Sheridan County School District #2

Board Meeting



Date: May 5, 2014

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2 Board of Trustees Meeting

Central Office – Board Room May 5, 2014 6:00 p.m.

Agenda

I. Call to Order

A. Pledge of Allegiance

II. Recognition

- A. WSBA Recognitions Johann Nield
- B. US News and World Report Silver Award Dirlene Wheeler
- C. State SkillsUSA Winners Dirlene Wheeler with Kathleen Pilch and Heidi Richins
- D. Terry Burgess-WHSAA President-Elect Craig Dougherty

III. Approval of Agenda

IV. Welcome – Audience Comments

V. Consent Agenda Items

- A. Approval of Minutes-April 8, 2014
- B. Approval of Minutes-April 22, 2014
- C. Approval of Bills for Payment
- D. Approval of Isolation Payments
 - 1. Martin Family

VI. Old Business

- A. Capital Construction Update (*Information*) Craig Dougherty
- B. Approval of 2015–2016 Calendar (Action) Scott Stults
- C. Approval of Policies (Action) Cody Sinclair

VII. New Business

- A. Acceptance of Donation to Meadowlark Elementary School (Action) Scott Stults
- B. Out-of-Country Travel Request Costa Rica (Action) Dirlene Wheeler
- C. Accreditation Update (*Information*) Tom Sachse and Dirlene Wheeler
- D. Food Service Update (Information) Roxie Taft
- E. FY15 Preliminary Budget (Information) Roxie Taft
- F. Approval of Audit Firm for the Fiscal Year Ending 06/30/14 (Action) Roxie Taft
- G. Approval of Secondary Schools' Student Handbooks (Action) Terry Burgess

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

H. Update Summary for Facility Plan to be Submitted to the Wyoming School Facilities Commission (*Action*) – Julie Carroll

VIII. Reports and Communication

- A. Board of Trustees
- B. PTO/Parents/Students/Organizations
- C. Site Administration and Staff

IX.

District ReportsA. Superintendent

X. **Executive Session**

- A. Personnel Matters
- B. Legal Matters

Adjournment XI.

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting April 8, 2014

Richard Bridger, 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 6:03 p.m., Monday, April 8, 2014, in the Board Room at the Central Administration Office. The presiding officer was Richard Bridger, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

Richard Bridger, Chairman Ann Perkins, Vice-Chairman Wayne Schatz, Treasurer Marva Craft, Clerk Hollis Hackman Scott Hininger Erica O'Dell Jim Perkins Molly Steel

Administrators:

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

Absent:

Absent:

Coree Kelly, Technology Director

Chairman Bridger thanked the audience for attending the meeting. He reminded the attendees that if they speak and address the audience, they must state their name, and that personnel issues must not be discussed.

II. Recognition

A. Winter Sports Report – Don Julian

Athletic Director Don Julian shared information about the fall and winter sports programs. He said that the GPAs were outstanding in the fall, and that several sports had high GPAs this winter. He reviewed the state champions for fall sports and congratulated LeAnna Mitchell, Gabby Edeen, Ashley Fox, and Mariah Grant for their state championship in the 4 x 200 relay; Cody Delk, Braxton Cooper, and Hayden Hastings for their state wrestling titles; and Dylan Lindly for his state champion speech award. The Regional Coach of the Year was awarded to Tyson Shatto for wrestling and Jessica Pickett for girls' basketball. Of

the 906 students at SHS, 54% have sports physicals on file, with 1,219 total occurrences of participation, e.g., one student who participated in two sports would count as two occurrences of participation.

Mr. Julian added that they focus on attitude, effort, and building relationships -- the driving force of great results.

B. Tyler Julian – National Football Foundation Scholar-Athlete Award – Terry Burgess Assistant Superintendent Terry Burgess introduced Tyler Julian, recent recipient of the National Football Scholar-Athlete Award. Mr. Julian was awarded a \$1,200 scholarship, and was also named as the Top Scholar-Athlete – a distinction awarding him an additional \$1,200 scholarship. The award merit is 40% academic, 40% football ability, and 20% community and school service. Mr. Julian has a 3.98 GPA, is ranked second in a class of 219 students, and received a 32 on the ACT test.

Tyler Julian said that it says a lot about the school district to have these kinds of recognitions and such high GPAs. He added that it is so important for students to be involved in their school and community.

C. Sheridan County Athletics History Display – Terry Burgess

Assistant Superintendent Terry Burgess introduced Sheridan High School History Teacher Tyson Emborg.

Mr. Emborg explained that the Booster Club does a great job and provides consistent support for the students. He thanked the Booster Club for their efforts.

Mr. Emborg shared information about a Sheridan County Sports and Recreation exhibit at the Sheridan County Museum. He discussed the history of Sheridan athletics and shared photographs demonstrating the progression of athletic participation in Sheridan.

D. Trustee Hackman – Federal Advocacy Coordinator Award – Craig Dougherty Superintendent Craig Dougherty congratulated Trustee Hackman for receiving the Federal Advocacy Coordinator Award from the American Psychological Association. He said that Trustee Hackman works closely with the American Psychological Association to advocate for and acquire services for the constituents of Wyoming. He added that this is a welldeserved recognition.

