference.

Suspension: Students that are discipline for school offenses will attend the Behavioral Center. The stay at the Behavioral Center may be for a period of 1, 3, 5, or 10 days unless further action is pending. During this time, students may not participate in school activities or be on the school grounds during their Behavioral Center placement. Students may be asked to leave the alternative program.

Expulsion: Students are removed from school for the remainder of the semester or, in some cases, up to one year.

No Tobacco/Smoking Policy

(See SCSD2@.com for Policies GBECD/KFA/JICG-JICH)

Students are not allowed to smoke or chew tobacco, or use tobacco/nicotine derivative products in the school building, on school grounds, or within sight of the school.

Consequence: Warning or citation, suspension, and/or expulsion.

Drugs and Alcohol

(See SCSD2@.com for Policies GBECC/JICG-JICH)

There is absolutely no tolerance for a student to attend school while under the influence of drugs or alcohol. There is absolutely no tolerance for the possession, use or distribution of drugs (prescription or street), or alcohol on school grounds.

Consequences:

- 1. Referral to local authorities, suspension, and/or expulsion. Urine analysis and/or drug screen as determined by administration/staff (within a four-hour period).
- 2. Recommendation to parents for referral to drug/alcohol treatment program.
- 3. Individual cases will be considered if treatment is sought by the student.
- 4. Drug dogs will be used to search lockers, back packs, and vehicles.

Dress Code Regulations

Student dress needs to convey respect for self and others. Appropriate dress is required at school and at school activities/events so that our students are accustomed to dressing according to the expectations of future employers and the general public. Styles that are immodest, extreme, or too revealing will not be tolerated because they detract from the educational process. Students will be required to wear a collared shirt polo style shirt, either a polo style shirt or a button up dress shirt.

Pants must:

Bed clean with no holes.

Fit appropriately (not reveal underwear or cleavage).

Not be low-rise, bagging, sagging, or dragging.

Not be pajama pants.

Shorts/Skirts must:

Conform to the fit and style guidelines for pants.

Be knee-length or longer when standing.

Shirts must:

Be a button up polo or dress style collared shirt appropriately buttoned.

Polo shirts may be untucked.

Fit appropriately and not promote drugs, alcohol, sex, or violence (in all ways, must be school appropriate).

Not have low necklines or enlarged armholes.

Not be halter tops, tube tops, spaghetti straps or see-through material.

Not expose midriffs, cleavage, or underwear.

Shoes must be worn and must:

Be athletic, casual, dress shoes or boots (no slippers).

Accessories must be school appropriate.

No head coverings in building.

Fridays:

Tribe shirts will be required. The first tribe shirt will be supplied by the school.

School sweatpants may be worn. Purchase of school sweatpants is left up to the student.

Dress Code Violations

All students at Fort Mackenzie HS and The Wright Place MS are expected to comply with the Dress Code. Noncompliance may result in, but not be limited to, the following:

1st Offense:

- The student will contact parents from the teacher's classroom.
- Parents/Guardians will be asked to bring an appropriate change of clothes.
- Student will stay in ISS until appropriately attired.
- Student will meet with his/her Tribe teacher, during Tribes, to develop strategies to help the student comply with the policy.
- A copy of the Uniform Discipline Sheet and a copy of our Dress Code policy will be given to the parents/guardians.

Consecutive Violations:

- **Second violation:** The student and Teacher will contact the parent to bring a uniform to school for the student to wear. Parents/Guardians will meet to discuss the Dress Code Policy and problem-solve strategies to aid the family in complying with the school dress code.
- The student will be given one day of In-School Suspension (ISS) by the Principal.
- Third violation: Parent notification and a meeting with the principal to discuss none-compliance issues with the
 result of two days ACE. Meet with Parents/Guardians to Problem-solve strategies to aid the family in complying
 with FMHS/tWP dress code.

Fourth and subsequent violations: parent notification, determination of continued enrollment and three days

PROBLEM SOLVING CONTRACT TABLE

	PROBLEIVI SOLVING CONTRACT TABLE						
OFFENSES	PROBLEM SOLVING CONTRACT LEVEL A Student and teacher form plan to correct behavior. Parent is contacted. (After school or lunch, Rediscovery packet, etc.)	PROBLEM SOLVING CONTRACT LEVEL B Student, teacher, and parents form plan to correct behavior before student returns to class. Meeting with parent. (After school or lunch, Rediscovery packet, etc.)	PROBLEM SOLVING CONTRACT LEVEL C Student, teacher, parents, and administration form plan to correct behavior after completing time at ACE. Student will complete an ACE packet to be checked by Principal. (1-5 days in ACE, one block of Discovery course, etc.)	10 DAYS AT ACE PENDING COMMITTEE REVIEW OF STUDENT PLACEMENT			
LEVEL 1 Failure to demonstrate 6P's (reflected by classroom interactions and/or weekly grade check scores of 2 or below).	1 ST OFFENSE	2 ND OFFENSE	3 RD OFFENSE				
LEVEL II Could be a pattern or severity of: disrespect, harassment/intimidation, disrupting class, profanity, computer misuse, misuse of electronic devices, defiance of staff, property damage, fighting/violent acts, theft, tobacco use/possession, profanity toward staff, cheating/plagiarism.			1 ST , 2 ND , AND 3 RD OFFENSES (1, 3, 5 DAYS OF ACE, RESPECTIVELY)	4 TH OFFENSE			
LEVEL III Possession of drug paraphernalia, possessing/consuming drugs/alcohol/intoxicating inhalants, extreme computer misuse, possession of weapons, potentially dangerous act.			1 st OFFENSE 5 DAYS ACE & SRO INVOLVEMENT	2 ND OFFENSE			
LEVEL IV Providing/selling durgs/alcohol, assault and battery on staff, threat of assault on staff, pull fire alarms/set fire, possession of weapons, engage in unlawful activity that interferes with school purposes, other infractions of equal value				1 ST OFFENSE			

Electronic Devices

Cell phones may be used before school, during lunch, or after school. Phones MAY NOT be used at any other time without specific permission from faculty.

Absolutely no cell phone use is allowed during a "Lockdown". Students who need to use a telephone may access one in the front office with phone calls limited to one minute, and only before and after school and at lunch. Privacy should not be expected in hallways or parking areas.

Search and Seizure

(See SCSD2@.com for Policy JIH)

The safety and security of students entrusted to a school must be of paramount importance. Inherent in this mission is the authority of the School District to conduct reasonable searches and seizures within the limitations established by the United States Constitution and Wyoming State Constitution. In this regard, the District recognizes that the students attending the schools enjoy the same rights against compelled self-incrimination and unreasonable search and seizure afforded to adults. If police officers or other officials request an interview, an attempt will be made by phone to contact the student's parents or legal guardian and to have one of them present during the interview. The student will be informed that he/she has the right to refuse an interview. Searches may be considered and conducted on school property or at school-sponsored events. The authority to inspect students' school lockers, persons, belongings, and automobiles is inherently granted school boards and school officials.

Student Grievance Procedures

(See SCSD2@.com for Policies JBA/JBA-E)

Any student of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district program or activity on the basis of his or her conduct may file a written complaint with the building principal and initiate a formal grievance.

Nondiscriminatory Statement

Sheridan County School District #2 does not discriminate on the basis of race, color national origin, sex, age, or disability in programs or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, and section 504, may be referred to Traci Turk or the Wyoming Department of Education Office or Civil Rights Coordinator, 2nd Floor, Hathaway Building, Cheyenne, Wyoming 82002-0050, or phone (307) 777-6218.

Finance and Governance

The legal basis for education in Wyoming is vested in the will of the people as expressed in the Constitution of the State of Wyoming, the statutes pertaining to education, court interpretation of the laws, and the powers implied under them. The Constitution of the State of Wyoming charges the legislature to provide for the establishment and maintenance of a complete and uniform system of public instruction. The school district is a body corporate. W.S.S. 21-3-101

Inquiries concerning Title VI, Title IX, and Section 504 may be referred to:

Ms. Traci Turk or

Office of Civil Rights Coordinator
Sheridan County School District 2
Sheridan, Wyoming 82801
Goldan, Wyoming 82801
Wyoming Department of Education
Office of Civil Rights Coordinator
Hathaway Building, 2nd Floor
Cheyenne, Wyoming 82002-0050

Notification of Rights Under FERPA For Elementary and Secondary Schools (Policy JRA-E2)

(See SCSD2@.com for Policy 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

Disclosure Information

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.

First Reading: 3/12/12 9/10/12 Second Reading: 4/10/12 10/8/12

Protection of Pupil Rights Amendment (PPRA Policy JRA-E3)

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:

- 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 in 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. Legal recognized privileged relationships, such as with lawyers, doctors, or ministers;
 - 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, 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 scoliosis 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 education 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 of these policies at least annually at the start of each school year and after any substantive changes. School District will also directly notify, such as through U.S. mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey. School District will make this notification to parents 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 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 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 in part by ED.
- 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 Avenue, SW Washington, DC 20202-5920

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

Fort Mackenzie High School/the Wright Place Middle School Student/Parent/School Compact for 2015-2016

Our Mission:

To educate each individual based on needs and abilities while meeting high standards for behavioral and academic excellence.

Studer	t Responsibility—I will:
1.	Arrive on campus with
	☐ Appropriate rest ☐ Breakfast ☐ Good hygiene ☐ Dress code compliance
	Treat others with dignity, respect, and courtesy at all times, in school and within the community as well.
3.	Apply concepts learned in the Discovery Program, specifically the 6 P's, to everything I do.
	Polite
	Prompt
	Prepared
	Positive Mental Attitude
	Participate
	Produce
4	Work to resolve conflicts in positive, non-violent ways.
	Maintain a 70% or above in all classes. If I am not passing all of my classes, I will attend before or after school
0.	remediation.
6	Maintain acceptable daily attendance. I understand that if I do not attend regularly, I will be placed on an
0.	attendance contract and will make up missed time outside regular school hours.
7	Abide by the school and district's drug policy. If I am suspected of drug use, I will submit to a drug test.
	Not bully anyone, and will report any instances of bullying to an adult (including cyber-bullying).
0.	The training and the report and meaniness of training to an area (more and group training).
Studer	t signature: Date:
	(a. 1) B. 1111/2 1044 111
	Guardian Responsibility—I/We will:
	Prepare our child for the day, ensuring that our child will arrive on campus with
1.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Good hygiene Dress code compliance
1. 2.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Good hygiene Dress code compliance Provide appropriate medical attention when needed.
1. 2.	Prepare our child for the day, ensuring that our child will arrive on campus with □ Appropriate rest □ Breakfast □ Good hygiene □ Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by
1. 2.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours.
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery Parent/Teacher Conferences
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery Parent/Teacher Conferences PTO/PASS
1. 2. 3.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery Parent/Teacher Conferences
1. 2. 3. 4. 5.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery Parent/Teacher Conferences PTO/PASS School Functions
1. 2. 3. 4. 5.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery Parent/Teacher Conferences PTO/PASS
1. 2. 3. 4. 5.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery Parent/Teacher Conferences PTO/PASS School Functions
1. 2. 3. 4. 5.	Prepare our child for the day, ensuring that our child will arrive on campus with Appropriate rest Breakfast Good hygiene Dress code compliance Provide appropriate medical attention when needed. Support academic excellence by Providing time and a place for homework Providing transportation to/from school for tutoring, make-up time, other school-required activities Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours. Communicate with school personnel in a variety of ways such as Parent Discovery Parent/Teacher Conferences PTO/PASS School Functions Date: Date:

Fort Mackenzie High School and the Wright Place Staff

3. Treat everyone with dignity and respect.

4. Provide strategies for students to gain academic success.

5. Respectfully and accurately inform parents of their student's progress.

Revised 2013/2014

2. Foster academic achievement and positive behavior through our Discovery Program.

Title I Parent Permission Form

Fort Mackenzie High School and the Wright Place are part of the Title I School-wide Program. This program provides opportunities for all students to meet the state's proficient and advanced levels of achievement. Interventions for students include the READ 180 Reading Program, Step Up to Writing, and Accelerated Math.

Please sign this permission form so that, if appropriate, lit	de I services will be provided for our child.
l,	
(Parent's Name)	
Hereby allow the Wright Place/Fort Mackenzie High Schoo to my child,	ol and its staff to provide appropriate Title I services
	, for the 2015-2016 school year.
(Student's Name)	
(Parent/Guardian Signature)	
(Date)	

Fort Mackenzie High School/the Wright Place Middle School Problem-Solving Contract

Defined:

teacher can enforce?

- ❖ A problem-solving contract is an intervention for students, teachers and administration to resolve escalating discipline issues in the classroom, while using the conflict-resolution process.
- ❖ When a student has not taken personal responsibility for his /her actions, has been given three redirects and has had a conference with the teacher, the student will be given a problem-solving contract to be filled out by the student and returned completed on the date indicated by the principal.
- ❖ The problem-solving contract will be used for other school and district disciplinary actions, including instances wherein three redirects are not applicable.

Student:		
Date:	:	
Teach	her:	(Teacher must sign when giving PSC to student)
	CHER ribe incident (be specific):	
Please	DENT se answer the questions below. . Define your problem. What student (your) behavior cause	ed the problem?
2.	. Suggest several possible solutions to your problem.	
3.	. Identify and explain which solution will best help you beh	ave differently in this area.
4.	. Put your choice into a plan and have the classroom teacher	r approve it.
5.	. How can you be allowed back into classroom/school?	

Consequences: If you decide not to handle this problem as you have agreed to do, what are some consequences that the

(Problem Solving Contract Continued) Discipline Issue: Teacher must check appropriate box(es).

		MINOR					
		Bus Infraction			MATOI	1	
		Cell Phone Infraction		_	MAJOI		
		Cheating		<u> </u>	_	efiance (Verbal Abuse Only)
		Computer/Electronic Device Misuse		<u></u>		Supervised Studies	
		Dishonesty		<u> </u>	Truancy		
		Disorderly Conduct (Minor/Major)		_	Alcohol	=	
		Disrupting Class (Acting Out)		<u> </u>		g/Cyber Bullying	
		Dress Code Violation		<u>_</u>	Fighting	•	
		Excessive Tardiness		<u> </u>		nent/Sexual Harassment	
		Horseplay/Nuisance Issue		<u> </u>	_	arcency/Stealing	
		Inappropriate Display of Affection		<u>_</u>	Tobacco		
	\Box	Inappropriate Language (Vulgarity)			I Threat/I	ntimidation	
	$\overline{\Box}$	Plagiarism/Forgery			V andalis	sm/Trespassing	
	$\overline{\Box}$	Trespassing on SJHS property			-	s Possession	
	ī	Other			Other _		
	_	<u></u>					
_							
I,		(Student's Name)	agr	ee to meet with		(Teacher's Name)	
		(Student's Name)				(Teacher S Name)	
and	my	y parents on					
		(Date)	(Tim	e)			
Con	SOC	quences					
	_	Documented Offense, No Action T	akan				
	吕	Warning	аксп				
	H						
	H	In School Suspension					
	믐	Out of School Suspension					
	ч	Alternative Placement (ACE Behav How many days					
		Dates:				-	
		Bus Suspension				-	
		Expulsion					
		Friday Remediation					
		Supervised Studies					
		Alternative Placement by Hearing (Officer				
		Withdraw	Jilicei				
	ч	Other					
		t Signature:					
Stuc	den	u Signature:				_	
		Signature:				_	
Parc	ent					_	
Paro Tea	ent che	Signature:				_	Revised 5-



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

7-12

Fax: 307-674-5041

Consent to Participation in Field Trips And Extra-Curricular Activities

Student's Name:					
Telephone Number:	Cell Phone Number:				
Physician's Name:	Telephone Number:				
Needed Medication/Allergies:					
Necessary Equipment and Supplies:					
	re planned throughout this school year for educational purposes to res may include specific curricular activities and/or celebrations of				
to participate in field trips and extra-curricu	Ve, as parents/guardians of the listed child or children, hereby consent and choose to allow the child or children of participate in field trips and extra-curricular activities, (hereinafter collectively called "the activities"). We inderstand that involvement in the activities has certain inherent risks to the child and his/her property. We inderstand and accept these inherent risks.				
the right to withdraw the listed child or child	at any time by notifying the school in writing. We further reserve dren from participating in a particular field trip or activity scheduled ee to give the school at least twenty-four (24) hours notice of our ng in such activity.				
or treatment for the listed child or children	of this organization to seek and secure any needed medical attention. I understand that every effort will be made to contact me. If I ssion to the attending physician to secure proper treatment for the				
Printed Name – Mother or Legal Guardian	Printed Name – Father or Legal Guardian				
Signature – Mother or Legal Guardian	Signature – Father or Legal Guardian				
Date	Date				

Agreement to Abide By Rules

Educational field trips will be planned in accordance with the following guidelines:

- 1. The teacher shall review the educational value of the field trip and receive the principal's approval prior to making arrangements for the field trip.
- 2. The teacher will provide parents with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and an itinerary when a field trip will extend beyond the school day.
- 3. One or more adults, in addition to the teacher, will accompany each class on field trips unless other arrangements have been approved by the principal. Teachers are responsible for informing the accompanying adults of their duties and responsibilities.
- 4. The teacher should review acceptable standards of conduct with the students in advance of the trip.

 The teacher has primary responsibility for students who do not participate in the field trip.
- 5. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.
- 6. Student safety will be a primary consideration.
- 7. If a student is displaying inappropriate behavior, consuming contraband, and/or endangering him/herself or others, he/she will be dismissed immediately and parents will have to collect their son/daughter.
- 8. Requests for school bus transportation will be channeled through the principal followed by the Transportation Coordinator at least one week prior to the trip.
- 9. Children will not be permitted to leave the field trip group during the trip unless they are released to parents.
- 10. The funding necessary for any activity trip or field trip sponsored by the school will come from district monies, and be approved by the principal.
- 11. Parental permit slips will be required. No student will be required to go on a field trip if their parents do not approve.

Rules Agreement We have read and understand the Agreement and agree to abide by the rules.		
Parent/Guardian Signature	Date	
Student Signature	Date	

Individual Computer Use

Fort Mackenzie High School and the Wright Place Middle School

At Fort Mackenzie HS and the Wright Place MS, students will be assigned an individual laptop computer for their educational learning. The use of this computer bears the responsibility of good citizenship as a member of the school community. Upholding the premise of the 6 P's, which includes respect, students are expected to display the following behaviors when using their assigned computer. The 1 to 1 Laptop Handbook and FMHS/Wright Place Student Handbook is located on our website. Go to SCSD2.com, and then click on FMHS/Wright Place.

Rules and Regulations

Students using the computer network are expected to act in a responsible, ethical, and legal manner in accordance with district policy (Policy IJNDA), use and accepted rules of network etiquette, and federal and state law:

- 1. Treat the computer as if you own it. It is important that the student maintain their computer's integrity until graduation. The student will pay all damages and expenses, except for normal wear.
- 2. Under extenuating circumstances a computer may be checked out to the student.
- 3. Students will be required to pick up their computer each morning, and return it to the computer station each afternoon.
- 4. Students cannot share their computer with another student.
- 5. If a problem occurs, the student is to go to their tribe teacher.
- 6. Students that try to access blocked web/internet sites or try to "hack" private data, will not have access to computers, thus loss of credit will result.

Prohibitions

A number of actions are prohibited. No student may use the network:

- 1. to facilitate illegal activity
- 2. for commercial or for-profit purposes
- 3. for hate mail, discriminatory remarks, or offensive or inflammatory communication
- 4. for unauthorized or illegal installation, distribution, reproduction, or use of copyrighted materials
- 5. to access excessive violence or obscene or pornographic material
- 6. to send inappropriate language or profanity
- 7. to transmit materials likely to be offensive or objectionable to the recipients
- 8. to intentionally obtain or modify files, passwords, or data belonging to some other user
- 9. under false pretenses, or log onto the network using someone else's password
- 10. or fraudulent copying, communications, or modification of materials in violation of copyright laws
- 11. to load or use unauthorized games, programs, files, or other electronic media
- 12. to disrupt the work of other users
- 13. to destroy, modify, or abuse district hardware or software
- 14. to quote personal communications in a public forum without the original author's prior consent
- 15. to access chat rooms and any social media sites, and install chat or game server programs

Network Etiquette (Manners)

Be polite. Use appropriate language. Do not send anonymous messages or represent a message to have been written by someone else. All correspondence should be clearly identifiable as to its originator.

Security

Never reveal your full name, home address, or phone number, and do not reveal someone else's name, address, or phone number. If you identify a security problem in the building or district networks, notify the system administrator at once. Never demonstrate the problem to other users. Never tell anyone else your password, and never use another individual's account, with or without their permission.

Vandalism

Vandalism is defined as any malicious attempt to physically deface, disable, or destroy computers, peripherals, or other network hardware or to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the creation or transmission of computer viruses.

Consequences for Intentional Misuse of Building Computers

Be aware that the inappropriate use of electronic information resources can be considered a violation of school rules, and it can be looked upon as a violation of local, state, or federal laws. In regard to the violation of school rules, students will be subject to disciplinary action as set forth in this Student Handbook. Losing access to the building's networked computers will result in the loss of credit in computer related courses a student may be enrolled in at the time. The administration reserves the right to deny network access to any student user identified as a security risk. In more serious situations, violators will be turned over to the proper legal authorities.

I agree to the stipulations set forth in the Fort Mackenzie HS/the Wright Place MS, in t including the Laptop Policy, Procedures, and Information; the Acceptable Use Policy; L Student Pledge for Laptop Use, and Web Page Publications.	
Student Name (Please Print):	
Student Signature:	
Parent Name (Please Print):	
Parent Signature:	
Date:	
Web Page Publication Fort Mackenzie HS/the Wright Place MS may in the future wish to publish videos and pic school activities on the school webpage. Doing this would make the videos and pictures Internet. No names will be used, just general descriptions.	
Please indicate whether or not you wish for your child to be included in this.	
Yes, include my student in these publicationsNo, DO NOT include my student in these publications	

Revised 4/2/2015

SHERIDAN COUNTY SCHOOL DISTRICT #2 MEDIA PERMISSION FORM

Dear Parent/Guardian,

This letter is to both inform you and request permission for your child's photograph, image, voice, video, work and/or name to be displayed and/or published on the School District website and/or other websites on the internet as approved by the Superintendent or his/her designee and to be disclosed to the media (television, newspaper, or radio). Additionally, pictures may be included of groups of students or individuals, and the students' names may be used.

Please complete the section below and return the form to the school office.

Thank you for your cooperation in helping us show-case the stellar work and efforts of our students and instructors.

Please	check one:
	I/We hereby GRANT permission for the Student's photograph, image, voice, video, work and/or name to be displayed and/or published on the School District website and/or other websites on the internet as approved by the Superintendent or his/her designee and to be disclosed to the media (television, newspaper, or radio).
	I do not want the Student's photograph, image, voice, video, work and/or name of this student to be displayed on the School District's website and/or other websites on the internet as approved by the Superintendent or his/her designee or to be disclosed to the media.
Studen	t Signature
Parent	Signature
 Date	

Acknowledgement of Receipt and Review of District Student Discipline/Conduct and Parent Informational Handbook

My child and I have read and discussed the information on student discipline set forth in the Fort Mackenzie High School/the Wright Place Student Discipline/ Conduct and Parent Informational Handbook.