Trustee Hackman said that he is honored and humbled by the award. He emphasized the need for advocating for those in need and thanked his colleagues on the Board for their work in advocating for public schools.

III. Approval of Agenda

Chairman Bridger said that item B on the new agenda "Food Service Update," will be stricken from the agenda and presented at the board meeting in May.

TRUSTEE ANN PERKINS MADE A MOTION TO APPROVE THE AGENDA, AS AMENDED. TRUSTEE O'DELL SECONDED THE MOTION. THE MOTION CARRIED WITH A UNANIMOUS VOTE.

IV. Welcome--Audience Comments

Community member and Sagebrush parent Scott Lee said that he has three children in the school system, and thanked the Board for accepting his e-mail messages. Mr. Lee said that he is disappointed that Mr. Wood has decided to leave Sagebrush Elementary School, as he has been a wonderful principal to his children. He added that several of the parents he knows would be interested in becoming more involved and better informed about the District.

Chairman Bridger said that he has engaged in discussions about trustees attending PTO meetings at the schools when their schedules allow. Trustee O'Dell and Trustee Hackman agreed that they would like more communication between parents and the Board.

Trustee Jim Perkins said that he would like a central location that the community and parents can find more information. Chairman Bridger added that the District is currently working on updating the District website in an effort to improve communication.

V. Consent Agenda Items

- A. Approval of Minutes for March 3, 2014
- B. Approval of Minutes for March 15, 2014

C. Approval of Bills for Payment

 General Clearing
 3,032,008.57

 Federal Fund
 131,315.26

 TOTAL:
 \$3,163,323.83

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

VI. Old Business

A. Capital Construction Update (Information) – Craig Dougherty

Superintendent Dougherty explained that the construction of Henry A. Coffeen Elementary School is progressing nicely. Interior work is under way, and site work will begin again as weather permits, and the building is on target to be ready for students in August of 2014.

Superintendent Dougherty said that there are many areas of Sheridan High School that need to be renovated now and in the future. The SHS Building Leadership Team will look at the future planning of all areas of SHS and the impact these areas have on curriculum.

Remodel planning for the Sheridan High School locker room and training facility will need to proceed, as space is limited. Another area that requires attention is the building space for the fine arts program. Committees will work on planning and funding. The auditorium lighting and wiring is antiquated, and there are too few seats to accommodate the needs of the students and community.

Chairman Bridger added that in addition to the auditorium itself, the fine arts program needs more space for practice rooms and storage.

B. Request for Professional Services Agreement Approvals for the Early Building Roof Replacement and Sheridan High School Locker Room Renovations (Action) – Julie Carroll

Facilities Director Julie Carroll said that the professional review of the Early Building roof damage due to hail has been completed, and a professional services agreement with Malone Belton Abel Architects has been negotiated. Also, the professional review of the SHS Locker Room area renovations has been completed, and a professional services agreement with TSP Architects has been negotiated. Ms. Carroll added that she would like to proceed with the initial documents and finalize the costs.

Chairman Bridger reiterated that these professional services agreement are not for construction, only for the professional services.

TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE REQUEST FOR PROFESSIONAL SERVICES AGREEMENTS FOR THE EARLY BUILDING ROOF REPLACEMENT AND SHERIDAN HIGH SCHOOL LOCKER ROOM RENOVATIONS AS PRESENTED. TRUSTEE HININGER SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

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

Facilities Director Julie Carroll explained that she has discussed the different items to be added to the annual facilities plan at board meetings. She reviewed the main points that would be added to the facility plan, adding that the Board will be approving the final plan, which will be submitted to the Wyoming School Facilities Commission at the May or June board meeting.

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

D. Approval of Policies (Action) – Cody Sinclair

Human Resources Coordinator Cody Sinclair said that three policies were being presented for first reading.

FIRST READING

Mr. Sinclair said that Policy KF – Community Use of School Facilities was reorganized and unnecessary language was removed.

TRUSTEE HACKMAN MADE A MOTION TO ACCEPT POLICY KF – COMMUNITY USE OF SCHOOL FACILITIES ON FIRST READING, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION.

Trustee Hininger asked about insurance requirements. Mr. Sinclair responded that the requirements have not been an issue thus far. Groups requesting facility use have been able to join with other groups to acquire the appropriate coverage or request a rider on their homeowners policy.

THE MOTION PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that Policy KF-E1 – Community Use of School Facilities Form is the form that accompanies Policy KF.

TRUSTEE HACKMAN MADE A MOTION TO ACCEPT POLICY KF-E1 – COMMUNITY USE OF SCHOOL FACILITIES FORM ON FIRST READING, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

Mr. Sinclair said that Policy KF-E2 – Challenge Course Rental Agreement underwent minor changes.

TRUSTEE HACKMAN MADE A MOTION TO ACCEPT POLICY KF-E2 – CHALLENGE COURSE RENTAL AGREEMENT ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

SECOND READING

Policies – Second Reading

Mr. Sinclair said that three policies had minor changes between first and second reading, and the policies are recommended for approval in second reading.

TRUSTEE HACKMAN MADE A MOTION TO ACCEPT POLICY KFA – NO SMOKING OR USE OF TOBACCO PRODUCTS, POLICY KGA – NON-SCHOOL BUS USE AGREEMENT POLICY, POLICY KGD – DISTRICT ART WORKS, POLICY KHB – ADVERTISING IN THE SCHOOLS, AND POLICY KI – VISITORS TO SCHOOLS ON SECOND READING, AS PRESENTED. TRUSTEE O'DELL SECONDED THE MOTION, AND THE MOTION PASSED WITH A UNANIMOUS VOTE.

VII. New Business

A. Approval of Donation to Sheridan High School (*Action*) – Dirlene Wheeler Sheridan High School Principal Dirlene Wheeler said that the Witzel Family donated \$13,000 to Sheridan High School to replace marimbas used by band instructor Diane Knutson.

TRUSTEE O'DELL MADE A MOTION TO APPROVE THE DONATION TO SHERIDAN HIGH SCHOOL. TRUSTEE STEEL SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.

B. 2015-2016 School Calendar (Information) – Scott Stults

Director of Elementary Education Scott Stults presented the proposed calendars for the 2015-2016 school year. He said that both calendars reflect school beginning on a Tuesday, with one calendar beginning one week later than the other. The calendars will be posted on the website for voting and the results will be brought to the May or June board meeting for approval.

Trustee Ann Perkins asked if the calendars would have spring break on the same dates as the college or district #1. Mr. Stults responded that their schedules have not yet been set, but that neither calendar is likely to have the same Spring Break as the college or district #1.

Trustee Hackman asked how parents would know to vote online. Mr. Stults responded that each parent would receive a phone call from the automatic dialer that is connected to Infinite Campus and the website will advertise the calendar survey.

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

Director of Elementary Education Scott Stults said that the elementary student handbooks had been updated to have as much consistency as possible. Changes to the handbooks include the addition of rules regarding electronic devices, sick day guidelines, a consequence chart, and behavior expectations.

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

D. Approval of Board Meeting Schedule for 2014-2015 School Year (Action) – Craig Dougherty

Superintendent Craig Dougherty said that the FY15 board meeting schedule was presented initially at the board retreat, and is again being presented for approval.

TRUSTEE O'DELL MADE A MOTION TO APPROVE THE BOARD MEETING SCHEDULE FOR THE 2014-2015 SCHOOL YEAR, AS PRESENTED. TRUSTEE JIM PERKINS SECONDED THE MOTION

Trustee Jim Perkins said that he would like to have the opportunity to meet with new hire teachers at the start of the school year. He said that the meetings could be divided by elementary, junior high, and high schools. Chairman Bridger and Trustee Hininger agreed that it may be a good idea.

THE MOTION PASSED WITH A UNANIMOUS VOTE.

E. Request to Advertise for Proposals for Construction Manager at Risk (CMAR) Services for the SHS Locker Room Area Renovations (*Action*) – Julie Carroll Facilities Director Julie Carroll said that she would like to retain a Construction Manager at Risk (CMAR) for the Sheridan High School locker room area renovation because the CMAR will help keep costs down by guaranteeing a maximum price on this complicated, multi-phased project. This would give us protection from cost overages, as the boiler plant needs replacement, which could yield unforeseen expenses.

TRUSTEE ANN PERKINS MADE A MOTION TO REQUEST TO ADVERTISE FOR PROPOSALS FOR CONSTRUCTION MANAGER AT RISK (CMAR) SERVICES FOR THE SHS LOCKER ROOM AREA RENOVATIONS, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION

Trustee Jim Perkins asked what the cost for the CMAR professional services would be. Ms. Carroll responded that the professional services could be expected to be 5-10% of the total project cost.

Trustee Jim Perkins asked if the CMAR would be with the project from start to total completion. Ms. Carroll responded that a contract will be negotiated to decide the terms, and that it is primarily at the discretion of the District.

Trustee Schatz asked if other school districts use CMARs and if they could be local. Ms. Carroll responded that most private entities use a CMAR, as they can keep the costs down by evaluating which products to use. Public entities usually choose the lowest bidder. Chairman Bridger added that he has used a CMAR before and that they often have good ideas.

THE MOTION PASSED WITH A UNANIMOUS VOTE.

F. Emergency Request to the Wyoming School Facilities Commission for the Early Building Roof Replacement (Information) – Julie Carroll

Facilities Director Julie Carroll said that the District requested emergency funds from the Wyoming School Facilities Commission for the Early Building roof replacement project due to the extreme hail weather that occurred in Sheridan last year. The urgency and cost of the project and the uncertainty of actual insurance coverage have necessitated this request.

VIII. Reports and Communications

A. Board of Trustees

Trustee O'Dell said that she is in her eighth year of planning for Project Graduation, a program that provides drug and alcohol free activities for graduates. She said that they would love to accept any time or monetary donations to help with the project.

Trustee Schatz said that he had just returned from the National School Boards Association (NSBA) conference in New Orleans. He said that he attended some excellent sessions and learned a great deal.

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

Superintendent Craig Dougherty complimented HR Coordinator Cody Sinclair on the perseverance to complete the policy book review. He added that he appreciated how organized he was in the process.

Superintendent Dougherty presented with Governor Mead to the UW Board of Trustees during Spring Break. He shared the instructional process developed by the District. The UW Board of Trustees has asked that the District collaborate with them to refine their teaching process. He said that his presentation was very well-received.