I have been given the opportunity to ask for clarification and ask questions regarding the discipline and conduct program and procedures. I understand I can call the school for more information.

Our signatures below reflect that my child/ren and I have received a written copy of the *Fort Mackenzie Student Discipline and/Conduct and Parent Informational Handbook*. We understand that this handbook is the official policy of Sheridan County School District #2, and that each school will implement this policy according to the handbook guidelines.

Student Signature	Date	_
Parent/Guardian Signature	 Date	

Sheridan High School 2015-2016

1056 Long Drive Sheridan Wyoming 82801 (307) 672-2495 ext. 2000

Fax (307) 939-7081

www.scsd2.com

SHS MISSION STATEMENT

We desire to see students become independent, productive members of society. As educators, we dedicate our time and effort to give our students the academic tools and support necessary to ultimately experience the freedom, confidence, and self-respect that result from earned personal success.

We believe:

- Every person is valuable and deserves to achieve his/her potential
- Each individual has responsibility for his/her actions and the resulting consequences
- All students can become responsible and contributing members of society
- We will make a difference in the world, one student at a time

Dear Bronc Students and Parents:

Welcome to SHS for the school year! Whether you are new to the high school or you have been with us before as one of the Broncs, we sincerely hope that you have an outstanding year.

Your experiences in school are preparing you for the future, and the best way to be prepared is by obtaining the very best quality education. Please take full advantage of all the various academic and co-curricular opportunities this school has to offer.

A positive life outlook, self-confidence, and respect for self and others can make all the difference. An ethical, mannerly, thoughtful, and hard-working high school student is employable and ready for the next step in life. Have a great school year!

SHS Administration and Staff

NAME:	GRADE:

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.

SCSD2 SCHOOL BOARD GOALS

Excellent Staff and Resources Goals: 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.

Student 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.

Governance and Leadership 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.

Research-Based, Best Practices Goal: SCSD #2 will operate all its programs—academic, co-curricular, and operational with a priority on using the most effective practices as demonstrated by rigorous research in the field. The District has worked to establish its own mechanism for ensuring that all programs are optimal for educating the students of SCSD #2. The District has also worked hard to seek out programs that are research-based and effective.

Communicating High Expectations Goal: SCSD #2 will consistently and continuously communicate the District expectations for academic excellence and behavioral norms. There are two obvious opportunities for implementing this communication goal: one involves setting the board meeting agenda and board work sessions with an emphasis on conveying those expectations, and the second involves asking district staff to communicate those expectations in a variety of venues.

SHERIDAN HIGH SCHOOL PHONE NUMBERS

207 672 2405

307-672-2495	Iona Duall	
Receptionist	Jane Buell	ext. 0 or 2000
ADMINISTRATION		
Principal	Brent Leibach	ext. 3108
Assistant Principal	Cindy Dahl	ext. 3107
Assistant Principal	Jeff Mowry	ext. 4103
Activities Director	Don Julian	ext. 3106
Asst Activities Director	<mark>Pete Hawkins</mark> TBD	ext. 3105
Asst Activities Director	Suzie Schatz-Benson	ext. 1127
Discipline Assistant	Ben Phillips	ext. 4112
Discipline Assistant	Ryan Murner	ext. 4101
GUIDANCE COUNSELORS		
A – D	Becky Leno	ext. 3117
A – D		
	Mike Swan	ext. 3119
E – K	Mike Swan <mark>Jami Shatto</mark> Anne Travis	ext. 3119 ext. 3112
E – K L – R	Mike Swan	ext. 3119 ext. 3112 ext. 3118
E – K L – R S – Z	Mike Swan	ext. 3119 ext. 3112 ext. 3118
E – K	Mike Swan	ext. 3119 ext. 3112 ext. 3118 ext. 2108
E – K L – R S – Z Post-Secondary Strategic Planner SUPPORT STAFF Principal's Secretary/Office Manager	Mike Swan	ext. 3119 ext. 3112 ext. 3118 ext. 2108
E – K	Mike Swan	ext. 3119 ext. 3112 ext. 3118 ext. 2108 ext. 2002 ext. 2001
E – K	Mike Swan Jami Shatto Anne Travis Brenda White Ed Fessler Linda Trimmer Debbie Hanson Gayle Wells	ext. 3119 ext. 3112 ext. 3118 ext. 2108 ext. 2002 ext. 2001 ext. 2003
E – K L – R S – Z Post-Secondary Strategic Planner SUPPORT STAFF Principal's Secretary/Office Manager Activities Secretary	Mike Swan Jami Shatto Anne Travis Brenda White Ed Fessler Linda Trimmer Debbie Hanson Gayle Wells Marjorie Allred	ext. 3119 ext. 3112 ext. 3118 ext. 2108 ext. 2002 ext. 2001 ext. 2003 ext. 4102

Academics **Schedule and Support Services** Guidance Services 9-10 Support, Civics, and Discipline Dress and Appearance 23-24 Sexual Harassment 23 Activities Athletics/Activities Policies 28-31 Other Lost and Found9 Student Electronic Acceptable Use Agreement8-9

GRADUATION REQUIREMENTS

To graduate from Sheridan High School, you must meet the following requirements:

- 1. Complete a Career Portfolio by the first week in April, unless the senior is enrolled in Careers for the spring semester.
- 2. Earn 24 credits in grades 9-12.
- 3. Meet standards mastery in at least five of the nine core areas.
- 4. Be proficient in the principles of the Wyoming Constitution and complete American Government.
- 5. Take the ACT, with the exception of students who move to SCSD2 after the state mandated test date.
- 6. Complete **four (4)** years of English, **three (3)** years of mathematics, science, and social studies; **one (1)** year of PE and **one (1)** Health and Safety class.

REQUIRED STANDARDS MASTERY CLASSES

Graduates must master standards in at least five of the nine subject areas. Sheridan High School has placed the state standards in the following classes:

Core Content	Standards Mastery Courses
English	English 10, Accelerated English 10, or Applied English 10; English
	11, Accelerated English 11, or Applied English 11
Mathematics	Algebra I, Algebra IB, and Standards Math or Geometry
Science	Integrated Science, Biology
Social Studies	World History, American Government, AP American Government,
	and American History or AP U.S. History
Health	Health & Safety
P.E	Individual & Team Activities
Fine Arts	Any Music or Studio Art I
Career & Tech Ed	Career Development
Foreign Language	Spanish or French I

THE CAREER CENTER AT SHERIDAN HIGH SCHOOL

The SHS Career Center provides current information to help students:

- explore career pathways,
- plan for work or higher studies after graduation, and
- complete the personal Career Portfolio, a graduation requirement.

The Career Center is open Monday through Friday during normal school hours, and 8:00 am to 4:00 pm.

Career Center resources offered for students' use include:

- networked computers,
- vocational training and military information, and opportunities,
- college catalogues, handbooks, and applications, and
- ACT and SAT registration forms, ASVAB testing, and Compass college placement test site.

See our website: <u>www.scsd2.com</u> – click School Sites, then SHS, then Postsecondary Planning.

THE CAREER PORTFOLIO

At Sheridan High School each student is required to complete the career portfolio before graduation. The portfolio can be completed in the Careers class or in the Career Center. A career portfolio allows students to gather a collection of documents, artifacts, or materials that are representative of their academic, leisure, and career development activities for future employers, as well as college.

The Career Center requirements are as follows:

- 1) Face-to-face interviewing techniques
- 2) Two letters of recommendation
- 3) Creation of a digital portfolio at www.kudernavigator.com "N" (verification) code required (See Career Center Coordinator)
 - a. Personality, Skills, and Values Assessments
 - b. College/Military or World of Work Research
 - i. Application
 - ii. Test scores (ACT/SAT/ASVAB) need to reflect post-secondary options
 - iii. Research three college, military, or employment scenarios
 - c. Career Search
 - i. Research paper or PowerPoint on your final career choice and outlook for the next 10 years (Who am I, What do I want, and How do I get it)
 - ii. Complete in depth comparison of three career goals

- d. Job Hunt
 - i. Application
 - ii. Cover Letter
 - iii. Resume
- e. Identify sources of financial aid to pay for higher education using Merit Aid, Cappex, Fastweb, or an approved source (Student Planning Office)
- f. Sample(s) from chosen Programs of Study: i.e., writing samples, art work, math solutions, science project, musical certificates of participation, letters of recommendation for teamwork, certificates of club participation, and community involvements.

ENROLLMENT

Once week four of a semester has started, a student may not enroll at SHS without transfer grades.

PROMOTION

In order to be classified as:

- A 10th grader, you must have passed six 9th grade classes.
- An 11th grader, you must have twelve credits.
- A 12th grader, you must have eighteen credits, pass a majority of the standards, and have an ACT score. Transfer students will be given special consideration of their circumstances.

TRANSCRIPT DESIGNATION

All students who graduate from Sheridan High School will receive the same diploma. However, state law mandates that students' transcripts contain one of three levels of designation based on standards mastery. Those levels and their definitions are as follows:

General: Students whose transcript is labeled General have demonstrated standards mastery

(Proficient or Advanced status) in five of nine core subject areas.

Comprehensive: Students whose transcript is labeled Comprehensive have demonstrated standards mastery

(Proficient or Advanced status) in nine of nine core content areas.

Advanced: Students whose transcript is labeled Advanced have demonstrated standards mastery at the

proficient level in all nine areas and at the advanced level in at least five of those nine areas.

Proficiency level or mastery status is determined by demonstrating mastery on a majority of standards on the Indicator Course standards-based assessments. Proficient status can be reached with multiple assessment opportunities. Advanced status must be reached on the first attempt for a majority of standards. Students who elect not to enroll in indicator classes in all nine common core areas can only receive the General transcript endorsement.

STUDENT FEE

Sheridan High School students will pay a \$10.00 fee at the beginning of each school year during registration. Benefits gained from this fee will be a planner, student ID, activity pass for all home athletic events, parking privileges and sticker, school assemblies, and Drug and Alcohol Programs.

ACADEMIC LETTERING

Students in grades 9-12 may earn an academic letter, if their GPA is in the top 10% of their class.

HONOR ROLL/GPA/CLASS RANK

To be eligible for the Honor Roll, a student must be enrolled in five classes at Sheridan High School. The Principal's Honor Roll will consist of students who earn all A's. The "A" Honor Roll will consist of students who earned a 3.99 – 3.5 average and no grades lower than a "C". The "B" Honor Roll will consist of students who earn a 3.49 to 2.7 average with no grades lower than a "C".

GPA is calculated on a straight A=4, B=3, C=2 and D=1 basis. All plusses and minuses will be converted to A's, B's, C's and D's for GPA calculation. Plusses and minuses will still be shown on the transcript, but will not be used in the GPA. The percentage equivalent for grading purposes is as follows:

A + = 100-99	B+ = 89-88	C+ = 79-78	D+=69-68	F = 59-0
A = 98-92	B = 87-82	C = 77-72	D = 67-62	
A = 91-90	B - = 81 - 80	$C_{-} = 71-70$	D- = 61-60	

Class Rank = grade point average X the total number of classes (add .5 for each AP class taken, as long as the student achieved "C" level work). Class rank serves for academic recognition at SHS only. Class ranking is computed for the first time after the first semester of the junior year. Calculations take place at the end of each semester, until the end of the senior year. Two weeks before graduation, current grades will be analyzed by counselors, and any grade that drops a student from top 10 status will result in a shift for recognition purposes.

ACADEMIC PROGRESS

Academic progress is checked weekly, with teachers updating grades by Thursday at 12:00 pm. Progress reports will be issued at the middle of each nine weeks and reports will be mailed home. Dates for progress reports are: September 30th, December 7th, February 23rd, and May 3rd. Infinite Campus (the district Student Information System) will give parents an up-to-date accounting of progress in classes.

In addition to Friday Early Out tutoring, Sheridan High School also offers after school tutoring on Tuesday and Wednesday, as well as Saturday School tutoring from 8:00 – 11:00 am in the high school library. While these tutoring opportunities are open to all students, for some students it will be mandated that they go because of low grades. Missing a mandated academic opportunity, such as Friday Early Out will result in a consequence.

TRANSCRIPTS

Students will be provided free transcripts up to one year after graduation. After that time, a \$3.00 fee will be assessed, with a \$5.00 fee for faxed documents.

LIBRARY

Library Hours are 7:30 a.m. – 4:30 p.m. Monday – Thursday; closed at 4:15 p.m. Friday. Fines will be assessed for lost or damaged materials or books. Student records will be withheld until such fines have been paid in full. No food allowed; beverages are limited to bottled water. Computers are for educational use only. Students will abide by the electronic use agreement in the handbook. School cell phone rules apply in the library. Students are expected to bring their planner to stamp in the time clock, and sign in and out on the usage log each time they visit the Library Media Center (LMC).

TEXTBOOKS AND EQUIPMENT

Textbooks and equipment are provided to students for their use at no cost, although some courses may have lab fees for expendable materials. Fines will be assessed for lost books at replacement cost. Fines for other damage that was a result of improper care may also be levied. **All fines must be paid before transcripts and grades will be issued.** Wyoming Education Code Section 21-4-308 states that a diploma or credit shall not be deemed earned until payment has been made for all indebtedness due to the school district.

COLLEGE ARTICULATION, DUAL CREDIT, CONCURRENT CREDIT

SHS students have the opportunity to gain college credit by taking courses from Sheridan College. All core subjects must be taken at Sheridan High School. Students may not take college courses to fulfill graduation credit. Semester graduation is disallowed because of opportunities for internship, concurrent enrollment, and dual enrollment. Seniors are eligible for dual enrollment. Dual Enrollment is defined as college classes, taught by Sheridan College instructors, which will be recorded on the college and high school transcripts. Documentation will need to be provided to the counseling office before the beginning of the second semester to show proof of college class enrollment for dual enrollment classes. Sheridan College administration has agreed to pay the tuition for up to 12 credit hours for a "C" or better grade, if the student is currently enrolled at Sheridan High School. A final grade report must be submitted to the SHS Guidance Office to include the grade on the high school transcript. Concurrent Enrollment provides juniors and seniors an opportunity to get college credit and experience the college environment, but continue coursework on the Sheridan High School campus. Freshmen and sophomores may earn concurrent enrollment with permission of the principal.

To be eligible for Dual Enrollment, students must:

- Have completed 24 credits toward graduation, or
- Have a plan to earn 24 credits by the end of his/her senior year.

"Full-load" scenarios considered for Dual Enrollment eligibility:

- 1 class at SHS plus the number of college classes to equal 12 credit hours
 - o The SHS class for this scenario may be a 2-hour internship block or one .5 credit class.
- 2 classes at SHS plus 3 college classes (9 credits)
- 3 classes at SHS plus 2 college classes (6 credit hours)
- 4 classes at SHS plus 1 college class (3 or more credit hours)

College classes:

- Students may not substitute for SHS classes that are already offered at the high school level (i.e. Welding I & II concurrent).
- A 1-2 college credit-hour class will be recorded as a .25 SHS credit.
- A 3-6 college credit class, or a three-credit hour class plus a lab hour, will be awarded .5 SHS credits.

SPECIAL PROGRAMS

ACCELERATED ENGLISH: This program for high-ability students is designed for students whose intellectual capacity and aptitudes, academic achievement, and rate of learning demand experiences apart from the regular curriculum. Students are provided enrichment and acceleration with an emphasis on critical thinking skills. Students whose intellectual capacity and academic achievement require services are identified through MAP scores, State assessment, and teacher recommendations.

ACCELERATED WORLD HISTORY: This ninth grade class is designed for students who have advanced verbal and social studies skills. Accelerated World History is the second year of two years of Accelerated History with the first year being American History taught at the eighth grade. Nationally-normed writing, reading, social studies, and nonverbal intelligence tests are used to create an initial screening list. From this list, grades in social studies, teacher checklists, and standard proficiency in social studies are compiled into a matrix and scored. Those 20-25 students (roughly ten percent) with the highest cumulative scores are invited to participate in the class. Students entering the District in the ninth grade, who desire to be in Accelerated World History, will be evaluated based on as much of the same criteria as are available.

FRESHMEN LEARNING COMMUNITIES (FLC): To better meet the needs of 9th grade students and help them adjust and adapt to high school, Sheridan High School upper classmen mentors will be conducting FLC's 1st semester during lunch. These sessions will be used to provide students with the skills they need to succeed in high school and life, develop a sense of community and ownership, and provide the 9th graders with upper classmen mentors that will help them if academic or social issues arise.

Lunch time will be divided, so students may eat their lunch and attend FLC. Some students will attend FLC first and then eat lunch.

INDIVIDUALIZED LEARNING PLAN: A document utilized to help students, parents, and staff plan for academic success.

PROGRAMS OF STUDY: SHS seeks to make learning more relevant for students. Teachers will share students and work together for their success.

Programs of Study aim to help students select classes that are meaningful for future aspirations.

SPECIAL EDUCATION: Special Education classes provide students with the information, instruction, and support they need in all areas of the curriculum, with reading, writing, and mathematics as an emphasis, at no cost to the parents. Skill development is the priority, with a variety of teaching and assessment practices being employed, to meet the unique needs of a student with an identified disability. Related services may include transportation, speech/language therapy, physical and occupational therapy, school health services, medical services for diagnostic or evaluation, psychological services, and social work services.

Every student with an identified disability is entitled to specially designed instruction and related services that meet the student's unique needs in accordance with federal law that enables the student to receive a free and appropriate public education (FAPE). The needed services are provided at public expense, under public supervision and direction, and without charge to the parents.

Identification Criteria: Identification is based on Wyoming and federal law.

A comprehensive assessment and evaluation that conforms to specific assessment (depending on the specific disability) and procedural requirements must be conducted before the initial placement of any student who needs, or is believed to need, special education and related services. It is the district's obligation to locate through a referral process, identify and evaluate all students who reside within the jurisdiction of the district, who have a disability or are suspected of having a disability.

The student must meet the definition and criteria of one or more of the thirteen categories of disabilities specified under federal law.

Selection Process: Each school building is required to have a Building Intervention Team (BIT Team) that is responsible for receiving and processing referrals for students who may be having severe difficulties academically and/or behaviorally that interfere significantly with academic learning. The BIT (Building Intervention Team) is responsible for collecting educational data on the student, including descriptions that specifically describe the student's difficulties.

After the student's comprehensive assessment and evaluation is completed by the student's Multi-Disciplinary Assessment/Evaluation Team (MDAT), a school-based Individualized Education Plan (IEP) Team will meet to determine eligibility, develop goals, related services, and placement.

Math Lab: This course is designed to provide support and extra practice for the regular Algebra 1 curriculum that emphasizes the development of skills, techniques, and applications that deal with algebra, number relations, linear equations, formulas, polynomials, graphing, systems of equations, factoring, and quadratic and exponential equations. The extra time will allow students to read, write, and discuss solutions with other students and apply the math to life outside of school.

WRITING AND READING COURSES

Program Description: Literature Studies classes are designed to help students who need skill development with reading and writing. Assistance will be provided in the Reading class under the supervision of a reading and/or writing instructor to help students reach grade level proficiency in reading and writing.

Program Rationale Statement: Teachers, parents, and counselors help identify 9th grade students who are reading and writing below grade level.

Identification Criteria: State assessment, MAP testing, other testing data and grades, teacher recommendation, and counselor recommendation are all utilized to determine eligibility. Students, who score below grade level, are not proficient, or fail English are eligible for this program.

Selection Process: English teachers and counselors make the final selections into these courses.

HOME SCHOOL STUDENTS AT SHS

Home school students are welcome to take classes at SHS, but must have their curriculum registered with SCSD2 Central Office. Paperwork is available at Sheridan High School in the Guidance Office or at Central Administration. It is required that all home school students are enrolled in two SHS courses each semester. If a student takes four courses, he/she is considered a full time SHS student and not a homeschooler. Home school students are also welcome to participate in athletics at SHS, but must sign a WHSAA waiver and pay a fee, if taking fewer than four classes. See the Activities Director for more information. ACT testing is optional, but recommended. SHS will review home school curriculum and upon principal and counselor approval, up to five credits can be awarded. An SHS diploma will not be awarded to home school students unless they meet the graduation requirements outlined on page 4. Home schooled students not enrolled in at least two classes at SHS must obtain permission to participate in activities not open to the public, which includes prom and assemblies.

STUDENT ELECTRONIC ACCEPTABLE USE AGREEMENT

All students enrolled at SHS will be granted access to the internet and other programs through our district's networked computer system.

Sheridan School District #2 students using the computer network are expected to make informed choices among technology systems, resources, and services, and act in a responsible, ethical, and legal manner in accordance with National Educational Technology Standards (NETS), district policy, and applicable federal and state law. While using the computer network, students will be monitored. Each student is responsible for their account and will be held accountable for any violations. Work on school computers is considered public use, not private. Students who bring in their personal devices to use while at school will be held accountable to the same acceptable use agreement as if using the school-owned devices. Students who have lost internet or network privileges will be unable to use personal equipment at school. Students that violate the Acceptable Use Agreement will be subject to disciplinary consequence, removal of computer privileges, or both.

Students will demonstrate positive social and ethical behaviors when using technology to work cooperatively and collaboratively with peers and others. Students will accept personal responsibility for maintaining a safe technology environment and understand consequences of inappropriate behavior.

Group 1 Minor misuse of electronic devices - includes, but is not limited to, the following:

- Wasting school resources.
- Accessing e-mail/personal accounts without a teacher's permission.
- Accessing unauthorized games, files, music, blogs, chat rooms, instant messaging, twitter, social networking sites, or other electronic material.
- Giving out passwords or personal information, including names, addresses, phone numbers, or e-mail pertaining to yourself or any other person without appropriate staff supervision.
- Change properties or settings.

Group 2 Serious misuse of electronic devices – includes, but is not limited to, the following:

- Engaging in offensive or inflammatory communication (e.g., hate-mail, offensive pictures, or crude jokes).
- Destroying or otherwise disrupting the work or accounts of others.

Group 3 Severe Misuse – includes, but is not limited to, the following:

- Downloading or installing unauthorized games, files, music, pornography, or other electronic material.
- Engaging in plagiarism, cheating, academic dishonesty, or violation of copyright laws.
- Destroy, modify, or otherwise abuse district hardware and/or software.

Group 4 Extreme Misuse of Computers – includes, but is not limited to, the following:

- Engaging in commercial or for-profit ventures (e.g., purchasing or selling products or services unless it is a direct part of an academic course or club at SHS); steal software or hardware.
- Engaging in fraudulent activity (e.g., change, destroy, or manipulate student, staff, or district material, programs or hardware).
- Accessing terroristic and weapons sites.

Group 5 Unlawful Activity/Harm – includes, but is not limited to, the following:

- Facilitating any illegal activity, including attempts to "hack" network or internet resources, disable or override virus or filter applications, or any other program intended to protect the computer applications and software of Sheridan School District #2.
- Using computers to threaten staff or students (including any form of harmful intent).
- Intentionally using personally owned computers or electronic devises to expose Sheridan School District #2 to viruses and other invasive software.

LOST AND FOUND

Students who lose or misplace personal belongings while at school may inquire about them in the front office or locker rooms. Such items are typically held until claimed. Unclaimed items will be held for one month and then be donated to charity. The school is not responsible for lost items.

GUIDANCE SERVICES

Guidance services are provided to help make the student's high school career more enjoyable and more successful. Services offered include:

- Academic counseling individual sessions to make a student's schedule and discuss future plans and Hathaway scholarship courses
- Crisis support at any time for personal issues
- Self-understanding the counselors will help students study their own interests and abilities with regard to high school and post high school planning
- Community resources counselors can help contact other persons in our community, state, or federal agencies when assistance is needed.

Before the end of the school year, students will meet with their counselor and verify their course selections for the following year. Schedule changes can be made when there is a valid reason for the change and with a deadline of the first five days of the semester. Students who drop or are withdrawn for disciplinary reasons from a course after the first 10 days of a semester will routinely be assigned a "WF" grade. Schedule changes for second semester should be made any time before the first five days of the semester.

Counseling Disclosure Statement: The school counselors and specifically the professionals listed below offer limited health services to our students. These services are educationally focused and follow a brief problem-focused approach. Services may include individual counseling, group counseling, educational, emotional, and/or vocational testing and assessment, case management, and crisis intervention. Payment is not expected for these services, as they are part of our school district's comprehensive education program.

Parents and their children have a right to confidentiality. In judicial or administrative proceedings, parents and students have the right to refuse to disclose and may prevent the disclosure of confidential information, including information contained in administrative records communicated to a person licensed or certified under the Wyoming Mental Health Professions Practice Act, for the purpose of diagnosis, evaluation, or treatment of any mental or emotional condition or disorder. A person licensed to practice under this act shall not disclose any information communicated as described above, in the absence of an expressed waiver of the privilege, except in the following circumstances:

- 1. Where abuse or harmful neglect of children, the elderly or disabled or incompetent individuals is known or reasonably suspected;
- 2. Where the validity of a will of a former client is contested;
- 3. Where such information is necessary to defend against a malpractice action brought by the client;
- 4. Where an immediate threat of physical violence against the self or a readily identifiable victim is disclosed to the person licensed or otherwise authorized to practice under this act;

- 5. In the context of civil commitment proceedings, where an immediate threat of self-inflicted harm is disclosed to the person licensed or certified to practice under this act;
- 6. Where the client alleges mental or emotional damages in civil litigation or is issue in any judicial or administrative proceeding concerning child custody or visitation;
- 7. Where the client is examined pursuant to court order; or
- 8. In the context of investigation and hearing brought by the client and conducted by the board, where violations of this act are at issue. The board shall inspect information that is deemed to be of a sensitive nature and the board shall determine whether or not the information shall become part of the record and subject to public disclosure.

The following counselors and school psychologist are licensed under the Mental Health Professions Practice Act:

Servio Carroll, EdS, LPC School Psychologist at Sheridan High School

MS in Counseling and Educational Psychology; EdS in School Psychology from the University of Nebraska-Kearney

Mike Swan, MS, PLC, NCC Counselor at Sheridan High School

MS in School Counseling from University of Wyoming

This disclosure statement is required by the Mental Health Professions Licensing Act.

THE STUDENT PLANNING OFFICE AT SHERIDAN HIGH SCHOOL

The Student Planning Office (SPO) assists and advises Sheridan High School students as they plan their future education and training. It is located in Room B108, and is open to all students, parents, teachers, and staff. The SPO is the school's main resource for: planning postsecondary education and training; university & college application processes; information on student financial aid; and Advanced Placement Examination coordination. SPO hours are 8:00 am to 4:00 pm Monday through Friday. Students are welcome any time, or they can make an appointment to plan a meeting: telephone extension 2108.

College Planning: Students planning to go to college are encouraged to use the SPO early and often. It provides reference materials, college bulletins, contact information, meetings with college representatives, liaison with admissions offices, and advice about strategies for planning higher educations and advanced vocational training.

PLANNING FOR POSTSECONDARY EDUCATION

As early as possible, students need to think ahead toward life after high school. About 25% of Sheridan High School graduates go straight to a four-year college or university, 50% enter two-year community colleges, and 25% go directly into the workforce, the military, or to a technical training school. The individual student's plan will depend on his or her own needs and expectations. The sooner she/he can define these, the better prepared the student will be to make important educational choices.

Students who plan to attend college for a bachelor's (or higher) degree should begin planning their curriculum in eighth grade, and their financial planning should begin even earlier. The best reasons for obtaining a college degree include the following:

To Get a Better Job: College graduates earn, on average, twice as much as those who finish their education with just a high school degree.

To Learn How to Think Critically and Analyze Information: Critical thinking skills, logical reasoning, and analytical powers make a person's life more interesting and provide many new career options.

To Build a Network of References and Resources for Future Careers: Future opportunities come from both *what* you know and *whom* you know.

To Develop a Knowledge of and An Appreciation for Different Ideas, Philosophies, Cultures, and People: Strong leadership and active community participation require us to understand the world at large.

To Have Fun and Experience Life: College life should be enjoyable and educational!



The State of Wyoming provides Hathaway Merit and Need Based Scholarships to Wyoming students attending the University of Wyoming and Wyoming community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship.

"Will I Qualify for the Hathaway Scholarship Program?"

Students and Parents: Please use the information on the table below to **estimate** your status with regard to the Hathaway Scholarship Program. Note that the Success Curriculum on page 13 is condensed and is to be used for estimation only. See your counselor, or visit the Wyoming Department of Education website at http://www.edu.wyoming.gov/Programs/hathaway.aspx for a more complete description of the Hathaway program. If you plan on attending a Wyoming community college or the University of Wyoming, referring to this form will help keep you on track to participate in the Hathaway Scholarship Program.

Scholarship Level	NOT ELIGIBLE	PROVISIONAL OPPORTUNITY Two years only	OPPORTUNITY	PERFORMANCE	HONORS
ACT SCORE	Below 17	17 (or WorkKeys 12)	19	21	25
GPA	Below 2.5	2.50	2.50	3.00	3.50
\$ semester	\$0	\$840	\$840	\$1,260	\$1,680
\$ four years	\$0	(\$3,360)	(\$6,720)	(\$10,080)	(\$13,440)

During the legislative session of 2014, the Wyoming Legislature passed a bill to increase all four levels of the Hathaway scholarship by 5%, beginning in the fall of 2014.

Honors and Performance Levels ~ Success Curriculum

Subject	Wyoming Graduates
Math	FOUR years of math, to include: Algebra I, Algebra II, and Geometry PLUS one more year
Language Arts	FOUR years of language arts in grades 9 through 12, to include: Reading, Writing, Listening, and Speaking
Science	FOUR years of science, three of which shall satisfy SHS graduation requirements
Social Studies	THREE years of social studies in grades 9 through 12 to include a <i>combination</i> of: world history, American history, geography, American government, and economic systems and institutions
Foreign Language	2 years of sequenced foreign language (i.e. Spanish 1 & 2)

Opportunity Level ~ Success Curriculum

Subject	Wyoming Graduates		
Math	THREE required classes plus a FOURTH year of math to include Algebra I, Algebra II, and Geometry		
Language Arts	FOUR years of language arts in grades 9 through 12, to include: Reading, Writing, Listening, and Speaking THREE required classes, plus a FOURTH science class		
Science			
Social Studies	THREE years of social studies in grades 9 through 12 to include a <i>combination</i> of: World History, American History, Geography, American Government, and Economic Systems and Institutions		
Foreign Language	Demonstrate proficiency on the state standards		

NOTE: Provisional Opportunity level success curriculum not shown; consult a counselor or the Student Planning Office, Room B108.

Hathaway Success Curriculum Changes for <u>2016 Graduates</u> and Beyond

In addition to the requirements for each Hathaway level from the previous page, the following applies for the 2016 graduates and beyond.

Success Curriculum Content Area	Provisional Opportunity (\$840/semester) 2.5 GPA /17 ACT or 12 WorkKeys	Opportunity (\$840/semester) 2.5 GPA / 19 ACT	Honors (\$1680/semester) Honors 3.5 GPA / 25 ACT Performance (\$1260/semester) Performance 3.0 GPA / 21 ACT
Foreign Language	Two sequenced years of the same Foreign Language One of which is required to be taken in grades 9-12. Or	Two sequenced years of the same Foreign Language One of which is required to be taken in grades 9-12. Or	Two additional years of Foreign Language courses May be sequenced or non-sequenced different language O
Fine and Performing Arts	Two years of Fine and Performing Arts courses Or	Two years of Fine and Performing Arts courses O	Two years of Fine and Performing Arts courses O r
Career- Vocational Education	Two years of Career- Vocational Education courses	Two years of Career-Vocational Education courses	Two years of Career-Vocational Education courses

Opportunity and Provisional Opportunity students can elect to take either two sequenced years of foreign language or two years of career-vocational education or two years of fine and performing arts courses.

The native language of the Eastern Shoshone or the Northern Arapahoe, or American Sign Language (ASL) may be taken in fulfillment of this requirement.

The Student Planning Office sponsors an annual evening College Financial Aid Program in January for current high school students and their families. Students and interested parents and guardians should attend these meetings in order to understand the college admissions and financial aid procedures. The date for this program will be advertised when it is confirmed.

The SPO will assist students by:

- advising on strategies for postsecondary education;
- helping to identify appropriate post high school colleges and training sites;
- preparing and submitting official School Reports;
- writing recommendations;
- endorsing application documents; and
- communicating with admissions and financial aid offices.

College Applications: Students are responsible for their own college and university applications. The SPO can provide students assistance with their applications to competitive and open-admission colleges and universities at any time, as needed. Simple endorsements can be provided at once.

To receive assistance with applications to selective colleges that require SHS to submit office School Reports and Recommendations, the student *must* provide all necessary paperwork to the SPO, including college applications, official transcripts, and any other required documents. The SPO will guarantee delivery of School Reports and Recommendations only when students submit their requests *at least 2 weeks before the deadline*.

If you find a college that is right for you, consider applying early, especially to more selective schools. Early decision and early actions plans allow you to apply early (usually in November) and get an admission decision from the college well before the usual spring notification date. You know by December or January, if you've been accepted at your first choice college. **Early decision plans are binding.** You agree to attend the college, if it accepts you and offers an adequate financial aid package. Although you can apply to only one college for early decision, you may apply to other colleges through the regular admission process. If you're accepted by your first choice college early, you must withdraw all other applications. **Early action plans are similar to early decision plans, but are not binding.** If you've been accepted, you can choose to commit to the college immediately or wait until the spring. Under these plans, you may also apply early action to other colleges. Usually you have until the late spring to let the college know your decision.

<u>College Examinations:</u> Colleges and universities use the ACT and/or SAT examinations to measure candidates' eligibility for admission. The ACT exams are given six times each year at Sheridan College. The SAT exams are given three times a year at Sheridan High School. Highly selective colleges often require both SAT Subject Tests, which must be taken on separate test days. The **SHS High School Examination Code is 510-395**. This code must be accurately entered in a student's exam registrations for scores to be recorded on her/his official SHS transcript.

- Ambitious sophomores will take the PSAT/NMSQT examination in the fall, for practice, and can take the SAT and/or ACT in the spring to gauge their standing.
- Juniors who intend to go to college should take the ACT and/or SAT exams in the winter or spring. The ACT is required to be eligible for the University of Wyoming Trustees scholarships. Juniors must take the October PSAT/ NMSQT to compete for National Merit scholarships. Remember, State law requires all juniors to take the April ACT exam given at SHS.
- **Seniors** should complete their ACT and SAT exams in the fall to have scores ready for winter college application deadlines and financial aid decisions.

Registration and Fee Payments: The SPO and the Career Center have ACT and SAT registration materials, practice books, and information about online exam preparation resources. Students should ask in the Student Planning Office for instructions on procedures for registering and paying for the exams.

Federal grants, scholarships, loans, and awards can help pay for postsecondary education and training. Federal grants are allowances provided by the federal government to students who qualify according to statutory criteria for financial need.

Scholarships, student loans, and awards are made available based either on students' "need" or "merit." Scholarships are grants or discounts on tuition and fee costs, or living expenses, often renewable for more than one year of study under specified performance conditions. Awards are one-time grants of money designated for postsecondary education. Students and/or their parents must repay loans.

Students have open access to financial aid references, files, and forms in the SPO, and are advised to subscribe to the bi-monthly Student Planning Office announcements closely to be aware of current scholarship and award opportunities and their particular deadlines. You can subscribe to the SPO announcements via email. Contact the SPO for more information.

Students are invited to gather more information on financial aid from the SPO.

SHS - SPO College Examination and Application Calendar Academic Year 2015-2016

SEPT 22 Tues 9:00-10:30 am Post-High Planning Day Sheridan College OCT 14 Wed 8:00 am PSAT/NMSQT Examination SHS OCT 24 Sat 8:00 am ACT Examination Sheridan College NOV 6 Fri Registration Deadline for ACT Dec 12 Career Center/SPC NOV 7 Sat 8:00 am SAT Exam & Subject Tests (Language w/Listening) SHS Rm. B108 DEC 12 Sat 8:00 am ACT Examination Sheridan College JAN 8 Fri Registration Deadline for ACT Feb. 6 Career Center/SPC JAN 19 Tues 6:30 pm Financial Aid Night SHS JAN 23 Sat 8:00 am SAT Exam & Subject Tests FEB 6 Sat 8:00 am ACT Examination Sheridan College MAR 1 Tues Financial Aid Application Priority Deadline Sheridan College					
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JUNE 11 Sat 8:00 am ACT Examination Sheridan College	MAY 17	Tues	6:30 pm	Academic Honors Program @ Sue Henry Theater	SHS
	JUNE 11	Sat	8:00 am	ACT Examination	Sheridan College

SHS COLLEGE PLANNING CALENDAR

Sophomore Year (10th Grade)

Consult your Guidance Counselor and choose courses required for college admission. Verify the requirements of the type of college you want to attend. Also, work with your guidance counselor to ensure that you are following the Hathaway Success Curriculum if you are planning to attend a college in Wyoming. Ambitious sophomores can take the PSAT, ACT and/or SAT exams. Sophomores should also acquaint themselves with the resources in the Student Planning Office that can assist them with choosing a college.

SHS College Planning Calendar: Junior Year

Month	Junior Year	Exams
September	Enroll in courses that fulfill college requirements: check w/ your guidance counselor. Engage in clubs and artistic, athletic, and community service activities. Inventory yourself: use your Career Center Portfolio to set your strategy. Define your interests & the kind of higher education that you want and need.	PSAT deadline Sept <mark>18, 2015</mark> ACT Sept <mark>12, 2015</mark>
October	Consult your parents for their ideas on college options. Take PSAT exam. STUDY! Junior year grades are the most important.	PSAT/NMSQT Oct <mark>14, 2015</mark> ACT Oct <mark>24, 2015</mark>
November	STUDY MORE! High grades = more college choices & financial aid! Know your math. Read with a dictionary at hand.	SAT Nov <mark>7, 2015</mark> @ SHS
December	Search out colleges in reference books & online @ collegeview.com, wiredscholar.com, collegeboard.org, etc. and visit college websites. Get leads from your counselor.	ACT Dec <mark>12, 2015</mark>
January	Register for Spring ACT and SAT exams. Update your Portfolio in the SHS Career Center. Complete the SHS/SPO College Choice Inventory	SAT Jan <mark>23, 2016</mark>
February	Ask the SHS Student Planning Office for information/advice. Build your personal postsecondary education strategy.	ACT Feb <mark>6, 2016</mark>
March	Refer to books & internet to define your expectations. Identify and contact a dozen colleges that meet your needs. Plan summer school/job/volunteer project/travel.	
April	Talk with friends, teachers, relatives, and coaches about the colleges and universities they know. Take the ACT. Request general information from a dozen colleges. Visit some colleges during Spring Break.	ACT Apr <mark>9, 2016</mark> @ Sheridan College ACT Apr <mark>TBD28</mark> , <mark>2016</mark> @ SHS Required for all Juniors
May	Discuss your college plans with your teachers. Confirm your academic plan for Senior year. Take the SAT I or SAT II and AP Examinations	SAT May <mark>7, 2016</mark> @ SHS Advanced Placement May <mark>2-13, 2016</mark>
June	Schedule appointments for college campus visits. Think about where you will be going next year.	ACT June <mark>11, 2016</mark> @ Sheridan College
Summer	Read challenging books with a good dictionary handy. Visit many colleges, with your parents. Draft some practice essays for college applications.	

SHS College Planning Calendar: Senior Year

Month	Senior Year	Exams
September	"Enroll / Engage / Inventory / Define" again, as in Junior Year Calendar. Discuss your college plan with your parents/guardians & teachers/counselor. Consult the SHS Student Planning Office. Research colleges/universities. Compile your list of the ones you like. Obtain application materials (photocopy the forms for scratch work/backup.) Register for the ACT and SAT examinations.	ACT Sept <mark>12, 2015</mark> @ Sheridan College
October	Talk to Admissions Offices & visit the colleges. Drafts, then write, then rewrite application essays. Identify teachers best able to write recommendations. (Submit Early Action & Early Decision applications.) Take the ACT exam & have scores sent to colleges.	ACT Oct <mark>24, 2015</mark> @ Sheridan College
November	Take the SAT exams & have scores sent to colleges. Submit completed applications to selective colleges. Visit the colleges (in session) if you haven't already.	SAT Nov <mark>7, 2015</mark> @ SHS
December	Take ACT/SAT exams, if necessary. Prepare personal/family financial records for FAFSA.	ACT Dec <mark>12, 2015</mark> @ Sheridan College
January	FAFSA: Free Application for Federal Student Aid - file \$ data Submit applications to regional colleges and state universities. (Keep a copy of everything you send!)	SAT Jan <mark>23, 2016</mark> @ SHS
February	Watch out for financial aid application deadlines! Confirm that filed FAFSA data is complete & correct. Confirm that Midyear Reports were sent by SHS. Inform colleges of any new honors or awards. Register for Advanced Placement examinations.	ACT Feb <mark>6, 2016</mark> @ Sheridan College
March	Receive acceptances/rejections & financial aid offers. Record acceptances/rejections & financial aid offers in SPO.	
April	Revisit top-choice campuses that remain options. Recalculate your higher education budget. Accept your admission at your chosen college. Notify other schools that you will not attend.	ACT Apr <mark>19, 2016</mark> @ Sheridan College
Мау	Keep Studying. You still must have the diploma. Apply to Open Admission colleges, as needed. Take Advanced Placement tests.	SAT May <mark>7, 2016</mark> @ SHS Advanced Placement Examinations May <mark>2-13, 2016</mark>
June	Graduate! and verify that SHS sends your final transcript to your college.	ACT June <mark>11, 2016</mark> @ Sheridan College

SHS ATTENDANCE POLICY

The Twelve-Day Limit - A maximum of twelve non-school related absences will be tolerated in any one class. An absence count will begin with the student's first official day of enrollment in a class. No matter the length of the school day, a student is expected to attend. Students reaching the twelve day limit must have all future absences for the rest of the school year excused by a doctor's note or the absence(s) will be unexcused.

Consequences for unexcused absences will be lunch detentions, after school study tables, Saturday School, ISS (In School Suspension), or day(s) at the Behavior Center, depending on number of classes missed.

The Twelve-Day/84 Hour Limit: A maximum of twelve full days or 84 hours of non-school related absences will be allowed. An absence count will begin with the student's first official day of enrollment in a class. No matter the length of the school day, a student is expected to attend. Students reaching the twelve full day/84 hour limit must have all future absences for the rest of the school year excused by a doctor's note or the absences(s) will be unexcused. Consequences for the unexcused absences will be lunch detentions, after school detention, Saturday School, In-School Suspension (ISS), or day(s) at the Behavior Center, depending on number of classes missed.

The learning process requires an investment of effort, energy, and time. We believe that our attendance policy serves two purposes. First, since absence from classes has a substantial negative effect on academic performance, our goal is to get each student to be in class on time every day. The second function of this policy is to help reinforce society's expectations toward attendance as it relates to work and other important commitments. This policy will be enforced on a "per class," "per year" basis.

Students hold the primary responsibility for daily attendance. Parents or guardians are expected to call daily if their son or daughter is absent. Parents or guardians will be given 48 hours to call in or deliver a note to the front office verifying any non-school related absence. Administration will address attendance 48 hours after an absence (unv). Consequences will be given if absences (unv) are determined to be unexcused (unx). Any tardies (unt) will have to be excused within 48 hours from the time of the tardy (unt). Our Attendance Secretary can be reached by dialing this number: 672-2495, extension 2003. A message can be left 24 hours a day to verify an absence. The Attendance Secretary or the automated attendance machine will make daily calls home for two or more absences per day.

According to state law, determination of whether an absence is excused or unexcused lies with the school and not with the parent.

Attendance - being in a designated classroom for a designated period of time, or attending an approved school activity.

Absence - not being in a designated classroom for a designated period of time. An absence will be recorded if a student enters the classroom more than 10 minutes after the tardy bell has rung, or misses 10 minutes without permission.

School Related Absence - missing class due to school related reasons. The following absences will not count toward the twelve-day per year absence limit:

- School sponsored activities (ACT)
- Field trips (ACT)
- Out-of-School Suspension (OSS)

- Behavior Center (BC)
- Administrative, counselor or teacher meetings (ACA)

Non-School Related Absences (MED, BER) - an absence that the parents and school personnel considers compelling or unavoidable. Non-school related absences that do not count toward the twelve-day total are:

- Weather or natural disasters that make travel perilous
- Family related: life-threatening illness, death in family (BER), or other crisis
- Court hearings that a student must attend (Proof required)
- Religious holidays (Written request to principal required)
- Emergency medical and/or dental treatment (Doctor's note) (MED)

Non-School related excused absences that will count toward the twelve-day total are: (ILL, OTH)

- Illness
- Family vacations

- Family circumstances (OTH)
- Visits to the nurse that exceeds 15 minutes in length.

These absences permit a student to make up work.