TRUSTEE CRAFT MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:42 PM. TRUSTEE ANN PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 7:42 p.m. to address personnel and legal matters.

TRUSTEE O'DELL MADE A MOTION TO RETURN TO REGULAR SESSION AT 9:16 PM. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 9:16 p.m.

TRUSTEE ANN PERKINS MADE A MOTION TO APPROVE THE REVISED PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE O'DELL MADE A MOTION TO APPROVE THE RENEWAL LIST OF CERTIFIED STAFF FOR THE 2014-2015 SCHOOL YEAR, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE. TRUSTEE HACKMAN ABSTAINED FROM THE VOTE.

TRUSTEE ANN PERKINS 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 2014-2015 SCHOOL YEAR. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE.

TRUSTEE O'DELL MADE A MOTION THAT THE SUPERINTENDENT, AFTER CONSULTATION WITH THE BOARD'S ATTORNEY, SEND A CONFIDENTIAL WRITTEN NOTICE OF TERMINATION TO THOSE INITIAL CONTRACT TEACHERS WHOSE CONTRACTS ARE NOT BEING RENEWED AS REQUIRED BY WYOMING STATUTE. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE ANN PERKINS MADE A MOTION TO APPROVE THE RENEWAL LIST OF PRINCIPALS FOR THE 2014-2015 SCHOOL YEAR, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE CRAFT ABSTAINED FROM THE VOTE.

TRUSTEE O'DELL MADE A MOTION TO APPROVE THE RENEWAL LIST OF PROFESSIONAL EXEMPT STAFF FOR THE 2014-2015 SCHOOL YEAR, AS PRESENTED. TRUSTEE ANN PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

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

XI. Adjournment:

TRUSTEE CRAFT MADE A MOTION TO ADJOURN THE MEETING AT 9:20 P.M. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 9:20 pm.	
Chairman	Clerk

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2 PERSONNEL REPORT April 8, 2014

PROFESSIONAL STAFF

Approvals:

Keli Martinez	Speech Language Pathologist	Effective
District	1.0 FTE (187 days)	8/15/14

CERTIFIED STAFF

and Sagebrush School to

Approvals:

Approvais.		
Gina Carroll Woodland Park School	Teacher-2 nd Grade 1.0 FTE (187 days)	Effective 8/15/14
Breanna Powell Highland Park School	Teacher-4 th Grade 1.0 FTE (187 days)	Effective 8/15/14
Changes/Transfers:		
Jessica Anderson Sheridan Junior High School to Henry A. Coffeen School	Teacher-Special Education 1.0 FTE (185 days)	Effective 8/19/14
Kellie Boedecker Highland Park School	Teacher-1 st Grade to 2 nd Grade 1.0 FTE (185 days)	Effective 8/19/14
Tammy Caywood Woodland Park School	Teacher-2 nd Grade to Classic Kindergarten 1.0 FTE (185 days)	Effective 8/19/14
Judith Dougherty District Elementary Schools	Reading Recovery Teacher Leader in Training/Reading Recovery Teacher to	Effective 8/19/14

Tyson Emborg Teacher-Social Studies to Teacher-Social Effective Sheridan High School Studies/Instructional Facilitator 8/19/14

1.0 FTE (185 days)

District Elementary Schools Leader/Reading Recovery Teacher

1.0 FTE to 0.8 FTE/0.2 FTE (185 days)

Reading Recovery Coordinator-Teacher

Danielle Harnish Sheridan High School	Teacher-PRO Start/Culinary Arts 0.5 FTE to 0.4 FTE (185 days)	Effective 8/19/14
Erin Hinton Woodland Park School	Teacher-5 th Grade to 4 th Grade 1.0 FTE (185 days)	Effective 8/19/14
Angela Hulbert Sagebrush School	Teacher-Kindergarten to Classic Kindergarten 1.0 FTE (185 days)	Effective 8/19/14
Donna Johannesmeyer Woodland Park School	Teacher-Classic Kindergarten to 2 nd Grade 1.0 FTE (185 days)	Effective 8/19/14
Larry Ligocki Sheridan High, Sheridan Junior High, and Fort Mackenzie High Schools to Sheridan High and Sheridan Junior High Schools	Teacher-Business 0.6 FTE, 0.2 FTE, and 0.2 FTE to 0.8 FTE and 0.2 FTE (185 days)	Effective 8/19/14
Kimberly Malin Sheridan Junior High School	Teacher-English/Instructional Facilitator to Teacher-English 1.0 FTE (185 days)	Effective 8/19/14
Kerri Parr-Cook LOA to Highland Park and Henry A. Coffeen Schools	Teacher-Leave of Absence (LOA) to Teacher-Music 0.85 FTE (185 days)	Effective 8/19/14
Kathleen Pilch Sheridan High School to Sheridan High and Fort Mackenzie High Schools	Teacher-Business/Instructional Facilitator to Teacher-Business 0.8 FTE/0.2 FTE to 0.7 FTE/0.3 FTE (185 days)	Effective 8/19/14
Heidi Richins Sheridan High School	Teacher-Family and Consumer Science to Teacher-Family and Consumer Science/ Instructional Facilitator 1.0 FTE to 0.8 FTE/0.2 FTE (185 days)	Effective 8/19/14
Sara Stadick Meadowlark, Woodland Park, and Sagebrush Schools	Technology Integrator and Teacher- Technology to Technology Integrator 0.82 FTE to 0.83 FTE (152 to 153 days)	Effective 8/19/14
Mary Smiley Woodland Park School	Teacher-4 th Grade to 1 st Grade 1.0 FTE (185 days)	Effective 8/19/14