Tardy - being on time is an important academic and work related skill. Tardy is defined only as: not being in the threshold of the classroom door when the tardy bell rings. Each tardy after the first two will result in consequences. If a student is detained by a teacher, administrator, or other school employee, the student's tardiness will not be penalized. It is up to the student to provide classroom teachers with a signed note explaining

such cases. If you arrive after the 10 minute passing period given before Friday Early Out tutoring, you will be assigned one lunch detention. Consequences will be given as follows:

• 3 to 7 total tardies = 1 lunch detention

8 to 15 total tardies = Saturday School /Study Tables

• 16+ tardies = Behavior Center

Unexcused Absence - an unexcused absence is an absence that the School District considers non-compelling or avoidable. An absence that is authorized by a parent is not, by virtue of that authorization, necessarily an excused absence. A student shall be considered unexcused or truant when his/her absence is deemed so by the principal. Unexcused absences include, but are not limited to:

- Missing over ten minutes of class
- Shopping trips
- Oversleeping
- Missing the bus, speeding tickets, or slow moving trains
- Appointments, other than medical/dental, that could be scheduled before or after school
- Babysitting siblings
- Car trouble, where and when a bus is available
- Leaving class without permission
- Staying home for non-essential reasons or when no excuse is provided

Unexcused absences also count toward the twelve-day per year absence limit in each class. Unexcused absences will be counted consecutively from first semester through second semester. (They do not start over second semester.) Teachers may not accept missed work as a result of unexcused absences. Failure to communicate with the school within two days after the student returns may result in an absence being recorded as unexcused.

Makeup Work - any activities, labs, assignments, tests, or quizzes that a student would have completed had the student not missed class. When a student is absent for any reason, it is the responsibility of the student to make arrangements for makeup work. If the student knows ahead of time that she/he will be absent, arrangements should be made to complete work before they leave. Makeup work will be required for all absences. If no graded work was done in class that day, the student will be required to get the notes, hand-outs, read the assigned material, or complete any activity, and then show the teacher the work or material. Some assignments may require work outside the regular class time. The student will be given assigned time to make up work, which is the number of days absent, plus one day. Athletes and field trip participants need to make prior arrangements for makeup work in advance of their absence.

Compulsory Attendance - students who demonstrate attendance problems, and are not yet sixteen or have not yet completed the tenth grade, will be referred to Juvenile Justice and/or the County Attorney's office. If the situation has not been corrected to the satisfaction of the court, on the fifth absence, the County Attorney may pursue criminal action against the child's parent, guardian, or custodian, alleging the child to be "a habitual truant" and the parent to have "willfully failed, neglected, or refused to comply with the provisions of the compulsory attendance law."

FRIDAY EARLY OUT (FEO)

Friday Early Out (FEO) was created to allow students with D's and F's to get help in classes and make up work during the school day. Those students with a D or F do not qualify for an early release and are required to stay until the regular dismissal time at 3:35pm on Fridays. Students with A's, B's and C's will not be required to leave, but must remain in the center of the building, library, or in a classroom if staying. Lists of students with A's, B's, and C's (those who may leave early) will be posted in strategic locations around the building. Administrators will assign consequences for those students with a D and/or an F who do not attend FEO. Each student will have a sign in and out sheet to account for and verify student attendance at the after-school help sessions. Students with D's and F's will be informed weekly of academic progress and whether they will need to stay on Friday. A phone message will be given to all parents on Thursday to inform them of the student's obligation to stay.

Further interventions will occur with those students who are failing multiple classes, such as supervised study during lunch. Athletes who have D's and/or F's and away contests on Fridays will be required to meet with teachers for academic assistance. Teachers may request that you stay for Friday Early Out. Missing early out without an excuse will result in

Saturday School.

DAILY SCHEDULES

Monday through Thursday (8:20-3:35 – 52 minute classes)	Period 4 Class 11:52 – 12:44
Period 18:20 – 9:12 Period 29:17 – 10:09 Period 310:14 – 11:06	(10 th -11 th -12 th Graders—2 nd Lunch) Period 4 Class 11:11 – 12:03 2nd Lunch 12:08 – 12:44
Period 4 (9 th Graders—1 st Lunch)	Period 5 12:49 – 1:41 Period 6 1:46 – 2:38 Period 7 2:43 – 3:35

Early-Out Friday	1 st Lunch 10:35 – 11:11			
(40 minute classes)	Period 4 Class 11:16 – 11:56			
Period 18:20 – 9:00	(10 th -11 th -12 th Graders—2 nd Lunch)			
Period 29:05 – 9:45	Period 4 Class 10:35 – 11:1			
Period 39:50 – 10:30 Period 4	2nd Lunch 11:20 – 11:56			
	Period 5 12:01 – 12:41			
(9 th Graders—1 st Lunch)	Period 6 12:46 – 1:26			
	Period 7 1:31 – 2:11			

Alternative schedules for assemblies/activities commonly entail a change in class order. These schedules are posted on the bulletin board in the Commons area, the Attendance Office window, and Main Office windows. 9th graders take first lunch, while all other grades take second lunch.

PLAGIARISM

Plagiarism is the act of using another person's ideas, words, or visual images without giving credit to the originator. Students must properly cite where they have obtained the information used in their papers whenever they use:

- Another person's idea, opinion, or theory
- Any facts, statistics, graphs, drawings any piece of information that is not common knowledge
- Quotations of another person's actual spoken or written words
- Paraphrases of another person's spoken or written words

Students guilty of plagiarism will face the following consequences:

1. The student will receive a zero on the particular assignment and/or receive an appropriate consequence determined by administration.

CHEATING

Cheating will be considered the act or intent of gaining or giving knowledge for an assignment or test answer by fraudulent means. Students caught cheating in the classroom or otherwise will face the following consequences:

- 1. The student will receive a zero on the particular assignment or receive an appropriate consequence determined by administration.
- 2. Additional offenses will yield a zero, plus an appropriate consequence determined by administration.

CLOSED CAMPUS/SENIOR AND LUNCH HONOR PASSES

All 10th - 12th grade students will earn the privilege for open campus lunch. by demonstrating academic success and obtaining parent permission to leave.

Qualification is A's, B's, & C's on the semester report card, less than four Group 2-4 behavioral referrals, and permission from parents to leave. Honor passes will be issued and reviewed upon re-entry to the building at the end of lunch.

SHS is a closed campus during the lunch period for 9th graders. Any student leaving campus during lunch must have earned this privilege. Parents must contact the main office for special circumstances. All 9th graders must be accompanied by their parent or guardian to leave. No student may exit the building during the school day, unless they check out with the office. Exceptions are those students with an honor pass. Honor passes can be picked up in the Career Center each semester, once the career plan has been completed and approved by their counselor. When the honor pass has been issued, the student needs to show the pass to the study hall supervisor in order to be removed from the attendance roll. Honor passes must be carried during the free hour and at lunch. Once school begins, students may only enter or exit from the front main door unless accompanied by a teacher. Each semester the student must reapply for the pass. Documentation needs to be shown to the PACE coordinator and he/she will issue the PACE Pass. Poor academic performance or attendance problems will result in the revocation of the honor pass.-In order to obtain a senior honor pass one must score a 21-23 on the ACT, have a 3.0 cumulative GPA, prand have a 3.0 GPA the first semester of the senior year. Any F grade will result in revocation of the honor pass until a C grade has been reached, and a study hall will be assigned.

DRIVING RESPONSIBILITIES

Driving and parking in the Sheridan High School parking lot is a privilege and all driving behaviors should be responsible, legal, and safe. All traffic related incidences or complaints should be referred to the School Resource Officer (SRO) first. The following driving behaviors are expected from all drivers using school district parking lots:

- 1. All drivers and passengers must wear seatbelts.
- 2. No driver shall text or talk on the phone while driving.
- 3. The speed limit is 10 mph and will be enforced.

- 4. If a student has a driving accident in the SHS parking lot, do not leave. Go to the main office to report it to the SRO or call the police if the SRO is unavailable at 672-2413 (no injuries) or 911 (if there are injuries). All accidents must be reported. A hit and run is illegal and will be investigated by the Sheridan Police Department (SPD).
- 5. Any careless, unsafe, or illegal activity will result in a fine and/or school consequence, plus be reported to law enforcement, if deemed necessary.
- 6. Depending on severity, the first offense or repeat offenses will result in loss of parking privileges at SHS.

VEHICLE REGISTRATION

- 1. All students are required to register their vehicles in the office, and include the license plate number on the registration form.
- 2. At registration, students will be issued a parking tag that is to be displayed in the car as directed.
- 3. Cars not bearing a tag will be fined, excluding visitor vehicles. Free additional tags will be issued if there is a change of vehicles or damage to the old tag.
- 4. New drivers, or those with a change of vehicles, need to register as soon as possible.

PARKING AND PARKING VIOLATIONS

- 1. Students may not park in designated faculty parking and will be fined by the school.
- 2. Students of the month are posted in the parking lot and only the identified students may park there. Other students parking there will be fined.
- 3. Students are not allowed to park in the visitor's area along the curb, red-curbed fire lanes, bus unloading areas, behind the building (bus loop area), or in handicapped parking spots. Cars in violation will be ticketed by the police or possibly towed away.
- 4. Students will not take up two parking spaces! Vehicles are expected to be parked in a single parking space.

DRIVER'S EDUCATION

Driver safety is incorporated into the Health and Safety class, which all students are required to take. Driver Education is taught by independent contractors. Please see the front office for more information.

SHERIDAN HIGH SCHOOL CODE OF CONDUCT

Every student has a right to learn in an environment that is safe and free from unnecessary disruption. A student that disrupts the educational process and violates transportation rules is subject to discipline. Parents will be notified by letter, telephone, or email when disciplinary action is taken that involves their child.

The administration will follow the guidelines. However, principals reserve the right to administer consequences at their discretion, which may include a contract specific to the situation. Any situation that arises that endangers the safety of others, or is a distraction to the educational process, will result in disciplinary action at the discretion of the Administrator.

SUPERVISED STUDY (SUPS)

Students may be assigned to supervised study, during lunch, or after school on Tuesday and Wednesday-Monday through Friday. The supervisors have been given administration and supervisory responsibilities. If a student conducts herself/himself in an inappropriate manner while serving a supervised study, the supervisors may take reasonable measures to stop or prohibit such behavior.

SATURDAY SCHOOL (SS)

Students who violate school rules or accumulate truancies will be assigned Saturday School, which runs from 8:00 am to 11:00 am at the Sheridan High School library. Students will be expected to do homework or read during this time. Anyone can attend Saturday School for tutoring help or to access computers, but must abide by school rules.

BEHAVIOR CENTER (BC)

The Behavior Center was developed at the request of parents to provide a safe, supervised environment in lieu of out-of-school and in-school suspension. The Behavior Center Program, developed by Volunteers of America, requires a parent release that must be turned in before a student may go to the Behavior Center. Students will receive an informational packet describing the Behavior Center consequences. Students may not be on school property until they fulfill the Behavior Center obligations.

DUE PROCESS

Students will be advised of the contents of the behavior referral and will be given the opportunity to present his/her side of the story. The charges against him/her will be provided. Written notice of the outcome will be provided to the student, and suspension may be given up to 10 days. Appeals may be requested by calling the

Principal and a hearing will be scheduled so the parent/guardian may express their concern, and hear all the information that has been gathered regarding the disciplinary action. If the parent/guardian does not agree with the decision of the Principal, they can continue the appeal process to the Assistant Superintendent.

SEARCH AND SEIZURE

The safety and security of students entrusted to a school must be of paramount importance. Inherent in this responsibility is the authority of the school district to conduct reasonable searches and seizures within the limitations established by the United States Constitution and Wyoming State Constitution. The district also recognizes that the students attending its schools enjoy the same rights afforded to adults against compelled self-incrimination and unreasonable search and seizure. If police officers or other outside agencies request an interview, an attempt will be made by phone to contact the student's parents or legal guardian and to have one of them present during the interview. The student will be informed that he/she has the right to refuse an interview. Searches may be considered and conducted on school property or at school-sponsored events. The authority to inspect students' school lockers, persons, belongings, and automobiles is inherently granted school boards and school officials by the U.S. Supreme Court whenever "reasonable suspicion" exists that a school rule or law is being violated.

LOCKERS

(See SCSD2@.com for Policies JBA/JBA-E)

Lockers are the property of SHS and from time to time we use the Drug Dog to sniff student lockers and other areas of common usage. To avoid problems, the following is recommended:

- Students should keep their locker combination to themselves.
- Students should not bring expensive items to school. The school is not financially responsible for lost or stolen items.
- Students should report any problems with their lockers to the office immediately.
- Students should keep their lockers looking clean and neat. Defacing lockers may result in consequences.
- Do not leave locks pre-dialed on the first two numbers or rigged to save time.

STUDENT GRIEVANCE PROCEDURES

(See SCSD2@.com for Policies JBA/JBA-E)

Any student of this district who believes he or she has been discriminated against, denied a benefit, or excluded from participation in any district program or activity on the basis of his or her conduct may file a written complaint with the building principal and initiate a formal grievance.

HARASSMENT, INTIMIDATION, AND BULLYING (Policy JICFA) (See SCSD2@.com for Policies JICFA)

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 education 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 the bullying policy 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

First Reading: 11/8/10 Second Reading: 12/6/10

SEXUAL HARASSMENT

Sexual harassment is not condoned or tolerated at Sheridan High School. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical conduct of a sexual nature. It may occur by repetitive, less traumatic events that happen over a period of time or by a single incident, if it is severe. If these behaviors or words pressure, intimidate, or make one feel uncomfortable at school or at school activities and affect education in a negative way, report the incident(s) immediately to the principal,

assistant principal, or school counselor. A full investigation will be commenced by the school administration upon receipt of a written complaint.

DRESS AND APPEARANCE

Student dress needs to convey respect for self and others. Appropriate dress is required at school and at school activities/events so that our students are accustomed to dressing according to the expectations of future employers and the general public. Styles that are immodest, extreme, or too revealing will not be tolerated because they detract from the educational process. Students may not wear the following items: halter tops, tube tops, spaghetti straps, enlarged armholes, or see-through material, nor may they expose bare midriffs, or show cleavage. Shorts and skirts must be no shorter than mid-thigh in length. Underwear may not be shown. Clothing, decorations, or jewelry, which promotes or depicts any controlled substance, alcoholic beverage, tobacco products, or their use, is not appropriate. Attire that displays offensive words, phrases, sexual innuendo, or is gang-related is inappropriate. Hats, head coverings, bandanas, and hoods are not to be worn in the building during school hours. Sunglasses shall not be worn in the building, unless accompanied by a medical prescription. Shoes with cleats need to be removed before entering the building. Students with inappropriate school attire will be sent home or must change into school appropriate attire as determined by school officials.

DANCE RULES

Any activity group or class may sponsor school dances. Students may not leave the dance and return once they have exited. Visitor passes will be required for students not enrolled at SHS. No offensive or "dirty" dancing will be allowed.

LUNCH

Students and teachers will be issued a code when they purchase their initial meals. An account is required to purchase a meal and to eat. When there is \$5.00 left on an account, students will be given a reminder to make a deposit. Students with free and reduced lunches also have a code, indistinguishable from paid accounts. Parents are encouraged to fill out a free/reduced lunch form at any time. These forms are provided at registration or in the Activity Office during the year.

Some important things to remember about the lunch program:

- 1. A single code is assigned to a student for their entire school years.
- 2. Money must be deposited in your account before 11:00 a.m.
- 3. Students may not allow others to utilize their code.
- 4. We recommend that students purchase meals by the week or month as opposed to a one-day purchase.
- 5. A notice will be given to parents when the account is low.

CELL PHONES/ELECTRONIC DEVICES

Cell phones and electronic devices can only be used before school, between passing periods, during lunch break, and after school. However, cell phones must be silenced or off during class, and cannot be visible or utilized (including texting) during class time, nor can they be visible without teachers' permission; this includes restroom visits or the library during class time. Absolutely no cell phone use is allowed during a lock-down. Students who need to use a telephone may access one in the front office with phone calls limited to one minute, and only before and after school and at lunch. Privacy should not be expected in hallways or parking areas under the surveillance of our security system. No warning will be issued and any cell phone misuse will result in consequences.

VISITORS

Parents are always welcome to visit classes and are encouraged to do so. All visitors must report immediately to the school office upon arrival. Prior notice is always appreciated. Students visiting SHS are not allowed without prior approval by the Principal or Assistant Principal. Guests must be of high school age and visit for only one-half day. Student visitors will not be allowed during the last week of any school quarter. In all cases, the administration reserves the right to refuse any visitor from attending classes.

ALCOHOL, DRUGS, AND TOBACCO

(See SCSD2@.com for Policies GBECC/JICG-JICH/KFA)

Students under the influence, using, possessing, and distributing tobacco, alcohol, drugs (including prescription medication), look-alike drugs, and nicotine, e-cigarettes, and vaping devices are strictly prohibited on any school property or at any school activity by any student. It is also prohibited for any person to sniff, smell, or inhale the fumes from any toxic substance that is not manufactured for human inhalation for the purpose of altering his/her mental state. More serious consequences shall be given to any student who provides or sells alcohol or drugs on school property or at any school activity.

WEAPONS

(See SCSD2@.com for Policy JICI)

No knives of any size, including pocket knives, are allowed at SHS. The use and possession of dangerous weapons are strictly prohibited on any school property or at any school activity by any student. If a knife is found in your possession, consequences will result, based on the following definition. The definition of a **dangerous weapon** is an instrument of offensive or defensive combat, or anything used, or designed to be used, in destroying, defeating or injuring a person. This means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 ½ inches in length. Laser pointers are another example of a weapon. Possession or use of a dangerous weapon could result in expulsion.

Consequences Chart

OFFENSES	Formal Warnings	Supervised Stu Lunch After Sch	or	Saturday Schools (SS) or BC 1-3 days	Saturday Saturday School (SS) BC 3-5 days	BC 5-7 days	Out of School Suspension (OSS) 7 days	10 days OSS Pending Expulsion
GROUP I Presence in unauthorized area; littering; property damage; inappropriate display of affection; nuisance items; ***excessive tardiness; dress code violation; not checking out; *computer misuse	1st offense	2nd offense	3rd offense	4th offense 5th offense	5th offense 6th offense			
GROUP II Disrespect; harassment/intimidation; disrupting class; skip detention; forgery/tamper with school records; profanity; *serious computer misuse; cell phones/electronic devices			1st offense and 2nd offense	3rd offense	4th offense	5th offense	6th offense	7th offense
Truancy			1st-2 nd - 3rd offense	3 rd 4th-7th offense	5th 8th + offense			
GROUP III Defiance of staff; damage property of substantial value; fighting/violent physical act; theft; repeat violations; tobacco/facsimile use/possession; sexual harassment; extreme harassment; profanity toward school personnel; *severe computer misuse; pornography; cheating/plagiarism; possession of weapon; food fight; potentially dangerous act				1st offense	2nd offense	3rd offense	4th offense	5th offense
GROUP IV Possession of drug paraphernalia/facsimile; possess/consume drugs/alcohol/intoxicating inhalants; *extreme computer misuse; hacking; system damage						1st offense		2nd offense
GROUP V Providing/selling drugs/alcohol; assault/battery on staff; threat to assault staff; bomb threat; pull fire alarm/set fire; substantial interference w/school purposes; possess weapon; engage in unlawful activity that interferes w/school purposes; other infractions of equal value; vandalism or theft to staff member's property/possessions								1st offense

^{*} Technology consequences will occur based on severity *** Separate progression chart for tardiness (see page 19)

SCHOOL NURSE

A school nurse is available to all students having health related problems, illnesses, or injuries. Students who become ill during the school day are to report to the nurse's office. Students will be assessed at that time. Parents will be notified if it is necessary for the student to go home. Students may not remain in the nurse's station indefinitely. They will return to class, if not sent home. Check-in and check-out must take place in the nurse's office area. If an injury should occur, proper contacts will be made. The nurse's office is capable of providing first aid or temporary care in case of an emergency. It is not equipped to take care of serious illness or injury.

SCHOOL INSURANCE

School insurance is available on an optional basis at the beginning of the year during registration. Forms can be picked up in the Main Office. Athletes are required to have insurance of some type. Sheridan High School does not serve as an insurance agent. The insurance policy, as well as its coverage and procedure, is a private contract between the insurer and provider.

MEDICATION

Students may not carry medication of any kind, unless cleared and approved by the nurse. The nurse or school personnel can dispense no medication of any kind, unless requested in writing by the parent/guardian or physician. It is the student's responsibility to remember to take medication and, if at all possible, to arrange times that fall between class periods. The school cannot furnish any medications such as aspirin or Tylenol, but over the counter medications can be sent (original container) with the proper authorization form, to be kept in the nurse's office. Please write the student's name on the bottle. The "authorization to dispense medication" form must be returned to the school nurse. This may be used at any time during the year, and extra copies will be available in the nurse's office. Failure to follow this rule may result in disciplinary action. Taking medication outside of the nurse's office can be construed as drug involvement.

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS (Policy 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.

First Reading: 9/10/12 Second Reading: 10/8/12

NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA – Policy JRA-E3)

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.

Sheridan County School District #2 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 are 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 ED
- 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 Avenue, SW Washington DC 20202-5901

Statutory Reference: 20 U.S.C. 1232 (h) (c) (2)

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

NONDISCRIMINATORY STATEMENT

Sheridan County School District 2 does not discriminate on the basis of race, color, sex, national origin, sexual orientation, age, or disability in programs or access to, or treatment or employment in its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504, may be referred to Traci Turk, Coordinator for the Office of Civil Rights, Sheridan County School District 2, 201 N. Connor Street, Sheridan, Wyoming 82801, or phone (307) 674-7405, or the Wyoming Department of Education Office or Civil Rights Coordinator, 2nd Floor, Hathaway Building, Cheyenne, Wyoming 82002-0050, or phone (307) 777-6218.

ACCESS FOR THE HANDICAPPED

All buildings on the campus of Sheridan High School are accessible to the disabled. Visitors, parents, and staff needing additional information for the disabled are encouraged to contact the Sheridan High School office for more information.

ATHLETICS/ACTIVITIES

NCAA REQUIREMENTS FOR SCHOLARSHIP AND PARTICIPATION

In order to practice and play as a freshman at a NCAA Division I and Division II College, the student-athlete must satisfy the requirements of NCAA.

Student-athletes must have eligibility for practice and competition in the freshman year certified by the NCAA Initial-eligibility clearinghouse. Informational brochures/forms are made available to every high school.

If a student/athlete is considering Division I or Division II athletics, check with your counselor early in your high school career.

ACTIVITIES DRUG AND ALCOHOL POLICY

Students who volunteer to participate in the Sheridan County School District #2 activities programs do so with the understanding that they must observe some regulations that are more restrictive than those relating to the general student community. Participation in SCSD activity programs is both an **Honor and a Responsibility**. Activity participants earn recognition for their achievements as representatives of their school and its ideals. Those students who are selected for the privilege of membership on teams should conduct themselves at all times in such a manner as to be a credit to their parents or guardians, the school and their community. **This exemplary conduct is expected throughout the year, in or out of season, in or out of uniform, whether on campus or off.** Each student and his or her parent(s)/guardian(s) hereby consent and agree that the School resource Officer or any other law enforcement personnel may disclose to SCSD#2 any involvement that the student has with drugs, alcohol, tobacco, and/or any criminal activity that the student is involved with and all details and circumstances surrounding the student's involvement in said matters.

I. Conduct of Student Participant:

The community, school administrators, and the activities staff feel strongly that high standards of conduct and citizenship are essential in maintaining a sound program of activities. The welfare of the student is our major consideration and transcends any other consideration. A firm and fair policy of enforcement is necessary to uphold the regulations and standards of the activities department. Offenses of the Activity Cody of Conduct are cumulative from activity to activity and from year to year.

All participants in the school activities program shall abide by a code of ethics, which will earn them the honor and respect that participation and competition in the interscholastic program affords. Any conduct that

results in dishonor to the student, the team or the school will not be tolerated. Unacceptable conduct includes, but is not limited to:

- A. Acts of unsportsmanlike conduct such as cheating, fighting, or verbal abuse of officials, contestants, coaches or spectators.
- B. Theft or vandalism of private or public property.
- C. Any acts of disrespect or insubordination to the school staff, the Sheridan High School Discipline Procedures, or violations of the law.
- D. Any hazing activity, whether by an individual or by a group. Hazing is defined as any activity that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation, membership, or affiliation with any athletic team.
- E. Cyber Image Guidelines. It is contrary to SCSD No. 2 guidelines for a student-athlete to participate in any way in any identifiable image, photo, or video that implicates the student-athlete to have been in possession of, or in the presence of drugs, tobacco, alcohol, out of character behavior, or any crime. These acts include but are not limited to typed communications, e-mails, text messages, blogs, social media, and other forms of electronic communications including photographs. Since there is no way to establish a time frame for when or the location of where the image was taken, the student-athlete must assume the responsibility of avoiding these situations. It must also be noted that there may be persons who would attempt to implicate an athlete by taking images to place them in situations where they might be in violation of this standard.
- F. Presence of drugs, alcohol, or tobacco. The more a student has access to and/or is familiar with tobacco, alcohol, and drugs, the greater the likelihood that he or she will use those substances. Similarly, the more often a student is in the presence of others using tobacco, alcohol, or drugs, the greater the likelihood that he or she may be accused, rightly or wrongly, of the use of these substances. Therefore, if a student attends a party or gathering of any kind, or is in a vehicle or any other place, where tobacco, alcohol, or drugs are being illegally dispensed or used, the student must leave the situation and/or place and report his or her attendance to the athletic director or coach before the end of the next school day. If the party or gathering occurs over the summer, the student has seventy-two (72) hours to report to the Athletic Director or coach. Leaving a detailed e-mail addressed to the Activities Director or coach is considered a report. Failure to adhere to these guidelines will constitute unacceptable conduct.

Disciplinary action for misconduct may include probation, suspension from the next contest, or more than one contest, dismissal from the team, other action that reasonably fits the seriousness of the violation, or other disciplinary action as set forth herein.

- II. Conduct regarding Tobacco/nicotine products, Alcohol, Drugs, or controlled substances:
 - A. No use of alcohol, tobacco/nicotine, drugs, or performance enhancing drugs. Students who volunteer to participate in any extra-curricular activity will not possess, sell, distribute, be under the influence of, or use of alcohol, tobacco/nicotine, or other drugs, unauthorized medication, performance enhancing drugs, look-alike drugs, or drug related paraphernalia. This policy remains in effect year-round throughout their activity career. All suspected violations are to be reported to the Activities Director. The preliminary investigation will be conducted by the head coach/sponsor. Disciplinary action for violations of this policy shall be as follows:

First offense:

Suspension from participation in extra-curricular activities for 25% of the games/contests scheduled for the extra-curricular activity that the student is participating in. The student must also attend the SHS Insight Counseling Service for a period of time as required by the Activities Director, attend all scheduled meetings and adhere to all recommendations set forth by the counseling service. In the alternative, the student may obtain counseling from an alternate professional service provided the counseling is approved by the Athletic Director and the student's parents/guardians pay for all costs and expenses of the alternate counseling. The student may practice during the suspension at the discretion of the coach, but may not travel, suit up for, or participate in contests. If the season finishes before the student completes the suspension, the suspension shall continue into the next extra-curricular activity that the student-athlete participates in. If the student quits the extra-curricular activity or does not comply with all of the terms of the suspension before completing the suspension, the suspension shall start over and must be satisfied completely before the student may participate in any other extra-curricular activity. All disputes concerning the number of games/contests of the suspension shall be determined by the Activities Director.

Second offense:

Suspension from participation in extra-curricular activities for 50% of the games/contests scheduled for the extra-curricular activity that the student is participating in. The student must also attend the SHS Insight Counseling Service for a period of time as required by the Activities Director, attend all scheduled meetings and adhere to all recommendations set forth by the counseling service. In the alternative, the student may obtain counseling from an alternate professional service provided the counseling is approved by the Activities Director and the student's parents/guardians pay for all costs and expenses of the alternate counseling. The student may practice during the suspension at the discretion of the coach, but may not travel, suit up for, or participate in contests. If the season finishes before the student completes the suspension, the suspension shall continue into the next extra-curricular activity that the student-athlete participates in. If the student quits the extra-curricular activity or does not comply with all of the terms of the suspension before completing the suspension, the suspension shall start over and must be satisfied completely before the student may participate in any other extra-curricular activity. All disputes concerning number of games/contests of the suspension shall be determined by the Activities Director.

Third offense:

The student will be dismissed from all extra-curricular activities for the remainder of his/her high school career.

Broadcasting of School Activities

Each student and his or her parent(s)/guardian(s) hereby acknowledge that SCSD#2 activities may be broadcast to the public via radio, television, and internet, live video programming or other means of transmission. Each student and his or her Parent(s)/guardian(s) hereby consents and agrees to such broadcasting and grants permission to SCSD#2 and its assigns to utilize the student's image, likeness, actions, and statements in any live or recorded audio, video, or photographic display or other transmission, exhibition, publication, or reproduction made of, or at, SCSD#2 activities without further authorization.

A. INDIVIDUAL SPONSOR RULES

Coaches/sponsors may establish additional rules and regulations with the approval of the Activities Director and Principal for their respective activity. These rules as pertaining to a particular activity must be given by the coach in writing to all team/club members and explained fully at the start of the activity. Penalties for violation of team/club rules will also be in writing and shall be administered by the coach/sponsor. Copies of all additional team/club rules by coaches/sponsors are on file in the activities office.

B. CLASS ATTENDANCE

Any athlete who is declared truant will be ineligible for that day's practice. Suspension from practice will be enforced when the attendance secretary confirms the truancy. All students must be in school for at least one-half of the normal school day to participate in a practice session. On the day of the contest, the student must attend all of his or her registered classes. The only exception to this would be an absence due to an extenuating nature such as a funeral, professional appointment, medical emergency, personal or family crisis, faculty excused absence, or an accident. The Activities Director/Principal must approve any absence on the day of the contest prior to the absence. If an attendance print out is not available to the coach/sponsor prior to an activity; any violation of this rule will carry over to the next contest.

C. POLICY ON UNSPORTSMANLIKE CONDUCT AT A CONTEST

Any student who has been disqualified from an activity, game, contest, or tournament for committing an unsportsmanlike act shall be disqualified for the remainder of that game, contest, or tournament. In addition, for football, soccer, track, cross-country, tennis, golf, and swimming the player shall be disqualified from the next one or two contests at the level of play from which the player was ejected as per WHSAA regulations. Unsportsmanlike acts either prior to or following a contest will result in similar penalties. A contest shall be defined by the criteria developed by the national governing body whose rules are utilized for that sport.

D. APPEARANCE

Each coach/sponsor will have rules covering the appearance and grooming standards of his/her participants. Participants are expected to maintain an acceptable appearance at all times.

E. DUE PROCESS

A student shall be given oral or written notice of any violation against her/him and the proposed discipline. The student shall have the right to present his/her side of the story, before any disciplinary action is taken. The student may request a hearing, which will be attended by the student, the student's

parent/guardian, and the head coach or activity sponsor. At the hearing, the charges against the student will be presented as well as the rule that the student has been accused of breaking. The student will then be allowed to present his/her side of the story. The head coach/sponsor will make a decision on the charges at that time. The student or his/her parents may appeal a decision of suspension or dismissal, to the Activities Director or the Principal.

F. SCHOLASTIC ELIGIBILITY

Previous Semester Record: Received at least two credit hours for work taken during the previous semester (passed five classes during spring 2011 semester).

Current Semester Record: Do passing work in five credit classes during the present semester. Grades will be formally checked *weekly*. If a student-athlete is not passing five classes at the grade check, he/she will be ineligible to compete the next week of competition, and will stay ineligible until he/she is passing five classes, at which time eligibility would be reinstated. Eligibility tutoring will be required for any student athlete with a "D" or "F".

ACTIVITIES/CLUBS

ACADEMIC CHALLENGE is an opportunity for students to display their exceptional talents in academic areas in a team challenge format. Students practice and prepare for competitions around the state, and their season concludes with a state competition.

ANIME is a style of animation that was created in Japan and that uses colorful images, strong characters, and stories that have a lot of action.

BOOSTER CLUB is the official athletic fund raising club for Sheridan High School. The club raises money through donations, membership, sports calendar sponsorships, money calendar proceeds, 50/50, Bronc merchandise, and a golf scramble. Proceeds raised through this club supplement the athletic budget to benefit our student-athletes, cheerleaders, and pep band. Interested parties may contact Don Julian for Booster Club information.

CHEERLEADING is designed to help promote school spirit and encourage involvement of the student body in support of athletics. Sheridan High School maintains a cheerleading squad that normally consists of students in grades 9, 10, 11, and 12.

DESTINATION IMAGINATION is a team organization that promotes teamwork, creativity, and spontaneous problem solving.

DRAMA CLUB is a student organization that promotes interest and participation in theater and related activities (two plays and miscellaneous activities per year). Club membership is open to all Sheridan High School students who may join anytime during the year by simply attending the meetings.

FBLA (Future Business Leaders of America) FBLA is the largest business career student organization in the country and brings business and education together in a positive working relationship through innovative leadership and career development programs. FBLA members develop aggressive business leadership skills and career goals and build character and self-confidence before transitioning from school to work.

FCA (Fellowship of Christian Athletes) is a group where student-athletes meet to encourage one another to demonstrate integrity, service, teamwork, and excellence in the athletic arena, in the school, and in the community. The Student Huddle meets every Thursday morning during the school year. All student-athletes are invited to participate.

FFA (Future Farmers of America) is a co-curricular organization, which supports agriculture education.

FOREIGN LANGUAGE CLUB membership is open to anyone currently enrolled in a foreign language or has completed one semester of foreign language. It has one regular business meeting each month, four "fun night" parties, sells Valentine suckers, May baskets, and sponsors Homecoming Candidates.

INTERACT CLUB is a service and social club for high school students. Interact stands for "**inter**national **act**ion" and is sponsored and guided by the Sheridan Rotary Club. Interact gives its members an opportunity to participate in fun, meaningful local and international service projects that benefit the community and school. Along the way, Interactors develop leadership skills and initiative while meeting new friends. The club welcomes and supports Rotary Exchange Students who attend school at SHS.

KNOWLEDGE MASTER is a computerized academic contest in which students all over the country compete with one another one day in December and again on a day in April. All academic and interest categories are included. Students qualify for the team by attending announced practices before or after school.

LINK CREW is a peer mentoring program to help 9th graders transition to SHS. Mentors may apply through the Guidance Office.

NATIONAL HONOR SOCIETY membership is open to qualified juniors and seniors and is based on four criteria: Scholarship: A grade point average of 3.5 or higher is required.

Leadership: Students are evaluated on their participation in school, community, class activities, offices held, and other aspects that would indicate strong leadership skill and/or potential.

Service: Students should have participated in a variety of activities of a voluntary nature, especially those of community service and service to school and classmates.

Character: the positive and negative aspects of a student's character are considered. Basically, they should have high moral standards, observe school rules, show courtesy to classmates as well as adults, avoid cheating, and have not been arrested or found guilty of civil offenses.

Selection Procedure:

- 1. The chapter advisor obtains the names of qualified juniors and seniors from the guidance office.
- 2. Those students are asked to complete activity sheets, which list their participation in activities for grades 9-12.
- 3. The entire faculty is requested to comment on these students with regard to their scholarship, leadership, service, and character. Both positive and negative comments are invited.
- 4. The chapter advisor then compiles these data for the use of the Faculty Council.
- 5. The Faculty Council, consisting of five members appointed by the Principal, then meets to make the final selections.
- 6. Those students chosen for membership are notified by letter.

There is no set number or percentage of students who may be chosen. Student dues are \$10.00.

NATURAL HELPERS is meant to offer students someone their own age to talk with about their problems. Natural Helpers participate in a 22-hour training program, plus help with workshops and classroom presentations. Students interested in participating in this program or those who need assistance should contact their counselors.

OCKSHEPERIDA is the school newspaper and is published by the journalism class.

SkillsUSA is a partnership of students, teachers and industry working together to ensure America has a skilled workforce. SkillsUSA helps each student excel. SkillsUSA is a national nonprofit organization serving teachers and high school and college students who are preparing for careers in trade, technical and skilled service occupations, including health occupations. It was formerly known as VICA (Vocational Industrial Clubs of America).

SPEECH AND DEBATE is an extra-curricular activity in which students compete against other students in three main types of events; debate, interpretation of poetry and literature, and individual speaking events. There are ten different events to choose from and students travel to other towns and compete on Fridays and Saturdays during the season.

SPORTS

Basketball	Football	Swimming	Track – Outdoor
Cheerleading	Golf	Tennis	Volleyball
Cross Country	Soccer	Track – Indoor	Wrestling

STUDENT COUNCIL has two main responsibilities: (1) The Council acts as the voice of the students for matters of concern; and (2) The Council plans and carries out the type of activities that are a part of an active school year. Elections for student body class offices are held in the spring of each year. All Sheridan High School students are welcome to attend meetings on Wednesday mornings in the sponsor's room and actively participate. Students can earn an activity letter in Student Council.

VIDEO PRODUCTION CLUB offers students a hands-on opportunity to learn the skills to write, develop, shoot, and edit their own video projects and acquire technical skills to prepare them for the Broadcast Journalism course at SHS or a wide variety of opportunities in the world of video production.

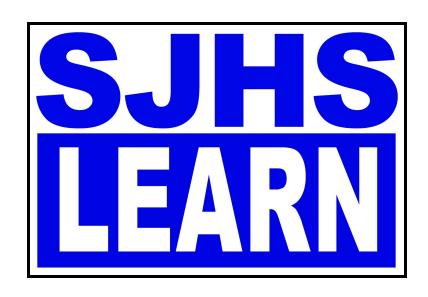
WE ARE THE CHANGE (WATCH) membership is open to any student who wants to be involved in activities that are alcohol and substance free. Signing a pledge that you will be drug and alcohol free encourages healthy, fun-filled living that is free from peer pressure. Be your own hero!

YEARBOOK: Each year a staff of students edits and publishes the school yearbook. For students interested in journalism, this activity offers interesting and practical experiences in the field.

Student/Parent Handbook 2015-2016

SHERIDAN JUNIOR HIGH SCHOOL

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The fundamental purpose of Sheridan Junior High School is to ensure that ALL students LEARN.

Sheridan Junior High School 500 Lewis St. Sheridan, WY 82801 307.672.9745 phone 307.672.5311 fax www.scsd2.com Mitch Craft – Principal
Kim Anderson – Assistant Principal/AD
Brad Gregorich – Assistant Principal
Rebecca Attebury – Counselor (6th Grade)
Raili Emery – Counselor (7th Grade)
Mary Barbula – Counselor (8th Grade)

mitch.craft@scsd2.com kim.anderson@scsd2.com brad.gregorich@scsd2.com rebecca.attebury@scsd2.com raili.emery@scsd2.com mary.barbula@scsd2.com

TABLE OF CONTENTS

•	Principals' Message		3
•	District Mission & Goals		4
•	SJHS Purpose & Commitments	5	
Schedule	& Support Services		
•	Office & School Personnel		6
•	Teaching Staff		7
	Schedule		8
	Guidance & Counseling		8
	School Lunch		9
	Library/Media Center		9
•	School Nurse, Medication, & Illness		
Academi	CS		
•	Promotion/Summer School/Retention	10	
	Grading/Proficiency		10
	Incomplete Grades		11
	Report Cards/Progress Reports		11
	Honor Roll		11
	Homework		11
-	Responsibility Interventions		11
-	responsibility interventions	••	11
	sitive Behavior Interventions & Support)		
•	PBIS Philosophy		12
•	Community Expectations		12-13
•	Attendance		14-15
•	School Closures		16
•	Bullying		16
•	Sexual Harassment		16
•	Cheating/Academic Dishonesty	16	
•	Lockers		16
•	Prohibited Items		16
•	Dress Code		17
•	Bikes & Skateboards		17
	Cell Phones & Electronics		17
	Closed Campus		17
	Sale of Goods & Services		17
•	Student Technology Use		18
Activitie			
Activitie.	Mission		19
	Academic Eligibility Policy		19
-	Activities		19
-	Interscholastic Athletics		19
-	interscholastic Athletics	•••	19
Other			
•	MLA Citation Examples		20
•	FERPA – Student/Parent Rights & Privacy	21	
•	PPRA – Protection of Pupil Rights Amendment	22	
•	Harassment, Intimidation, & Bullying Policy	23-24	
•	Electronic Information Resource Agreement	25	
Disciplin	e		
p	Consequence Descriptions		25
	Consequence Guidelines	26	
		-	

Sheridan Junior High School 2015-16

Dear Students and Families,

We welcome you to Sheridan Junior High School for another great school year. At SJHS, our fundamental purpose is to ensure that ALL students LEARN at high levels. We work daily to foster a positive climate for learning, provide individualized instruction, maintain a safe school, and meet students' emotional needs—all of these for the simple purpose of helping our students LEARN.

Like the rest of our school district, SJHS maintains high expectations of adults and students. Our staff members are committed to working hard, developing relationships, staying at the cutting edge of their profession, and ensuring that students learn in a safe, engaging environment. We teach students to be Safe, Respectful, and Responsible, and Boldly Kind at all times and we encourage them to take their learning, behavior, and growth as individuals very seriously.

Parents and community play a critical role in educating our children. We invite and welcome participation and feedback from parents and community members. Schools are a reflection of their communities in many ways, and we attribute a substantial portion of our success at SJHS to the healthy levels of parent and community involvement.

Whether you are a student, parent, or community member, we hope that your experiences at SJHS are unbeatable. Please feel free to stop by for a visit or to offer feedback that will help advance our efforts. Again, we exist for one reason: to ensure that Sheridan's children LEARN.

Have a great year!

Mitch Craft, Principal
Kim Anderson, Assistant Principal/Activities Director
Brad Gregorich, Assistant Principal

The State of Wyoming provides Hathaway Merit and Need Based Scholarships to all eligible Wyoming students attending the University of Wyoming or Wyoming community colleges.



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

Excellent Staff and Resources Goals: 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.

Student 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.

Governance and Leadership 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.

Research-Based, Best Practices Goal: SCSD #2 will operate all its programs—academic, co-curricular, and operational with a priority on using the most effective practices as demonstrated by rigorous research in the field. The District has worked to establish its own mechanism for ensuring that all programs are optimal for educating the students of SCSD #2. The District has also worked hard to seek out programs that are research-based and effective.

Communicating High Expectations Goal: SCSD #2 will consistently and continuously communicate the District expectations for academic excellence and behavioral norms. There are two obvious opportunities for implementing this communication goal: one involves setting the board meeting agenda and board work sessions with an emphasis on conveying those expectations, and the second involves asking district staff to communicate those expectations in a variety of venues.



BRONCS SURVIVAL SKILLS

BE PREPARED AND RESPONSIBLE

RESPECT SELF AND OTHERS

OPERATE ON TIME AND ON TASK

NURTURE A POSITIVE ATTITUDE

CONCENTRATE ON POSITIVE CHOICES

STRIVE FOR SUCCESS

SJHS Purpose

The fundamental purpose of Sheridan Junior High School is to ensure that ALL students LEARN.

SJHS Commitments

We make the following commitments to student learning:

Supporting Student Learning

- We build and maintain meaningful relationships with our students.
- We support the positive behavior of all students.
- We help students value their learning.
- We provide timely, systematic interventions and enrichments.
- We celebrate our student and staff successes.

Communicating Effectively

- We clearly articulate high expectations for student learning.
- We engage parents, students, and fellow educators in all aspects of a child's education.

Maintaining a Professional Culture

- We work collaboratively on all aspects of our profession.
- We value our own professional learning alongside that of our students.
- We make evidence-based decisions.
- We implement evidence-proven best practices and change our approach when the "old way" isn't working.
- We make no excuses when students don't learn.
- We go to the source with problems or concerns.

SJHS Values

We value growth, achievement, and citizenship through a supportive environment.

SCHEDULE & SUPPORT SERVICES

Office & School Personnel

Administration

Principal Mitch Craft Assistant Principal/Activities Director Kim Anderson Assistant Principal **Brad Gregorich**

Counselors

Sixth Grade Rebecca Attebury Seventh Grade Raili Emery Eighth Grade..... Mary Barbula

Library & Media Staff

Librarian Julie Weitz Media/Technology Paraprofessional...... Brenda Henderson Media/Technology Paraprofessional..... Emily Swinyer

Support Staff

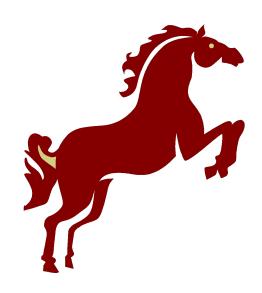
Discipline Assistant..... Dan White Principal's Secretary..... TBD Attendance/Discipline Secretary...... JoAnne Brinkerhoff Counseling/Activities Secretary......Dylan Branson Guided Study Hall ParaprofessionalTBD Office Paraprofessional Becky Husske Office Paraprofessional Peggy Steir Head Cook Jennifer Steigelman Head Custodian..... **Curt Farlinger** Nurse...... Jennifer Steel School Psychologist **Toby Laird** School Resource Officer

Emailing Staff Members:

You can reach teaching and office staff members via email using the following format: firstname.lastname@scsd2.com

Example:

john.doe@scsd2.com



Howie Fitzpatrick

Teaching Staff

6th Grade

COPPER TEAM

Kyle Ewing – Lit, Comp Loretta Holloway – Lit, Comp Angela Romanjenko – Math Pam Fish - Science John Peyrot – History

SILVER TEAM

Teresa Hunter – Lit, Comp Devon Johnston – Lit, Comp Pete Karajanis - Science John Ripley – Math Dana Wyatt – History

7th Grade

GOLD TEAM

Katie Barker – Lit, Comp Katie Medill - Lit, Comp Tara Garner - Math Katie Foster – Science Ed Calkins – History

RED TEAM

Ann Lowe – Lit, Comp Betsy Mack - Lit, Comp Harold Mulholland – Math Ryan Fuhrman - Science Renel Ellis – History

8th Grade

ENGLISH HISTORY Rebecca Adsit Timm Cooper Tim Doolin **Luke Sommers** Kim Malin Lorna Poulsen

MATH **SCIENCE** Jane Taylor Jennifer Doolin Cindy Dunham **Shannon McInerney** Erin Osborne Nancy McCullough

Electives Staff/Specialists

Amy Andrews - Resource Specialist Chelsea Bestram – Ramp Up Math

Anna Bradshaw – Art

Chris Bloomgren – Business Technology

Kaleb Brinkerhoff - Math Lab Ward Cotton – Agriculture

Steve Davies – Business Technology KC Fiedler - Industrial Technology Leslie Fuhrman – Resource Specialist Sheila Georgen – Resource Specialist Debbie Hill – Seminar English

Mike Ibach – PE/Wellness

Mary Lawson – Art

Larry Ligocki – Business Technology Cyrita Martini – Resource Specialist Ryan McChesney – Industrial Technology Brent Moore - Aquatics Director

Doug Moore - Band Nikki Perryman – French Kale Rager - PE/Wellness Kim Ryan – PE/Wellness Razmick Sarkissian – Orchestra

Tony Sawyer – Choir/Music Judy Stahl – Reading Lab

Jade Thoemke – Resource Specialist Julie Weitz – Librarian/Media Specialist

TBD - Family & Consumer Science

TBD— Resource Specialist TBD – Resource Specialist TBD – Resource Specialist TBD – Resource Specialist

TBD - PE/Wellness

TBD - Spanish

Highly Qualified Staff: All staff at Sheridan Junior High School are highly qualified in their content area. If you have any questions regarding the highly qualified status of a teacher, please contact the principal.