Carol Stewart Sheridan High School	Literacy Tutor/Instructional Facilitator- English to Teacher-English/Literacy Tutor/ Instructional Facilitator 0.4 FTE/0.6 FTE to 0.4 FTE/0.4 FTE/ 0.2 FTE (185 days)	Effective 8/19/14
Elizabeth Wollenzien Woodland Park School	Teacher-1 st Grade to 2 nd Grade 1.0 FTE (185 days)	Effective 8/19/14
Joni Zowada Sagebrush School	Teacher-Classic Kindergarten to 3 rd Grade 1.0 FTE (185 days)	Effective 8/19/14
Resignations:		
Anna Letellier Sheridan Junior High School	Teacher-Special Education 1.0 FTE (185 days)	Effective 6/3/14
Dane Worwood Sheridan Junior High and Sheridan High Schools	Teacher-Vocational/Industrial Technology 1.0 FTE (185 days)	Effective 6/3/14
Retirements:		
Michelle Muecke Meadowlark School	Teacher-2 nd Grade 1.0 FTE (185 days)	Effective 6/3/14
CLASSIFIED STAFF		
Approvals:		
Donna Harvey Sheridan High School	Cook's Helper-Ala Carte 4.0 hours/day	Effective 4/7/14
Bridgette White Sheridan High School	Cook's Helper-Hot Lunch 5.0 hours/day	Effective 4/24/14
Resignations:		
Chase McFadden Highland Park School	Paraprofessional-Special Education 6.75 hours/day	Effective 4/4/14
Rebekah Olson Transportation Department	Bus Driver 4.0 hours/day	Effective 4/11/14

Annie Verley Cook's Helper Effective Sheridan High School 4.0 hours/day 4/4/14

Lisa L. Wood Secretary Effective Woodland Park School 8.0 hours/day 6/9/14

Retirements:

Ila E. OnkkaCook's HelperEffectiveSheridan Junior High4.0 hours/day5/30/14

School

Terminations:

Jasmine CrosleyCook's HelperEffectiveSheridan High School5.0 hours/day3/17/14

Shane Medeiros Custodian Effective Sagebrush and Highland 8.0 hours/day 3/19/14

Park Schools

EXTRA DUTY 2013-2014

Approvals:

<u>Name</u> <u>Position</u>

Art Orr $\frac{2 \cdot 3 \cdot 3 \cdot 3}{\text{Track} - 6^{\text{th}} - 8^{\text{th}}}$ Grade B Coach – SJHS Luke Sommers $\frac{2 \cdot 3 \cdot 3 \cdot 3}{\text{Track} - 6^{\text{th}} - 8^{\text{th}}}$ Grade B Coach – SJHS

Changes:

<u>Name</u> <u>Position</u>

Cyrita Martini Track – 6th-8th Grade B Coach to A Coach – SJHS

2013-2014 HENRY A. COFFEEN ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM STAFF – BRIDGES/21ST CENTURY FUNDING

Approvals:

NamePositionJennifer IdenTeacherNicole JahnTeacher

2013-2014 WOODLAND PARK ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM STAFF – BRIDGES/21ST CENTURY FUNDING

Approvals:

<u>Name</u> <u>Position</u>

Erika Jorgensen Teacher (Substitute) Stephanie Smith Teacher (Substitute)

2013-2014 SHERIDAN JUNIOR HIGH SCHOOL SATURDAY SCHOOL PROGRAM STAFF – BRIDGES FUNDING

Approvals:

<u>Name</u> <u>Position</u>

Joan CarpenterParaprofessional (Substitute)Shantel O'DellParaprofessional (Substitute)

2013-2014 SHERIDAN HIGH SCHOOL SATURDAY SCHOOL PROGRAM STAFF – BRIDGES FUNDING

Approvals:

<u>Name</u> <u>Position</u>

Lynn Snowden Teacher (Substitute)

Sheridan County School District No. 2

Board of Trustees Special Board Meeting April 22, 2014

Richard Bridger, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The special board meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 11:04 a.m., Monday, April 22, 2014, in the Board Room at the Central Administration Office. The presiding officer was Richard Bridger, Chairman. A quorum was determined to be present with the following attendees:

Trustees: Administrators:

Richard Bridger, Chairman Ann Perkins, Vice-Chairman Marva Craft, Clerk Hollis Hackman Scott Hininger Jim Perkins Molly Steel

Craig Dougherty, Superintendent Terry Burgess, Assistant Superintendent Scott Stults, Director of Elementary Education

Absent:

Wayne Schatz, Treasurer Erica O'Dell

Absent: Tom Sachse, Assistant Superintendent

> Roxie Taft, Business Manager Julie Carroll, Facilities Director Coree Kelly, Technology Director

TRUSTEE JIM PERKINS MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 11:04 AM. TO ADDRESS PERSONNEL MATTERS. TRUSTEE ANN PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

II. **Executive Session:**

The Board went into Executive Session at 11:04 a.m. to address personnel matters.