Schedule

School hours for students are 8:05 am to 3:45 pm. SJHS classes begin at 8:20 am and end at 3:30 pm. The building will be open for students at 8:05 am unless other arrangements have been made. The first bell will ring at 8:15 am. At this time, students will be in their classrooms. After school, students are to leave the building and go home unless under the direct supervision of school staff. Examples include: athletics, after school program, student council. Students not directly supervised must exit the building at the 3:45 bell.

Students who participate in activities after school are to stay in the gym area of the building. Participants are to exit the building from the activity entrance by the gyms when practices or events have finished. Students will *not* have access to lockers after activities or practices.



My Daily Schedule -

Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1 st Period				
2 nd Period				
3 rd Period				
4 th Period				
5 th Period				
6 th Period				
7 th Period				

Guidance & Counseling

Our counselors work to help students learn to solve their own problems and help make school a place where students can feel successful. The Counseling Office offers the following varied services to students and parents:

- 1. Educational Counseling. Placement in appropriate academic settings in all areas is an ongoing process during junior high and high school. Students and parents can receive assistance in selecting courses in an effort to meet each student's individual needs.
- 2. *Standardized Testing*. All of the district's standardized testing for SJHS students is coordinated through the Counseling Office.
- 3. Personal Counseling. Students have the opportunity to visit with counselors to help deal with issues in their lives. In situations that are best dealt with by outside agencies, the school counselors work with those agencies, students, and parents to help coordinate any necessary services.
- 4. *Monitoring of Student Performance.* Counselors also help coordinate efforts among teachers, parents, and students to help raise their performance levels.



School Lunch

Lunch prices for the current school year are as follows: Student-\$2.75; Adult-\$4.50; Milk-\$0.30. Federal and State regulations make no provision for charging lunches; therefore, it is imperative that 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. Please bring lunch money to the office before classes begin. We cannot accept cash or checks in the lunchroom. Seconds on salad bar items are available at

no extra charge.

School Breakfast

School breakfast is served daily from 7:45-8:10 am. Prices are: Student-\$1.25; Milk-\$0.30. Free and reduced prices apply.

Library/Media Center

The Library Media Center exists to serve the reading and research needs of our school community. The goals of the SJHS Library are to encourage in all students the lifelong love of reading; to assist them in using appropriate, up-to-date sources for their research needs; and to provide a welcoming environment.

Library hours are from 7:30 am – 4:30 pm, Monday through Friday. Students may come to the library before and after school as well as during lunch. In addition, teachers regularly issue library passes to students throughout the day. Individual teachers schedule regular book check-out times as well as time for library instruction and research.

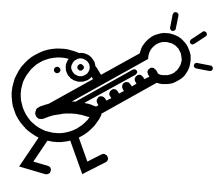
Students may check out up to five books at a time for a two-week period. We gladly renew books and do not charge overdue fees at this time. Students who do not return library books on time will lose the privilege of checking out books, until the overdue books are returned. Students will not be allowed to check out at year's end without return of all library materials.



School Nurse, Medication, & Illness

A school nurse is available to all students having health-related problems, illnesses, or minor injuries. The nurse can also perform hearing and vision screenings for any student about whom parents or teachers have concerns. The nurse's office is not equipped to take care of any serious illness.

Students who are taking prescription and/or non-prescription medications to be administered at school are required to submit a District #2 Medication Form completed and signed by a parent or guardian. All medications, prescription and non-prescription (except cough drops), must be kept in the office and dispensed by the nurse, or pursuant to her directives, according to doctor's orders and must be brought to the school in the original container. School personnel cannot administer medication, including aspirin, to students unless trained to do so by the school nurse for any occasions when the nurse is unavailable. No exceptions are allowed.



Parents are requested to keep children home from school, if they are ill. Students who become ill during the school day are to report first to the Office. Students must have office staff permission to call home. Phone calls regarding illness are not to be made from the classroom. Office personnel will inform the parents if it is necessary for the child to go home. If an injury should occur, office personnel will also make proper home contacts. Students must return to class, if not sent home, and may not remain in the office indefinitely. Students who are leaving school because of illness or coming to school late because of illness, must check in or out through the Office.

ACADEMICS

Promotion/Retention/Summer School

Sheridan Junior High School adheres to Wyoming State Standards for all sixth, seventh, and eighth grade students. Standards are learning goals for students. The standards at each grade should be mastered before the student moves on to more advanced standards at the next grade level. Each year a student is promoted to the next grade level, the standards become more challenging. If a student has not demonstrated proficiency on current grade level standards, that student will have a very difficult time passing the next grade level standards. Therefore, students are expected to demonstrate proficiency on standards in each core class or they must successfully complete summer school before being promoted to the next grade. The following are guidelines for promotion, summer school placement, and retention:



Promotion to the Next Grade

Student demonstrates proficiency* on standards in all core classes

Summer School

- Student fails 3-4 quarters in a core class; and/or
- Student fails to demonstrate proficiency* on standards in a core class, despite intervention and reassessment

Single Class Retention

- Unsuccessful completion of summer school in one core content area; and/or
- Student fails to demonstrate proficiency* on standards in a core class, despite intervention and reassessment

Retention

- Unsuccessful completion of summer school in two or more core content areas; and/or
- Student fails to demonstrate proficiency* on standards in two or more core classes, despite intervention and reassessment

Grading/Proficiency

100 Point Grading Scale

A+	99-100	B+	88-89	C+	78-79	D+	68-69	F	0-59
Α	92-98	В	82-87	С	72-77	D	62-67		
A-	90-91	B-	80-81	C-	70-71	D-	60-61		

Proficiency Scale

- 4 Extends above and beyond target or expectation
- 3 Meets target or expectation
- 2 Partial success meeting target or expectation;or meets target or expectation with help
- 1 Limited success; or partial success with help



^{*}Grade level departments define proficiency in a core class based on common assessments.

Incomplete Grades

Students who fail to meet course requirements during a quarter may receive a grade of *Incomplete*. The school will contact parents of the students explaining the need for remediation. Parents are encouraged to contact the teacher(s) to make arrangements for completing the required work. *It is the student's responsibility to complete the required work*. Upon completion of course requirements, to at least a D grade, the incomplete quarter grade will be changed to P for *passing*.

- Teachers may determine if an *Incomplete* is applicable for each student based on academic standing in that specific class. If a passing grade is not possible within the required time frame, *Incomplete* status is not applicable.
- If eligible for an *Incomplete*, students may have five school days after the end of each quarter to complete work.

All students are given the opportunity to complete missing requirements before or after school. Other possible remediation times will vary depending upon team-developed options. Students with incomplete or missing assignments may be assigned detention or Saturday School as an academic intervention.

Report Cards/Progress Reports

Report cards are issued and mailed home at the conclusion of each nine-week quarter. Midterm progress reports are also mailed home midway through each school quarter to all students. Some teachers issue grade reports every week or two for students to take home to parents. Parents are encouraged to examine the grade reports and to contact the teachers about any concerns.



Parent Portal - Accessing Student Grades

You may access your child's grades and attendance through the Infinite Campus Parent Portal. Go to www.scsd2.com; then click on *Academics* followed by *Login Portals*.

Honor Roll

Two honor rolls exist at Sheridan Junior High School. They are computed using a compilation of all graded classes taken while attending SJHS.

- Gold Honor Roll includes students who have earned all As.
- Silver Honor Roll includes students who have earned all As and Bs.

Homework

All SJHS students will have homework. We ask that parents encourage children to complete homework on time. Our teachers normally give students time in class to begin their homework, so that they can get assistance. Teachers do not always give homework; however, students should expect 15-20 minutes of homework each night in each of their required subjects.

Responsibility Interventions

The school provides a variety of responsibility interventions for students with missing assignments. All students whose learning and grades are compromised by missing work are required to participate in assigned interventions until their assignments are complete. Students will be notified, if they are required to participate. Interventions are supervised by certified teachers who are there to help students complete work and raise their levels of performance. These interventions occur during lunch, after school, and on Saturdays, depending on the extent of missing work. Students chronically struggling with responsibility may be placed in Guided Study Hall or Study Skills courses by school administration.



Positive Behavior Interventions & Supports (PBIS)

The word *discipline* comes from the Latin root that 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 and throughout the school year. **Be Safe, Be Respectful, Be Responsible, and Be Boldly Kind**, are expectations that create SJHS as a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan Junior High School.



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.

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.

Student Rights and Responsibilities (See SCSD2@.com for Policies JRA-E2/JRA-E3)

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.

Community Expectations

Area/Activity	Be Safe	Be Respectful	Be Responsible
Community	 Keep hands, feet, and objects to self Ask for help when needed Report unsafe actions to an adult 	 Follow directions immediately Use kind words and actions Respect property of self and others Remove hats when indoors 	 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
Hallways/ Stairwells	 Walk at all times Keep hands and feet to self Walk facing forward Walk on the right side of the hallway and stairwell Take stairs one step at a time 	 Use only your own locker Use quiet voices Use kind words and actions Be aware and respectful of classes in session 	 Use hall/planner passes Move to class on time Use trash cans and recycling containers Use lockers appropriately Consume food or drink in Commons

Community Expectations, cont.

Area/Activity	Be Safe	Be Respectful	Be Responsible
Restrooms	Wash your handsKeep water in the sink	Use quiet voices Give privacy Respect property	 Use a planner pass Flush toilets after use Return to class promptly Report any problems to an adult Keep restrooms clean
Arrival/ Dismissal	 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 provided stands 	 Follow community rules Follow directions of supervising teachers/staff Respect others' property Respect the personal space of others 	 Arrive on time and leave on time Report to designated areas promptly Obtain pass from front office if entering school early Know and follow procedures for attendance passes
<u>Commons</u> <u>Lunchtime</u>	 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 	 Enter & exit quietly and respectfully Wait in line patiently Use quiet voices Allow anyone to sit next to you Use "please" and "thank you" 	 Clean your table before leaving Return your trays and empty your trash as expected Stay seated until dismissed Recycle
<u>Outside</u> <u>Lunchtime</u>	Follow directions immediately Keep hands and feet to self Ask permission to enter school building Use appropriate snow behavior Stay within boundaries	 Use appropriate language Include everyone Play fair 	 Return to class promptly and orderly Ask for help when needed Report any problems to an adult on duty Return equipment promptly and appropriately
<u>Assembly</u>	 Walk into assembly as a class Sit together as a class with teacher 	 Stay seated Use audience manners Applaud appropriately Keep feet off the back of chairs Keep hands and feet to self 	 Remain quiet throughout assembly or presentation Remain attentive to the performers
<u>Classrooms,</u> <u>Gyms, &</u> <u>Locker Rooms</u>	 Keep hands/feet to self Keep all legs of chair on floor Use materials appropriately 	 Use kind words Follow directions immediately Respect others' belongings Keep a positive attitude Take care of school property 	 Be there, be ready, and be a learner Complete assignments thoroughly and on time
<u>Office</u>	Walk quietly Keep hands and feet to self	Wait for your turn Talk quietly and respectfully Respect privacy	 Use planner passes Follow attendance procedures in planner Return to class promptly
<u>Library</u>	 Keep hands and feet to self Keep all legs of chairs on floor 	Respect library propertyFollow instructionsUse quiet voices	 Use planner passes Use time wisely Ask for help when needed Return materials on time



Note:

SJHS students are expected to abide by the community expectations listed in the chart above at all times and in all areas of the school and its grounds. Failure to meet these expectations and/or insubordinate behavior will result in disciplinary action.

Attendance

Regular attendance at school promotes the mental and emotional development of children, reduces delinquency, enhances good citizenship, and promotes the general health, safety, and welfare of a community. Absences often have an adverse impact on student learning and may negatively impact student grades. The Wyoming State Legislature, in recognition of the importance of regular school attendance, has passed compulsory attendance laws that require students between the ages of 7 and 16 to be in regular attendance at school. These school rules are designed to ensure compliance with those laws and to promote regular attendance at school.

Attendance Reporting

All absences, including those for school sponsored activities, will be recorded in a student's absentee report and made available through Infinite Campus. The purpose of recording all absences, including school sponsored absences, is to provide parents with an overall view of student attendance.

Excused Absences

An excused absence is an absence that the School District, 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. With all absences, it is the responsibility of the parent or legal guardian to contact the school each day the student is absent 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 within two school days after the student returns may result in the absence being recorded as unexcused. The principal has the discretion to excuse or unexcuse any and all absences.

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. The principal has the discretion to assign unexcused absences in any situation, including, but not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled outside of school time;
- Vacations or shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Skipping school;
- 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 will 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. Following the first unexcused absence, the student and parent/guardian will be contacted about the importance of attending school and the law with regard to school attendance. 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.

Absences for Non-School Activities

SJHS encourages participation in any positive activities, whether school sponsored or otherwise. Students participating in non-school activities that involve absences should budget absences accordingly, as these absences are not excused school activity absences. Parents are advised that any non-medical absences that exceed the district limit of twelve (12) may be marked as unexcused, even those related to non-school activities.

Excessive Absences

Twelve (12) absences in a year are considered excessive; this excludes medical absences. The following communication protocol will be utilized for attendance concerns:

- 7th absence: letter sent to parents from attendance office
- 10th absence: direct contact to parents from school discipline office; letter sent to parents
- 12th absence: attendance contract; subsequent absences marked Unexcused; doctor's note required within 48 hours of further absences; and letter sent to parents from attendance office

Unexcused absences may result in school contact to Juvenile Justice in accordance with the Wyoming Compulsory Attendance Law. In most cases, medically excused absences (documented by a doctor or school nurse) and activities like athletic events do not count toward the excessive absences policy. However, the principal has discretion for whether to accept medical excuses for students with excessive absences.

Make-up Work

Students submitting make-up work due to an excused absence will be permitted one day for each day absent, beginning after the first day back in school. Students will be able to access most missed assignments through online resources. Assignments may be requested by 10:00 am and picked up between 3:45 and 4:30 pm. There is no good replacement for classroom instruction. Most of the learning opportunities at SJHS cannot be reproduced through paper assignments. Upon return from absences, students are encouraged to work with teachers outside of the school day to get caught up. If a student is only missing a single day of school, there is a chance they will not receive make-up work. In these cases, it is often easier to work directly with the teacher upon return to get caught up. When a student returns to school after an absence, they are required to discuss missed activities and content with each teacher.

Checking in After an Absence

Students must check in at the office after an absence. This allows office staff to ask clarifying questions and accurately document the absence. In addition, students are required to make contact with each teacher following an absence to discuss missed work.

Tardiness

Getting to class on time is a life skill. The following consequence protocol will be used for tardiness, with students starting at zero each semester: 5 unexcused tardies = after school detention; 10 unexcused tardies = Saturday School; 15 unexcused tardies = Behavioral Center (BC). Beyond fifteen, excessive and habitual tardies will be handled by administration and could result in suspension from school.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should call the school or send a note to prearrange absences. To enable teachers a reasonable amount of time to prepare lessons, please request a prearranged absence at least two (2) days ahead of the actual event—a form is available in the front office. The student will take the prearranged absence form to all teachers for their signatures and return it to the office prior to the absence. Students are expected to complete all make-up work prior to the date of the absence, but could be allowed more time upon their return based at the discretion of the teacher. The following is the procedure for prearranging absences:

- 1. The parent/guardian notifies office of upcoming absence.
- 2. The student takes the form to all teachers for their signatures and assignments. A student's performance in class may determine if a prearranged will be approved.
- 3. The prearranged form is turned into the office <u>prior</u> to the absence.
- 4. Students are expected to complete all make-up work prior to the date of the absence unless otherwise arranged with the teacher.

For situations where students will be absent at the end of the school year and not return before summer break, please use the prearranged absence process. In these cases, all final exams and projects must be finished prior to the absence. Please note that pre-arranged absences are not automatically excused.

School Closures



If any of the schools in District #2 are to be closed, dismissed, or delayed due to inclement weather or mechanical breakdown, that information will be broadcast on television channel 14 and over the following radio stations: KWYO (1410) and KROE (930). In addition, parents with updated contact information will be contacted through the automated messenger system. Parents are urged to develop plans with their children, so they will know procedures when school is dismissed early.

Bullying/Harassment (See SCSD2@.com for Policies JICFA)

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions by one or more other individuals. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Bullying can take many forms:

- Verbal: taunting, name calling, teasing, threatening, and/or sexual comments
- Physical: pushing, kicking, restraining, pinching, and/or hitting
- Psychological: making faces, and/or making demeaning or inappropriate gestures
- Social: exclusion, isolation, and/or rumors
- Cyber: threatening or harassing emails, text messages, and/or web postings

All forms of intimidation are considered bullying. When you or someone you know is being bullied, please inform an administrator, counselor, or teacher. Students are encouraged to use the Stop, Walk, Talk method of combatting bullying. The school will provide instruction and information regarding bullying at the beginning of and periodically throughout the school year. Please see the district policy on Harassment, Intimidation, and Bullying in this handbook.

Sexual Harassment

Sexual harassment is not condoned at Sheridan Junior High School. Sexual harassment includes inappropriate language, unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical conduct of a sexual nature. It may occur by repetitive, less traumatic events that happen over a period of time, or by a single incident. If these behaviors or words pressure, intimidate, or make a person feel uncomfortable at school or at school activities and affect that person's education in a negative way, report the incident immediately to a staff member. A full investigation will be commenced by the school administration upon receipt of a written complaint.

Cheating/Academic Dishonesty

Cheating is the act or intent of gaining or giving knowledge for an assignment or test answer by fraudulent means. Plagiarism is considered cheating. To avoid plagiarism, a student must give credit whenever using another person's idea, opinion, or theory; any facts, statistics, graphs, drawings, or information that is not common knowledge; quotations of another person's actual spoken or written words; or; a paraphrase of another person's spoken or written words. Consequences for cheating/plagiarism are as follows:

First offense: Saturday School plus supervised, honest completion of the assignment or alternate activity Second offense: Behavior Center plus supervised, honest completion of the assignment or alternate activity Third offense: Consequence determined by SJHS administration

Lockers

Each student is assigned a locker. Sharing lockers is not permitted. Combinations should be kept private at all times and can be changed by office staff, if requested by a student or parent.

Prohibited Items (See SCSD2@.com for Policies GBECC/JICG-JICH/KFA/JICI)

Students should refrain from bringing the following items to school. The listed items will be confiscated and consequences will be assigned for their possession: wallet chains; spikes on clothing, earrings, bags, etc.; dog collars; costumes; lighters; knives; multi-tools; weapons of any type; laser pointers; tobacco; alcohol; drugs; prescription medication; over-the-counter medication; and/or sharp objects such as needles. Items not listed above but considered dangerous or distracting may be confiscated at principal discretion. Administration reserves the right to determine whether any items are appropriate for school.

Dress Code

Boys: Acceptable clothing for boys: pants or shorts that ride above the hips; shorts that reach past mid-thigh; shirts with sleeves; and shoes/sandals. *Things to avoid: bandanas; hats; sunglasses; visible undergarments; visible armpits; tank tops; pajamas; slippers; holes in jeans or shorts above mid-thigh; standing Mohawk haircuts; references to violence, alcohol, tobacco, drugs; clothing with offensive/sexual language or graphics.*

Girls: Acceptable clothing for girls includes: skirts, shorts, or dresses that reach past mid-thigh; pants and shorts that ride above the hips; modest shirts or blouses that touch the waistband when arms are at the sides; tops with straps 1" or wider; and shoes/sandals. *Things to avoid: bandanas; hats; sunglasses; exposed midriff, underwear, or cleavage; tube-tops, backless tops, midriff tops, low-cut tops, spaghetti straps, or visible undergarments; pajamas; slippers; holes in jeans or shorts above mid-thigh; references to violence, alcohol, tobacco, drugs; clothing with offensive/sexual language or graphics.*

Students in violation of the dress code will be allowed the opportunity to change into clothing that <u>appropriately</u> <u>resolves the dress code violation</u> (belt, T-shirt, etc.). Repeat offenses are considered disrespect/defiance and disciplinary action will be assigned as follows:

- 1st offense: Warning, Parent call
- 2nd offense: After School Detention, Parent call
- 3rd offense: Saturday School / Parent, Student, and Principal Meeting / Behavior Contract
- 4th offense: Behavioral Center 1 day
- 5th offense and beyond: Referral for disrespect/defiance (see Consequence Guide)

Coats/Backpacks/Bags

For safety reasons, students are not allowed to wear coats indoors or carry backpacks/bags from class to class. These items are to remain in lockers during the school day. If extenuating circumstances exist, such as student injury or health conditions, administrators will review the case and may make exceptions.

Bikes & Skateboards

We encourage students to get to school under their own power. For safety reasons, bicycles, skateboards, and scooters may not be ridden on school property. We recommend that bicycles be parked and locked in the bike racks.

Cell Phones & Electronics

Upon entering the building in the morning, students must turn off cell phones and place them in their lockers. If a student has a cell phone on his/her person or is using the cell phone in the building before 3:30 pm, it will be confiscated and returned to a parent only. Violating the cell phone rule is a Level 2 violation (see Consequence Guide). After 3:30 pm, students are allowed to use cell phones inside or outside the building. Other portable electronic devices, including iPods, MP3 players, CD players, cameras, and gaming systems must be kept in a locker, never on a student's person. SJHS strongly discourages students from bringing such devices to school because of the risk of theft. E-readers re allowed in class for assigned silent reading only. Students may not use E-readers to access the internet. SJHS staff is not responsible for theft or damage.

Closed Campus

Sheridan Junior High School operates a *closed campus*, meaning that students are to stay on the campus at all times throughout the school day from morning arrival through afternoon dismissal. Once students arrive in the morning, they must remain on campus. During the lunch periods, no student is allowed to leave the school grounds unless checked out *in person* through the office by a parent or guardian.

Sales of Goods & Services

Student sales of goods or services for personal profit are prohibited in all cases. Fundraisers must be approved through the school principal.

STUDENT TECHNOLOGY USE

Sheridan Junior High School 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 SJHS, not a toy or means of entertainment. SJHS students and their parents/guardians will be required to sign a Digital Citizenship Code before being allowed access to technology. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

BE SAFE

- I will keep all usernames and passwords private at all times.
- I will report all suspicious emails and contacts immediately to an adult.
- When in doubt about the safety of a site or app, I will ask an adult.
- I will avoid inappropriate content and report use of inappropriate content immediately to an adult.

BE RESPECTFUL

- I will treat others with respect, dignity, and kindness at all times in online learning environments.
- I will report the following behaviors immediately to an adult:
 - O bullying, harassment, threats, intimidation, gossip, rumors, hate speech

BE RESPONSIBLE

- I am responsible for the physical care of my device, and any damage to my device is my responsibility.
- I will carry my Chromebook with the lid closed and with two hands at all times.
- I will use my Chromebook and apps for school appropriate learning activities only.
- I will not use my Chromebook or any web tools to cheat, plagiarize, or engage in academic dishonesty.
- I will ensure that my device is plugged in and charging before leaving each day.

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges. Please see the school Consequence Guide for more information.

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.



ACTIVITIES

Mission

The major role of the activities program at Sheridan Junior High School is to develop skills, positive self-concept, and the positive values and attitudes associated with success in life. All students are encouraged to participate in activities. Interscholastic and Intramural Sports and Activities are conducted throughout the school year. Positive sportsmanship is expected from our student participants and fans. Unsportsmanlike behavior will not be tolerated.

Academic Eligibility Policy

Student-athletes at SJHS are expected to maintain good academic standing and stay current on school work if they desire to participate in athletics and activities. The school maintains clear expectations for eligibility, as well as a Code of Conduct for student-athletes. Current versions of these documents are available at the school website, through our activities director, or at the school counseling office.

Activities & After School Programs

Sheridan Junior High School prides itself in offering a wide variety of extracurricular and co-curricular activities, as well as after school programs, to enhance student learning in our school. These activities may include:

Kid Witness News Coding
Student Council Yearbook

National Junior Honor Society Intramural Sports

Spelling Bee Weight Lifting/Fitness
Geography Bee Destination Imagination
After School Math Program Academic Quiz Team

After School Literacy Program Orchestra
Robotics Band
Makerspace Choir

Interscholastic Athletics



The following interscholastic sports are offered at Sheridan Junior High School. The academic eligibility policy is provided to all participants.

6th Grade – Track, Wrestling, Swimming, Cross Country 7th/8th Grade – Track, Wrestling, Swimming, Cross Country, Basketball, Football, Volleyball

Citation Examples (MLA 7)

Citing sources is an important part of the research process. Use these samples to help create a works cited page. If you cannot find an example you need for your works cited page, please stop by the library for more assistance.

Print Sources

Magazine article:

Format:

Author. "Name of article." Name of magazine. Date: Page #. Print.

Example:

Shuler, Susanne. "Chocolate Desserts." Sunset Magazine Mar. 2011: 12-16.

Print

Newspaper article:

Format:

Author. "Name of article." Name of newspaper date, page #. Print.

Example:

Hill, Jim. "Bears on Kendrick Hill." Sheridan Press 4 25 2012, 1. Print.

Book with one author:

Format:

Author. Title. City published: Publisher, Date.

Example:

Fleming, Thomas. The American Revolution. New York: Viking, 1997. Print.

Book with two authors:

Example

Smith, Al, and Jack Cobb. Fun with Origami. New York: Vintage Books, 1972.

Book without an author:

Format:

Title. City published: Publisher, Date.

Example:

More Fun with Origami. New York: Vintage Books, 1982. Print.

Encyclopedia:

Format:

Author of article. "Title of article." Title of Encyclopedia, city: publisher,

Date. Print.

Example:

Matney, Julie. "Kittens." World Book Encyclopedia. Chicago: World Book, 2009. Print.

Textbook:

Format:

Title. City: Publisher, date. Page #'s used. Print.

Example:

Creating America. Evanston, IL: McDougall Littell, 2005. 195-98. Print.

Music or audio

Format:

Name of artist or band. "Name of song." Album. Publication Date. Recording type or file.

Example:

Michael Jackson. "Billie Jean." Thriller. 1982. CD.

Electronic Sources

Online magazine article

Format:

Author. "Title of article." Title of online publication. Date of Publication. Date accessed . web address.

Example:

Shuler, Susanne. "Chocolate Desserts." Sunset Magazine. March 2011:. Web. 30 Apr. 2012. <sunset.com>.

Online newspaper article:

Format:

Author, "Name of article." Newspaper Date Published, Web. Date accessed.

Example:

Hill, Jim. "Bears on Kendrick Hill." Sheridan Press 25 April 2012, Web. 30 Apr. 2012.

eBook:

Format:

Author. Title. City published: Publisher, Date. eBook

Example:

Fleming, Thomas. The American Revolution. New York: Viking, 2007. eBook.

Website

Format:

Name of website. Sponsor of website. Web. Date accessed.

<web address>.

Example:

American Kennel Club. American Kennel Club. Web. 01 May 2012. http://www.akc.org/.

Online Database:

Format:

Author. "Title of article." Title of publication (date): page #. Name of Database. Date accessed.

Example:

Hurteau, Dave. "Trout Fishing." Field & Stream (2002): 38. MAS Ultra - School Edition. Database. 30 Apr 2012.

Online encyclopedia:

Format:

Author of article. "Title of article." Title of Encyclopedia. Publication date. Web., date accessed.

Example:

Sanders, Sam. "Shark." World Book, 2012. Web. 24 Apr. 2012.

Online images & clipart

Format:

Description or title of Image. Digital image type. Title of website. Date of download. <Web address>.

Example:

Canada Goose. Photograph. South Dakota Birds and Birding. Web. 30 Apr 2012. <sdakotabirds.com>.



NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

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

First Reading: 9/10/12 Second Reading: 10/8/12

NOTIFICATION OF RIGHTS UNDER THE 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 in 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:
 - Any other protected information survey, regardless of funding;
 - b. Any non-emergency, 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 education 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 in part by ED.
- 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 Avenue, SW Washington, DC 20202-5920

Statutory Reference: 20 U.S.C. §1232(h)(c)(2)

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

Harassment, Intimidation, & Bullying Policy

Board Policy JICFA

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 education 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 the bullying policy 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

First Reading: 11/8/10 Second Reading: 12/6/10

Electronic Information Resource Agreement (Internet Access)

Please read this document carefully. All students in Sheridan County School District No. 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 No. 2.
- 2. Users who obtain their access privileges through association with Sheridan County School District No. 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, or inappropriate language, or 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 No. 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 No. 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 No. 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 No. 2 makes no warranties of any kind, whether expressed or implied. Service is provided as an "as is, as available" basis. Sheridan County School District No. 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 No. 2 may request the System Administrator to deny specific user accounts.

DISCIPLINE

The purpose of discipline and consequences at Sheridan Junior High School is to maintain a positive, safe learning environment for all and to provide interventions to help promote positive behavior among students. Administrators will apply behavioral interventions in the form of re-teaching and consequences for students whose behavior and choices compromise the quality of the learning environment or in any way jeopardize safety of their peers. The fundamental goal of all discipline and consequences at SJHS is to positively change student behavior.

Consequence Descriptions

- Re-teaching/Office Time Out: Temporary removal from the classroom for discussion of behavior and re-teaching of expectations.
- In School Suspension: Removal from the classroom with supervised isolation in a principal's office.
- Temporary Removal/Parent Time Out: Removal from school until after a parent/guardian conference.
- Detention: Supervised isolation during lunch time or after school, with time for students to reflect on their actions and impact on the learning environment. Students are to complete homework during detention.
- Saturday School: Supervised quiet time on Saturdays from 7:55-12:00 noon, during which students reflect on their actions and impact on the learning environment. Community service is sometimes a component of Saturday School. Students are to complete homework during the session.
- Suspension: Removal from school for a period of time not to exceed 10 school days unless further action is pending. Suspended students may not participate in school activities or be on school grounds while suspended.
- Behavioral Center: The Behavioral Center is a suspension program that focuses on student safety and well-being while being engaged in behavioral and academic challenges.
- Expulsion: Removal from school for the remainder of the school year or, in some cases, up to one calendar year.
- Restitution: Restoration or payment of damages for something that has been stolen or destroyed. This
 includes reimbursement to the school district or an individual for the total replacement cost or repairing
 the damage.

Note:

The guidelines for school discipline listed on the following chart do not include all of the possible variations of student misconduct. Examples include throwing snow, horseplay, roughhousing, being in an unauthorized area, and failure to keep hands, feet, and other objects to oneself. *In all cases, the interpretation and evaluation of extenuating circumstances is left to the Principal, Assistant Principal, or Discipline Staff*.

CONSEQUENCE GUIDE

Behaviors	Lunch or After School Detention	Saturday School	Behavior Center 1 day	Behavior Center 3 days	Behavior Center 5 days	Behavior Center 10 days	Expulsion Recommend -ation
Level 1 - Minor Misbehavior (Classroom) Includes talking in class; off task behavior; minor disruptions; lack of preparation/materials; name calling; throwing paper, etc; sleeping; dishonesty; passing notes; backtalk; writing on school property	Te	eachers will m	ehaviors are to nake a parent/ PS in a classr	guardian cont	act for each b	ehavior incide	ent.
Level 2 - Minor Misbehavior Includes 4 STEPs; cell phone/electronics use; public display of affection; profanity; class disruption; throwing food; skipping; gossip/drama/rumors; minor technology misuse (e.g., off-task behavior)	1 st offense	2 nd offense	3 rd offense	4 th offense	5 th offense	6 th offense	
Level 3 – Major Misbehavior Includes bullying/threats/harassment; hate speech; insubordination; disrespect/defiance; profanity directed at staff; major technology misuse (e.g., inappropriate sites, bullying); tobacco use/possession			1 st offense	2 nd offense	3 rd offense	4 th offense	
Level 4 – Significant Major Misbehavior Includes alcohol/drug possession/use; fighting; theft; sexual harassment; vandalism					1 st offense	2 nd offense	
Level 5 – Expulsion Recommendation Includes providing/selling drugs or alcohol; false alarms/ bomb threats; assault/battery; weapon possession/use							1 st offense

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

Any student earning 10 or more major office referrals will be recommended for expulsion from Sheridan Junior High School. Excessive or ongoing minor and/or major referrals may also result in a recommendation for expulsion.

Truancy/Ditching	Students will attend After School Detention or Saturday School for time equivalent to time truant. 3 unexcused absences will result in referral to Juvenile Justice.
Tardies	5 tardies-After School Detention; 10 tardies-Saturday School; 15 tardies-Behavior Center 1 day & parent meeting; 20 tardies-Behavior Center 3 days
Cheating/Plagiarism	See related section in handbook.
Behavioral Center	The Behavioral Center (BC) Program is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum and supervised study.
School Resource Officer	Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration.
Dress Code	See related section in handbook.

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.



Craig Dougherty, Superintendent

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

Phone: 307-674-7405 Fax: 307-674-5041

DATE: April 27, 2015

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **FY16 Preliminary Budget** (*Information*)

WY § 16-4-104(a) requires a preliminary budget to be presented to the Board for the upcoming fiscal year each May. The FY16 preliminary budget for all funds is attached. This information is presented to you for informational purposes only and does not require any board action.

You will take formal action on the FY16 budget at your July board meeting.

ANNUAL BUDGET SUMMARY

FY 15

FUND	FY 15 APPROVED BUDGET
General Fund	\$48,418,237
Special Revenue Funds	\$ 5,500,000
Capital Construction Funds	\$14,050,000
Major Maintenance Funds	\$ 1,864,000
Food Service Funds	\$ 1,600,000
Memorial Fund	\$ 140,000
Pupil Activity Fund	\$ 725,000
Early Retirement Fund	\$ 300,000

PRELIMINARY BUDGET SUMMARY

FY 16

FUND	FY 16 PRELIMINARY BUDGET
General Fund	\$ 49,968,237
Special Revenue Funds	\$ 6,000,000
Capital Construction Funds	\$ 10,000,000
Major Maintenance Funds	\$ 2,000,000
Food Service Funds	\$ 1,650,000
Memorial Fund	\$ 140,000
Pupil Activity Fund	\$ 725,000
Early Retirement Fund	\$ 305,000

General Fund

This fund is utilized to account for all unrestricted revenues and expenses.

Budget notes:

- Includes the addition of a .6 FTE Math Teacher at SHS
- Includes the addition of a 2.0 FTE elementary teachers
- Includes the purchase of Chromebooks for Highland & Meadowlark to bring them to 1:1, within the technology budget
- Includes the purchase of Chromebooks to be used in HS Foreign Language & Science, within the technology budget
- Includes the salary and benefit package as discussed by the Budget Committee
- Our estimated ADM increase is 98.67

FY16 General Fund Preliminary Budget = \$49,968,237

Unknowns:

- Recalibration the Select Committee on Recalibration will meet during this interim. This will
 not affect our FY16 funding, but could impact funding beginning in FY17.
- Major maintenance and capital construction the major maintenance formula is an unstable appropriation.

Special Revenue (restricted fund)

This fund is utilized to account for all federal & state grants.

FY 15 Approved Budget = \$5,500,000

FY 16 Preliminary Budget = \$6,000,000

Capital Construction (restricted & committed fund)

This fund is utilized to account for all construction and depreciation reserve monies. This fund includes the Legacy Fund (locker room monies) and the Humanities Fund (auditorium monies).

The FY16 budget includes costs for the Locker Room project.

FY15 Approved Budget = \$14,050,000

FY16 Preliminary Budget = \$10,000,000

Major Maintenance (restricted fund)

This fund is utilized to account for all major maintenance projects to be paid for with our allocation.

FY15 Approved Budget = \$1,864,000

FY16 Preliminary Budget = \$2,000,000

Food Service

This fund is utilized to account for all revenues and expenses associated with our breakfast and lunch programs. In FY16 we will be piloting a "grab and go" breakfast program at SHS.

FY15 Approved Budget = \$1,600,000 (includes a \$110,000 general fund transfer)

FY16 Preliminary Budget = \$1,650,000 (includes a \$110,000 general fund transfer)

Memorial Fund (restricted fund)

This fund is utilized to account for all revenues and expenses associated with our scholarship program, including the endowment fund.

FY15 Approved Budget = \$140,000

FY16 Preliminary Budget = \$140,000

Pupil Activity Fund

This fund is utilized to account for all student activity generated revenues and expenses.

FY15 Approved Budget = \$725,000

FY16 Preliminary Budget = \$725,000

Early Retirement Fund (committed fund)

This fund is utilized to account for all early retirement obligations.

FY15 Approved Budget = \$300,000

FY16 Preliminary Budget = \$305,000



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: April 27, 2015

To: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **FY15 Quarterly Financial Update** (*Information*)

In accordance with board policy DI, Fiscal Accounting and Reporting, attached is financial information as of March 31, 2015 which represents the third quarter of fiscal year 2015.

Cash in Bank Report

This report outlines our cash balances for each fund as of the end of the quarter.

General Fund Revenue Report

This report compares our budgeted revenue, by source, to what we have received year-to-date. Through March 31st, we had received 81.44% of our budgeted revenues. The revenue from "Other Sources" does exceed the budgeted amount due to the sale of our surplus busses. The money we received from this sale must be returned to the state next year.

General Fund Expenditure Report

This report compares our budgeted expenses, by program, to what we have expensed year-to-date. Through March 31st, we had spent 61.96% of our budget that is in line with our spending patterns.

SHERIDAN CTY SD2

Report on Cash March 2015

	To Date
GENERAL FUND	16,211,102.43
FEDERAL FUND	1,294,933.28
CAPITAL CONSTRUCTION FUND	655,655.05
HOT LUNCH FUND	205,095.76
MEMORIAL FUND	116,675.43
MISC ACTIVITY FUND	138,031.11
SHS ACTIVITY ACCOUNT	266,367.39
MAJOR MAINTENANCE FUND	403,839.74
SHS LEGACY ACCOUNT	500,024.15
SHS HUMANITIES PROJECTS	1,000.09
DEPRECIATION & BUILDING REPAIR RESERVE	2,193,445.59
EARLY RETIREMENT FUND	752,883.35
Grand Total:	22,739,053.37

SHERIDAN CTY SD2 GENERAL FUND REVENUE REPORT March 2015

	Budget	To Date	% of Budget	Budget Balance at EOM
REVENUE FROM LOCAL SOURCES	10,348,000.00	7,479,505.59	72.28	2,868,494.41
REVENUE FROM COUNTY SOURCES	2,905,000.00	2,098,769.61	72.25	806,230.39
REVENUE FROM STATE SOURCES	33,299,290.00	28,326,540.38	85.07	4,972,749.62
OTHER SOURCES	10,000.00	16,279.00	162.79	(6,279.00)
Grand Total:	46,562,290.00	37,921,094.58	81.44	8,641,195.42

SHERIDAN CTY SD2

GENERAL FUND EXPENDITURE BY FUNCTION March 2015

Function		Budget to Date	To Date	% of Budget	Budget Balance at EOM
1110 ELE	EMENTARY INSTRUCTION	10,721,977.00	6,242,717.59	58.24	4,479,259.41
	HIGH/MID SCH INSTRUCTION	4,930,403.00	2,827,978.41	57.37	2,102,424.59
	CONDARY INSTRUCTION	5,873,119.00	3,424,078.35	58.34	2,449,040.65
	ECIAL EDUCATION	5,411,475.00	3,009,359.86	55.61	2,402,115.14
	TED AND TALENTED	194,450.00	98,690.71	50.94	95,759.29
	TION FOR STUD WITH DISABIL	529,645.00	346,872.70	65.49	182,772.30
	ITED ENGLISH PROFICIENT	119,550.00	82,396.81	68.92	37,153.19
	MEBOUND PROGRAMS	41,690.00	12,336.69	29.59	29,353.31
	HER SPECIAL PROGRAMS	315,535.00	111,572.28	35.36	203,962.72
	DLE/JR HIGH ACTIVITIES	267,048.00	183,787.33	68.82	83,260.67
	IS INTRAMURALS	22,500.00	6,287.69	27.95	16,212.31
	SH SCHOOL ACTIVITIES	1,103,134.00	717,693.73	65.50	385,440.27
	C INSTRUCTION HIGH SCHOOL	1,002,269.00	585,314.04	58.40	416,954.96
	TRUCTION	30,532,795.00	17,649,086.19	57.84	12,883,708.81
1000 1140	THOOTION	00,002,700.00	17,040,000.10	07.04	12,000,700.01
2110 GUI	IDANCE	836,408.00	482,533.03	57.69	353,874.97
	JDENT STRATEGIC PLANNING	132,600.00	77,566.39	58.50	55,033.61
	JDENT INFORMATION SYSTEMS	276,800.00	175,313.28	63.34	101,486.72
	SESSMENT SERVICES	112,900.00	57,085.04	50.56	55,814.96
	CIAL WORKERS	464,375.00	270,561.09	58.26	193,813.91
	ALTH SERVICES	315,013.00	183,281.26	58.58	131,731.74
	YCHOLOGICAL SERVICES	452,400.00	275,382.99	60.87	177,017.01
	EECH PATHOLOGY SERVICES	434,400.00	284,001.81	65.38	150,398.19
	DIOLOGY SERVICES	8,000.00	871.00	10.89	7,129.00
	CUPATIONAL THERAPY	126,650.00	73,220.17	57.81	53,429.83
	YSICAL THERAPY	60,000.00	40,340.94	67.23	19,659.06
2190 OTH	HER SUPPORT SERVICES	265,500.00	209,240.70	78.81	56,259.30
	AFF TRAINING	251,738.00	57,500.89	22.84	194,237.11
	JCATIONAL MEDIA SERVICES	649,495.00	373,090.39	58.62	276,404.61
2230 SPE	ECIAL EDUCATION SUPERVISION	198,200.00	147,283.52	74.31	50,916.48
2240 TEC	CHNOLOGY INTEGRATION	190,650.00	147,736.87	77.65	42,913.13
2000 INS	TRUCTIONAL SUPPORT	4,775,129.00	2,855,009.37	59.98	1,920,119.63
3310 CEN	NTRAL ADMINISTRATION	553,625.00	407,315.37	73.57	146,309.63
	ST SUPT & DIR OF ELEM ED	424,900.00	312,611.99	73.58	112,288.01
	HOOL ADMINISTRATION	2,185,431.00	1,490,882.96	68.22	694,548.04
	SINESS ADMINISTRATION	501,000.00	379,567.57	75.76	121,432.43
	ARD OF EDUCATION SERVICES	150,000.00	108,987.95	72.66	41,012.05
	P OF OP & MAINT OF PLANT SVC	526,545.00	439,126.81	83.40	87,418.19
	ERATING BUILDINGS SERVICES	3,514,900.00	2,751,372.85	78.28	763,527.15
	RE & UPKEEP OF GROUNDS SERV	376,800.00	212,365.60	56.36	164,434.40
	CURITY SERVICES	59,100.00	39,417.62	66.70	19,682.38
	PIL TRANS - TO/FROM SCHOOL	2,050,140.00	1,490,550.02	72.70	559,589.98
	TIVITY TRANSPORTATION	210,225.00	111,553.33	53.06	98,671.67
	ANSPORTATION-OTHER	182,625.00	86,450.00	47.34	96,175.00
	ST SUPT INST/PERSONNEL	430,225.00	309,174.03	71.86	121,050.97
	CHNOLOGY COORDINATION	1,334,797.00	959,780.72	71.90	375,016.28
	NERAL SUPPORT	12,500,313.00	9,099,156.82	72.79	3,401,156.18
6200 FUN	ND TRANSFERS	610,000.00	352,469.60	57.78	257,530.40
	HER USES	610,000.00	352,469.60	57.78	257,530.40
Grand Total	<u>.</u>	48,418,237.00	29,955,721.98	61.96	18,462,515.02
Jianu i Ulai		40,410,237.00	23,300,121.30	01.30	10,402,010.02



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: April 24, 2015

TO: **Board of Trustees**

FROM: Roxie Taft

SUBJ: **Approval of Audit Firm for the Fiscal Year Ending 6/30/15** (Action)

I have received the audit engagement letter from the C.P.A. firm of Porter, Muirhead, Cornia & Howard for the purpose of auditing the District's 2014-15 financial statements. The audit fee will remain at \$38,000.

I recommend engaging the firm of Porter, Muirhead, Cornia & Howard for the purpose of conducting our audit.

PORTER, MUIRHEAD, CORNIA & HOWARD

(A Corporation of Certified Public Accountants)

123 West First Street Suite 800 P.O. Box 2750 Casper, Wyoming 82602 (307) 265-4311 Fax (307) 265-5180

April 24, 2015

Sheridan County School District #2 c/o Roxie Taft, Business Manager PO Box 919 Sheridan, WY 82801

The following represents our understanding of the services we will provide Sheridan County School District #2 (the District).