TRUSTEE ANN PERKINS MADE A MOTION TO RETURN TO REGULAR SESSION AT 11:36 PM. TRUSTEE JIM PERKINS SECONDED THE MOTION. AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 11:36 a.m.

Clerk

III.	Open Session:
	TRUSTEE STEEL MADE A MOTION TO APPROVE THE PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE ANN PERKINS SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.
IV.	Adjournment:
	TRUSTEE SCOTT HININGER MADE A MOTION TO ADJOURN THE MEETING AT 11:37 A.M. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.
	The meeting adjourned at 11:37 am.

Chairman

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2 PERSONNEL REPORT April 22, 2014

ADMINISTRATIVE STAFF

Approvals:

Scott Cleland	Principal	Effective
Highland Park School	1.0 FTE (205 days)	8/4/14

Resignations:

Rory Williams	Principal	Effective
Highland Park School	1.0 FTE	3/11/14

R. Michael Wood Principal Effective Sagebrush School 1.0 FTE 6/13/14

School

PROFESSIONAL STAFF

Approvals:

Rebecca Letts	School Counselor	Effective
Sheridan Junior High	1.0 FTE (187 days)	8/15/14
School		

CERTIFIED STAFF

Approvals:

Bridget Dubberley Meadowlark School	Teacher-2 nd Grade	Effective
Meadowiark School	1.0 FTE (187 days)	8/15/14
Shannon Dykman	Teacher-Science	Effective
Sheridan Junior High School	1.0 FTE (187 days)	8/15/14
Leslie Fuhrman	Teacher-Special Education	Effective
Sheridan Junior High	1.0 FTE (187 days)	8/15/14
School	• •	

Sheila Georgen Sheridan Junior High School	Teacher-Special Education 1.0 FTE (187 days)	Effective 8/15/14
Jennifer Kiehl Woodland Park School	Teacher-Title I 0.5 FTE (187 days)	Effective 8/15/14
Terry Martin District Elementary Schools	Teacher-Strength in Numbers 0.5 FTE (187 days)	Effective 8/15/14
John Ripley Sheridan Junior High School	Teacher-Math 1.0 FTE (187 days)	Effective 8/15/14
Jane Taylor Sheridan Junior High School	Teacher-Math 1.0 FTE (187 days)	Effective 8/15/14
Changes/Transfers:		
Darcie Achord Sagebrush School	Teacher-3 rd Grade to 5 th Grade 1.0 FTE (185 days)	Effective 8/19/14
Jennifer McIntire Woodland Park School	Teacher-Title I to Reading Recovery Teacher/Teacher-Title I 1.0 FTE to 0.5 FTE/0.5 FTE (187 days)	Effective 8/19/14
Resignations:		
Erika Kling Sheridan Junior High School	Teacher-Special Education 1.0 FTE (187 days)	Effective 6/3/14
CLASSIFIED STAFF		
Approvals:		
Kevin Bennage Highland Park and Sagebrush Schools	Custodian 8.0 hours/day (261 days)	Effective 4/14/14
Kayla Palmer Henry A. Coffeen School	Paraprofessional-Special Education 1:1 6.5 hours/day (33 days)	Effective 4/15/14

Steven Sharp Bus Driver-Rotator Effective Transportation Department 2.0 to 4.0 hours/day (27 days) 4/23/14

David White Bus Driver-Rotator Effective Transportation Department 2.0 to 4.0 hours/day (32 days) 4/16/14

Changes/Transfers:

Schools

Pamela Harper Custodian to Head Custodian Effective Sheridan Junior High 8.0 hours/day (261 days) 7/1/14 School to Fort Mackenzie and the Wright Place

Debbie Leibach Secretary-Attendance to Secretary- Effective Sheridan High School Guidance 4/21/14 8.0 hours/day (200 days to 195 days)

Mallory Micek Paraprofessional-Title I to Secretary Effective Woodland Park School 4.0 hours/day to 8.0 hours/day (195 days) 6/2/14

Marilyn Pettit Paraprofessional-Receptionist to Secretary- Effective Sheridan High School Attendance 4/21/14 8.0 hours/day (177 days to 200 days)

Resignations:

Jennifer Iden Paraprofessional-Special Education Effective Henry A. Coffeen School 7.0 hours/day (177 days) 5/30/14

Molly Will Secretary-Guidance Effective Sheridan High School 8.0 hours/day (195 days) 4/17/14

2013-2014 STORY AFTER SCHOOL PROGRAM STAFF – BRIDGES FUNDING

Approvals:

<u>Name</u> <u>Position</u>

Margaret Bowman Teacher (Substitute)

EXTRA DUTY 2014-2015

Approvals:

<u>Name</u> Maureen McEwen

 $\frac{\textbf{Position}}{\text{Volleyball} - \text{Head Coach} - \text{SHS}}$

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, 2014

TO: **Board of Trustees**

FROM: Craig Dougherty, Superintendent

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

Henry A. Coffeen Elementary School

The roof membrane, insulation, and masonry are complete. Mechanical, electrical, and plumbing wall rough-ins are complete on the first and second floors and are continuing in the corridor ceiling spaces. Painting is nearly complete. Ceiling grid is complete in all areas except the corridors. Ceiling tile is being placed. All classroom casework is complete. Flooring installation is coming along nicely and will be completed by the end of the month. All interior and exterior window installation is complete, including storefront areas. Site work will begin again as weather permits this month. We continue to meet our timelines on this project.

Sheridan High School Projects and Future Planning

Committees looking at the locker room/sports training and the performing arts areas continue to meet with Activities Director Don Julian. These committees will assist in seeking private funds along with helping to devise budgets using the available District and state major maintenance funds.



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: May 5, 2014

TO: **Board of Trustees**

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Proposed 2015–2016 Calendar (***Action***)**

The Calendar Committee would like to share the final results of the voting for the 2015-2016 school calendar.

Category	Calendar A	Calendar B	<u>Total</u>
Community	26	10	36
Parent	229	209	438
Staff	262	103	365
Grand Total	517	322	839

Calendar A

- Students begin Tuesday, September 1st;
- Students last day is Friday, June 3rd;
- Spring Break (1 week March 28th–April 1st).

Calendar B

- Students begin Tuesday, August 25th;
- Students last day is Thursday, May 26th;
- Spring Break (1 week March 21st–March 25th).

I will request that you take action to approve the recommended calendar for the 2015-2016 school year at the May 5th board meeting. Our recommendation will be Calendar A due to 62% of the total voters (72% Staff, 52% Parents, and 72% Community) choosing this option.



August 2015 - July 2016

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A

August 2015

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	arly Dismissal Day
The first da	ay of school will be a full day.
8/21	First Day New Teachers
8/25	First Day Teachers
8/25-31	Teacher In-Service (NO SCHOOL)
9/1	School Begins (Full Day)
9/7	Labor Day
10/12	Teacher In-Service (NO SCHOOL)
11/5	K-12 Parent/Tchr Conf. (early
	dismissal)
11/6	K-12 Parent/Teacher Conferences
11/25-27	Thanksgiving Break
12/21-1/3	Christmas Break
1/22	Teacher In-Service (NO SCHOOL)
2/25	K-12 Parent/Tchr Conf. (early
	dismissal)
2/26	K-12 Parent/Teacher Conferences
3/25	Good Friday (early dismissal)
3/28-4/1	Spring Break
5/28	Fort Mackenzie Graduation
5/29	SHS Graduation
5/30	Memorial Day
6/3	School Ends
6/6	Teacher In-Service (NO SCHOOL)
6/7 & 8	Snow Days

185 Teacher Days175 Student Days

1 st Quarter Ends		
2 nd Quarter Ends		
3 rd Quarter Ends		
4 th Quarter Ends	6/3 -	44 days

February 2016

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August 2015 - July 2016

www.scsd2.com

B

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The first da	y of school will be a full day.
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8/25	School Begins (Full Day)
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10/12	Teacher In-Service (NO SCHOOL)
10/29	K-12 Parent/Tchr Conf. (early
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10/30	K-12 Parent/Teacher Conferences
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12/21-1/3	Christmas Break
1/15	Teacher In-Service (NO SCHOOL)
2/18	K-12 Parent/Tchr Conf. (early
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3/21-25	Spring Break
3/25	Good Friday
5/26	School Ends
5/27	Teacher In-Service (NO SCHOOL)
5/28	Fort Mackenzie Graduation
5/29	SHS Graduation
5/30	Memorial Day
5/31 & 6/1	Snow Days

185 Teacher Days175 Student Days

1 st Quarter Ends 10/23 -	
2 nd Quarter Ends 1/14 -	45 days
3 rd Quarter Ends 3/18 -	
4 th Quarter Ends 5/26 -	44 days

February 2016

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

DATE: April 29, 2014

TO: Board of Trustees

FROM: Cody Sinclair, Human Resources Coordinator

SUBJ: **Approval of Policies** (Action)

The following policies are being recommended for first reading:

GCBD	Professional/Certified Staff Fringe Benefits
GCBF	Certified Sick Leave Bank
GCBF-P	Certified Sick Leave Bank Committee Guidelines
GDBD	Classified Staff Fringe Benefits
GDBF	Classified Sick Leave Bank
GDBF-P	Classified Sick Leave Bank Committee Guidelines

The following policies are being recommended for second reading:

KF	Community Use of School Facilities
KF-E1	Community Use of School Facilities Form
KF-E2	Challenge Course Rental Agreement

Policies First Reading

PROFESSIONAL/CERTIFIED STAFF FRINGE BENEFITS

Benefits, in addition to basic salary, are recognized by the Board of Trustees as an integral part of the total compensation plan for staff members. The benefits extended to the professional/certified staff will be designed to promote their present and future economic security and provide incentive for development that will be of benefit to the district.

In addition to various leave provisions, tThe Board of Trustees will provide several other benefits and services for employment as determined by the Board of Trustees or required by law. Professional/certified staff are eligible for fringe benefits as determined by the Board of Trustees in its sole discretion, or as may be required by law. The Board of Trustees will review approve the terms and conditions of benefit packages annually each June. Ιf available, eligible employees participate in the district's health/dental insurance, accidental death dismemberment and insurance, long disability, life insurance, Section 125 Flexible Spending Accounts/Dependent Care Accounts/Premium Tax Sheltering, holiday leave benefits, Sheridan County School District No. 2 403(b) Plan, and the Wyoming Retirement 457 Plan. A Benefit Summary Sheet listing these programs and benefits will be presented to all professional/certified staff on an annual basis.