You have requested that we audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2015, and for the year then ended and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents. In addition, we will audit the entity's compliance over major federal award programs for the period ended June 30, 2015. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audit will be conducted with the objective of our expressing an opinion on each opinion unit and an opinion on compliance regarding the entity's major federal award programs.

Accounting principles generally accepted in the United States of America require that management's discussion and analysis and budgetary comparison information be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to management's discussion and analysis in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the required supplementary information (RSI). The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

Management's discussion and analysis

We will subject the budgetary comparison information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. The following RSI is required by accounting principles generally accepted in the United States of America. We intend to provide an opinion on the following RSI in relation to the financial statements as a whole:

- Budgetary comparison information general fund
- Budgetary comparison information major special revenue funds

Supplementary information other than RSI will accompany the District's basic financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

Schedule of expenditures of federal awards

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditures of federal awards, summary schedule of prior year audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the earlier of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

The Objective of an Audit

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with generally accepted accounting principles and to report on the fairness of the RSI supplementary information referred to in the above paragraphs when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and will include tests of the accounting records and other procedures we consider necessary to enable us to express such opinions. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

General Audit Procedures

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS) and in accordance with Government Auditing Standards. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Internal Control Audit Procedures

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and in accordance with Government Auditing Standards.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

Compliance with Laws and Regulations

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with the provisions of applicable laws, regulations, contracts, and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion.

Audit of Major Program Compliance

Our audit of the district's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; and the provisions of U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations; and will include tests of accounting records, a determination of major programs in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

OMB Circular A-133 requires that we also plan and perform the audit to obtain reasonable assurance about whether the entity has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major federal award programs. Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget Circular A-133 Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to OMB Circular A-133.

Also, as required by OMB Circular A-133, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management Responsibilities

Our audit will be conducted on the basis that management and, when appropriate, those charged with governance, acknowledge and understand that they have responsibility:

- a. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
- b. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements;
- c. For safeguarding assets;
- d. To provide us with:
 - Access to all information of which management is aware that is relevant to the preparation and fair presentation of the financial statements such as records, documentation, and other matters;
 - ii. Additional information that we may request from management for the purpose of the audit;

- iii. Unrestricted access to persons within the entity from whom we determine it necessary to obtain audit evidence;
- e. For including the auditor's report in any document containing financial statements that indicates that such financial statements have been audited by the entity's auditor;
- · f. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole;
 - g. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter;
 - h. For identifying and ensuring that the entity complies with the laws and regulations applicable to its activities;
 - i. For identifying all federal awards expended during the period including those received prior to December 26, 2014, and those received in accordance with 2CFR200, *Uniform Administrative* Requirements, Cost Principles, and Audit Requirements for Federal Awards generally received after December 26, 2014.
 - j. For preparing the schedule of expenditures of federal awards (including notes and noncash assistance received) in accordance with OMB Circular A-133 requirements;
 - k. For the design, implementation, and maintenance of internal control over compliance;
 - 1. For following up and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
 - m. For following up and taking corrective action on current year audit findings and preparing a correcting action plan for such findings;
 - n. For submitting the reporting package and data collection form to the appropriate parties; and
 - o. For making the auditor aware of any significant vendor relationships where the vendor is responsible for program compliance.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and, when appropriate, those charged with governance, written confirmation concerning representations made to us in connection with the audit.

Reporting

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the governing body of the District. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance will not be an objective of the audit and, therefore, no such opinion will be expressed.

Other

We understand that your employees will prepare all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

As part of our services, we will also draft the financial statements are related notes, draft the data collection form, and propose journal entries to convert the budgetary basis trial balance to the modified accrual and full accrual basis for presentation in the financial statements. With respect to any nonattest services we perform, the District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities.

Government Auditing Standards require that we document an assessment of the skills, knowledge, and experience of management, should we participate in any form of preparation of the basic financial statements and related schedules or disclosures as these actions are deemed a non-audit service.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files.

Provisions of Engagement Administration, Timing and Fees

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

The timing of our audit will be scheduled for performance and completion as follows:

	Begin	Complete
Document internal control and preliminary tests	June 22, 2015	June 22, 2015
Mail confirmations	June 29, 2015	July 3, 2015
Perform year-end audit procedures	September 28, 2015	October 9, 2015
Issue audit report	October	November

Alexandra Wilkinson is the engagement partner for the audit services specified in this letter. Her responsibilities include supervising Porter, Muirhead, Cornia, & Howard's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fees are based on the amount of time required at various levels of responsibility, plus actual out-of-pocket expenses. Invoices are payable upon presentation. We estimate that our fee for the audit will be \$38,000. We will notify you immediately of any circumstances we encounter that could significantly affect this initial fee estimate. Whenever possible, we will attempt to use the District's personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

At the conclusion of our audit engagement, we will communicate to the Superintendent and Board of Trustees the following significant findings from the audit:

- Our view about the qualitative aspects of the entity's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;
- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- · Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

The audit documentation for this engagement is the property of Porter, Muirhead, Cornia, & Howard and constitutes confidential information. However, we may be requested to make certain audit documentation available to state or federal agencies providing funding pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of Porter, Muirhead, Cornia, & Howard's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to state or federal agencies or to peer reviewers. The state or federal agencies or peer reviewers may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to working with you and your staff.

you and your staff.
Respectfully,
Arter, Muirkael, Arnia & Howard Porter, Muirhead, Cornia, & Howard Certified Public Accountants

RESPONSE:
This letter correctly sets forth our understanding.
Acknowledged and agreed on behalf of Sheridan County School District #2 by:
Title:
Data



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: April 28, 2015

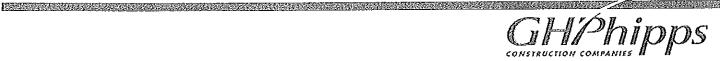
TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: Approval of Guaranteed Maximum Price (GMP) on Locker Room

Project (Action)

The Sheridan High School Locker Room Project Guaranteed Maximum Price (GMP) as determined by GH Phipps of Wyoming is \$6,196,065.00. This was determined based on 60% design documents. I would recommend the Board approve the GMP and it will be funded from private sources, capital fund accounts and major maintenance accounts. Please see the attached supporting documents in the board packet.



Delta Construction, Inc. d/b/a **GH Phipps Construction of Wyoming** 5311 Coffeen Ave - PO Drawer S

vww.GHPhippsWyoming.com

Sheridan WY 82801 307.745.4866 PHONE 307.745.4867 FAX

April 22, 2015 - REVISED#2

Ms. Julie Carroll, Facilities Director Sheridan County School District #2 201 North Connor Street Sheridan, WY 82801

Re:

Sheridan High School

Locker Room Addition and Remodel

Dear Ms. Carroll:

We are pleased to submit our Guaranteed Maximum Price proposal to complete the Locker Room Addition and Remodel at Sheridan High School, per the 60 percent Construction Documents dated March 17, 2015 as prepared by TSP Architects.

Our Guaranteed Maximum Price is: \$6,196,065.00 (Six Million One Hundred Ninety Six Thousand Sixty Five Dollars)

Attached please find a copy of our estimate, qualifications and clarifications, and an invoicing forecast for your review.

We look forward to working with you towards the project's successful completion. If you have any questions or require additional information, do not hesitate to contact me.

Sincerely,

Clint Moseley

Project Manager



Qualifications and Clarifications Locker Room Addition and Renovation April 22, 2015 – REVISED#2

Exclusions

- 1. The following fees are not included in our proposal:
 - a. Utility development/tap fees.
 - b. Architectural and engineering fees.
 - c. Testing services.
 - d. Peer review fees.
 - e. Excise taxes.
- 2. The following costs are not included in this estimate:
 - a. Asbestos abatement or removal of any other hazardous materials.
 - b. Costs associated with moving or relocations of people or equipment.
 - c. Cost of drawing reproduction for estimating bidding, and construction.
 - d. Cost of upgrading existing conditions that don't currently meet code.
 - e. Cost Premiums for prevailing labor wage rates (Davis-Bacon) or certified payroll.
 - f. Cost of Builder's Risk Insurance and deductible. We have included builder's risk gap coverage of 25% of a total builder's risk policy.
 - g. Utility usage charges (gas, water, electricity).
 - h. Temporary Fence. This item will be billed directly to Owner per meeting on 4/6/2015.

General/Division 1

- 1. We have included all work as regular time. Overtime premiums have not been included.
- 2. We have included the cost of a performance and payment bond in the estimate.
- 3. We have not included the cost of a building permit.
- 4. We have included sales tax at 6 percent.
- 5. These prices are based on a start date of June 2015.
- 6. This proposal is based on Phase 2 beginning immediately following the completion of Phase 1.

Division 2

- 1. We have included reusing existing soils; assuming existing soils are suitable for backfill.
- 2. We have included scarifying 12" below existing subgrade and included 6" of gravel below slab on grade.



- 3. We have assumed scarifying 12" below footings. We have not included over excavation or importing soils. We are assuming the existing soils are acceptable.
- 4. We have included 6" gravel beneath all new concrete sidewalks.
- 5. We have not included any costs for landscaping (sod, seeding, plants, trees, mulch, rock, irrigation line rerouting, relocating sprinkler heads, etc.) as directed by Owner.
- 6. We have not included any landscape maintenance.
- 7. We have not included amending the top soil or importing top soil.
- 8. We have not included an underground perimeter drain at the foundations.
- 9. We have not included any asphalt patching.
- 10. We have not included Right-of-Way shut-down fees as there appears to be no work in the Right-of-Way.

- 1. We have included 4" thick concrete sidewalks.
- 2. We have included 8" wide grade beams x 2'4" tall at the elevator pit.
- 3. We have included a vapor barrier beneath the new slab on grade.
- 4. We have included 2 "F4" footings in phase 2 at new steel infill (not shown).
- 5. We have not included colored and/or stamped concrete.
- 6. We have not included any new curb and gutter.
- 7. We have not included any new concrete paving as none is shown.

Division 4:

- 1. We have 4"x4"x12" brick by General Shale (this was used recently on entry addition).
- 2. We have not included any precast stone or sills. This was not shown on the elevations. If needed add \$60/LF.
- 3. We have included 1-1/2" rigid insulation behind the brick veneer.

Division 5:

- 1. We have included the steel hand railing at the site.
- 2. We have not included stainless steel/cable handrails.
- 3. We have included one weather station support bracket.
- 4. We have removed the grip strut panel at the bridge structure. We have now included a slab on metal deck. We assume the current structural layout of girders and beams will support the new metal deck and slab.



- 1. The base we have included at the parapet is ¾" piece of plywood and a 1x2 shim. We have not included a LVL member at the roof parapet. The LVL is a structural member and is not necessary at the parapet cap as illustrated.
- 2. We have included a solid surface window sill at Classroom B277 only, all other sills are above sightlines and we have assumed drywall sills at those locations.

Division 7

- 1. We have included 2" rigid insulation at the vertical perimeter foundation walls as shown.
- 2. We have included waterproofing of the elevator pit walls.
- 3. We have not included any insulated metal panels or penthouse (none shown).
- 4. We have included damp-proofing of perimeter foundations.
- 5. We have included one overflow scupper and downspout, but we have not included any gutters.
- 6. We have not included a roof hatch per conference call on 4/1/2015.
- 7. We have not included spray fireproofing as we do not believe this is necessary.
- 8. We have included removing and replacing approximately 900 square feet of roofing for Phase 2.
- 9. We have included the same roof materials to patch Phase 2 that we are using on Phase 1. Roofing materials, manufacturers and warranty information for Phase 2 will need to be defined to provide accurate bid proposal.

Division 8

- 1. We have not included any auto openers at doors; none indicated.
- 2. We have included removing the windows on the first floor and replacing them at the south elevation in addition. We have not included any work related to the second floor windows.
- 3. We have included access control as defined in the specifications.
- 4. No fire-rated interior glazing was included, none indicated.
- 5. We have not included any one way vision glass.

<u>Division 9</u>

- 1. Our pricing is based upon acoustical ceilings using USG Radar Climaplus High NRC CAC square edge ceiling tile (we could not find a fine fissured product that fit the specifications).
- 2. We have not included any floor moisture mitigation. If the new concrete slab does not pass the flooring manufacturer's recommended moisture and pH levels for carpet and resilient goods we will need to include the moisture mitigation. The cost of mitigating the floor will be approximately \$45,000. We have assumed all other flooring will not require moisture mitigation.
- 3. We have not included any drywall soffits as none were illustrated.



- 4. We have not included and framing or drywall underneath new staircase as none were illustrated.
- 5. Our pricing assumes the existing wood ceilings remain without any modifications, including finishing.

- 1. We included Debourgh Sentry Series custom equipment drying lockers with open fronts.
- 2. Our pricing includes DeBourgh Sentry Series angle iron lockers, 60 and 40 inches overall height, with locks provided by others.
- 4. Signage is assumed by Owner and not included in our pricing.
- 5. Physical therapy equipment (i.e. therapy tables, therapy tubs, ice machine, etc.) are assumed to be furnished and installed by Owners vendor.
- 6. Locker bases are assumed as metal stud framed with ¾" White Maple Plywood approximately 18 inches high and with ¾" CDX plywood cap as a base for the lockers. We have included a \$30,000 allowance to finish design of locker base structure (it is currently unknown how benches will mount to locker base structure).
- 7. Bathroom mirrors are assumed as 18" x 36".
- 8. Our pricing includes installation of soap dispensers, paper towel dispensers and trash dispensers provided by SCSD2.
- 9. We have not included any air dryers as none were shown.

Division 11

- 1. We have included allowances for mat lift supports and one mat lift in the Break-Out pricing.
- 2. We have not included any window treatments.

Division 14

- 1. We have included one hole-less hydraulic elevator capable of two stops.
- 2. The elevator will be machine room-less and will have a capacity of 4500 pounds.
- 3. The elevator we are providing is manufactured by ThyssenKrupp.
- 4. We have included a one year warranty. Beyond that, ThyssenKrupp has the option of a five-year gold maintenance agreement that is approximately \$315/mo. We have not included any costs for a warranty or maintenance beyond the standard one year warranty.

Division 15

- 1. We have included 3 Elkay drinking fountains shown to the north of B104 Corridor on sheet P-101. We assume that we can reuse existing water, waste, and vent lines in these locations.
- 2. We have not included any commissioning per conference call on April 1, 2015.



- 3. We have switched the Roof Top Units to be gas fired DX in lieu of the hot water coils and changed the VAV boxes to electric re-heat per value engineering meeting on 4/13/15.
- 4. We have removed 4 VAV zones per value engineering meeting on 4/13/15.
- 5. We have included Symmons showers in lieu of Accorn at all shower locations per value engineering meeting on 4/13/15.
- 6. We have now included air conditioning with RTU-2.
- 7. We have not included any work associated with a new fire pump.

- 1. We have included a fire alarm system by Simplex.
- 2. We have not included any electrical work associated with a new fire pump.
- 3. We have included an allowance of \$70,482 for low voltage in Phase 1. This includes cabling, wall drops, wireless APs, IP security cameras, and IP speakers.
- 4. We have removed occupancy sensors from all offices and classrooms per Owner's direction. We have included 3 occupancy sensors in the locker room locations only.
- 5. We have included reusing 20 type "A" fixtures.

Allowances (covers labor, material, equipment, fees, and insurance):

- \$30,000 to complete design of Locker base structure
- \$5,000 for Wrestling Mat Lift supports (in break-out pricing)
- \$20,000 for Wrestling Mat Lift (in break-out pricing)
- \$70,482 for Addition Low Voltage package



Craig Dougherty, Superintendent

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

Phone: 307-674-740 Fax: 307-674-5041

DATE: April 28, 2015

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: Update Summary for Facility Plan to be Submitted to the Wyoming School

Facilities Commission (Action)

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 data base. During the May Board Meeting, the final plan will be approved and the documents that are submitted into the database will be presented.

At the last meeting we discussed some of the main summary points that will be included. The summary points are as follows:

- Continue to request funds for building a new 6-12 alternative school (Fort Mackenzie and the Wright Place) and submit results from the planning study
- Continue to request component level funds for planning of Sagebrush Elementary School, as it moves through the Condition Needs Index
- Continue to request funds for the Transportation Department as it moves through the transportation needs index
- Continue to request component level funding for renovation of the Maintenance Department including site improvements and safety upgrades
- Submit component level funding requests for Sheridan High School to renovate the science classrooms, general classrooms, and boiler plant replacement
- Present the planning needs for SHS to express major maintenance fund needs for many years of projects
- Continual data reporting for all of the district's school buildings and sites
- Complete state security assessment and request funds from the outcome of this report

I will present the document that will need to be submitted into the state database at the meeting on Monday. Please call me if you have any questions about this process. I will ask that you take action on the facility plan recommendation.

Draft Personnel Action Report

PROFESSIONAL STAFF

Renewals:

Gared "Dan" White	Discipline Assistant	Effective
Sheridan Junior High	1.0 FTE (180 days)	8/25/15
School		

CERTIFIED STAFF

Approvals:

Genevieve Ackley Meadowlark School	Teacher-4th Grade 1.0 FTE (187 days)	Effective 8/21/15
Clayton Christensen Sheridan High School and Sheridan Junior High School	Teacher-Vocational-Agriculture 0.9FTE/0.1 FTE (187 days)	Effective 8/21/15
Aaron Cleare Sheridan Junior High School	Teacher-Special Education 1.0 FTE (187 days)	Effective 8/21/15
Erin Cummings District Elementary Schools	Teacher-Elementary Orchestra 1.0 FTE (187 days)	Effective 8/21/15
Richelle Frankovic Sheridan Junior High School	Teacher-Family and Consumer Science 1.0 FTE (187 days)	Effective 8/21/15
Michelle Hoistad Sheridan Junior High School	Teacher-Special Education 1.0 FTE (187 days)	Effective 8/21/15
Taylor Kelting Fort Mackenzie and the Wright Place Schools	Teacher-Physical Education/Health 1.0 FTE (187 days)	Effective 8/21/15

Dustin Metesh Sheridan Junior High School	Teacher-Special Education 1.0 FTE (187 days)	Effective 8/21/15
Becky Motsick Sheridan Junior High School	Teacher-Special Education 1.0 FTE (187 days)	Effective 8/21/15
Lindsay Parish Sheridan High School	Teacher-Mathematics 0.6 FTE (187 days)	Effective 8/21/15
Tyler Rogers Henry A. Coffeen School	Teacher-2nd Grade 1.0 FTE (187 days)	Effective 8/21/15
Molly Swan Highland Park School	Instructional Facilitator/Teacher-Reading Recovery 1.0 FTE (185 days)	Effective 8/25/15
Changes/Transfers:		
Rebecca Adsit Sheridan Junior High School	Teacher-English (0.6 FTE to 0.4 FTE)/ Instructional Facilitator (0.4 FTE to 0.6 FTE)	Effective 8/25/15
Tyson Emborg Sheridan High School	Teacher-Social Studies/Instructional Facilitator to Social Studies 1.0 FTE (185 days)	Effective 8/25/15
Kimberley Ferguson Sheridan High School	Instructional Facilitator/Teacher-English to Instructional Facilitator 1.0 FTE (185 days)	Effective 8/25/15
Darin Gilbertson Fort Mackenzie and the Wright Places Schools to Sheridan Junior High Schoo	Teacher-Physical Education/Health 1.0 FTE (185 days)	Effective 8/25/15
Kira Kulsinsky Henry A. Coffeen School	Teacher-Kindergarten to 1st Grade 1.0 FTE (185 days)	Effective 8/25/15
Kathleen Pilch Sheridan High School and Fort Mackenzie High Schoo	Teacher-Business 0.7 FTE/0.3 FTE to 0.6/0.4 FTE	Effective 8/25/15

Heidi Richins Sheridan High School	Teacher-Family and Consumer Science/ Instructional Facilitator to Teacher-Family and Consumer Science 1.0 FTE (185 days)	Effective 8/25/15
Carol Stewart Sheridan High School	Teacher-English/Instructional Facilitator to Teacher-English 1.0 FTE (185 days)	Effective 8/25/15
Austin Travis Woodland Park School	Teacher-Grade TBD to 3rd Grade 1.0 FTE (187 days)	Effective 8/21/15
Ian Wallace Henry A. Coffeen School	Teacher-2nd Grade to 5th Grade 1.0 FTE (187 days)	Effective 8/21/15
Resignations:		
Peter Hawkins Sheridan High School	Teacher-French (0.6 FTE) 185 days/Assistant Activities Director (0.4 FTE) 200 days	Effective 6/30/15
Aaron Kessler Sheridan High School	Teacher-Science 1.0 FTE (185 days)	Effective 6/1/15
Shannon McInerney Sheridan Junior High School	Teacher-Science 1.0 FTE (185 days)	Effective 6/1/15
Megan Stransky Sagebrush School	Teacher-2nd Grade 1.0 FTE (185 days)	Effective 6/1/15
Retirements:		
Lena Jeanine Sweckard Story School	Teacher-3rd-5th Grades 1.0 FTE (185 days)	Effective 6/1/15

CLASSIFIED STAFF

Approvals:

Devon Miller	Business Office Accounting Technician	Effective
Administration Building	8.0 hours/day (262 days)	6/1/15

Changes/Transfers:

Shannon Farstveet	Paraprofessional-Special Education (3.25 hours/	Effective
Sheridan Junior High	day to 1.62 hours/day)/Paraprofessional-ESL	4/6/15
School	(3.25 hours/day to 4.88 hours/day) 175 days	
Cody O'Dea	After School Program (3.0 hours/day)/	Effective
Henry A. Coffeen School	Paraprofessional-Special Education (4.0 hours/day)	4/28/15
	to Paraprofessional-Special Education	

Resignations:

29/15
fective
28/15
fective
29/15
fective
29/15

Terminations:

Elizabeth Kennedy	After School Coordinator	Effective
Henry A. Coffeen,	8.0 hours/day (200 days)	5/1/15
Sagebrush, and Woodland		
Park Schools		

EXTRA DUTY 2014-2015

Approvals:

<u>Name</u>	<u>Position</u>
Kasey Garnhart	Weight Room-4th Quarter-SHS
Aaron Gray	Weight Room-4th Quarter-SHS
Kathleen Pilch	Career-Technical Education Student Organization Sponsor-SHS
Heidi Richins	Career-Technical Education Student Organization Sponsor-SHS

Angela Romanjenko Department Chair-Math-SJHS

EXTRA DUTY 2015-2016

Approvals:

<u>Name</u> <u>Position</u>

Taylor Kelting
Track - Indoor Head Coach - SHS
Taylor Kelting
Track - Outdoor Head Coach - SHS

SHERIDAN JUNIOR HIGH AFTER SCHOOL STAFFING 2014-2015

Approvals:

<u>Name</u> <u>Position</u>

Cathy Kelly Teacher (Substitute)