THE WYOMING STATE RETIREMENT SYSTEM - Membership in this program is required for all regularly employed school personnel. As an added benefit, the district grosses up the wage and reports a salary to Wyoming Retirement that is 5.57% higher than actual wages.

The Board of Trustees retains the exclusive and sole right to establish, determine eligibility, set levels of participation, alter, and amend all such programs and benefits. For employees leaving employment, all benefits will end the last day of the month in which the employee last worked. Any premiums paid for coverage in advance (summer premiums) will be reimbursed as soon as practicable following the end of employment. Any nine- or ten-month employee resigning their position during the summer (June/July/August) will be required to reimburse the district for summer premiums paid by the district. Employees leaving employment with the district should contact the Human Resources Office to discuss opportunities for continuation of benefits and to arrange payment of premiums. Termination of benefits will be addressed in the Benefit Summary Sheet.

First Reading: $\frac{10/8/12}{11/5/12}$ Second Reading: $\frac{11/5/12}{11/5/12}$

CERTIFIED SICK LEAVE BANK

The purpose of the certified Sick Leave Bank is to protect the health and welfare of certified teachers by allowing them an opportunity to join a Sick Leave Bank. The drawing power from this Sick Leave Bank is equal to the number of days a certified teacher has accrued [according to School Policy File: GCC/GDC (Sick Leave)] when the serious health condition occurred.

Certified teachers may become eligible members by contributing one (1) day of personal sick leave to the Sick Leave Bank within one month after the beginning of the current school year or within ten (10) days of employment in the case of a mid-year hire. If the composite Sick Leave Bank drops to less than one hundred (100) days, one (1) additional day will automatically be withheld from all members' personal sick leave and members will be so notified.

Sick Leave Bank members will not be allowed to use Sick Leave Bank days until they have exhausted their personal leave as well as their accrued sick leave. Members must make application for Sick Leave Bank days to a Board-appointed committee comprised of four (4) certified staff, one (1) classified staff, one (1) school administrator, and one (1) school board member. The Board of Trustees will accept applications from staff for openings on the Sick Leave Bank Committee.

Additional use of Sick Leave Bank days beyond those equal to the requesting staff member's personal accrued sick leave days when the serious health condition occurred must have approval of the Board appointed Sick Leave Bank Committee. These days shall be repaid at the rate of four (4) days per year. The maximum number of days in a given school year utilized from the Sick Leave Bank shall be 250 days.

Sick Leave Bank members who meet the elimination period (180 days) for the district's long term disability program should apply to the district's long term disability program in lieu of applying for Sick Leave Bank days.

The Sick Leave Bank is intended to be used when a certified teacher is unable to perform at least one of the essential functions of his or her position because of the teacher's own serious health condition.

First Reading: 5/14/12 Second Reading: 6/18/12

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES

- 1. All Sick Leave Bank requests for days will be processed through the Sick Leave Bank Committee. All information submitted to the Sick Leave Bank Committee will be provided in an anonymous format so that no individual applicant can be personally identified by a member of the committee. The applicant will submit all requested information to the superintendent or the superintendent's designee who will prepare all materials necessary for the Sick Leave Bank Committee's consideration such that no personally identifiable information is shared.
- 2. Certified teachers of Sheridan County School District #2 are eligible to join the Sick Leave Bank. Those who wish to join the Sick Leave Bank must do so within one month after the beginning of the current school year of each new school year or within ten (10) days of employment. Those who wish to join need apply only once.
- 3. A diagnosis and prognosis are needed from the teacher's physician along with a time-line.
- 4. The Sick Leave Bank is intended to benefit a teacher who is unable to perform at least one of the essential functions of his or her position because of the teacher's own serious health condition. The serious health condition is only that which has occurred to the teacher and not one which has the potential of occurring.
- 5. Past attendance and use of sick leave days on previous occasions will be considered when the requesting teacher applies for days from the Sick Leave Bank. Past use of sick leave will be verified from the requesting teacher's sick leave and attendance records in the Payroll Office.
- 6. A normal pregnancy and normal delivery do not qualify for use of sick leave days from the Sick Leave Bank.
- 7. Maternity complications that can be verified by the attending physician may qualify for days from the District Sick Leave Bank.

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

- 8. Members are only eligible to apply for Sick Leave Bank days equal to the number of days she/he had available to her/him when the serious health condition occurred; i.e., Jane Doe had thirty (30) days sick leave when injured in accident. After missing thirty (30) days of work, she was then eligible to receive up to an additional thirty (30) days of sick leave through the Sick Leave Bank, which must be related to the serious health condition. If, at this time, these thirty days were used, she could apply to the Board of Trustees through the Sick Leave Bank Committee for additional days. The days, if approved at this level, would have to be repaid at the rate of four (4) days per Therefore, she would begin receiving six (6) days of sick leave each contract year instead of ten (10) until the additional days are repaid. Days granted by the Sick Leave Bank Committee will be through the conclusion of the school year or the teacher's current contract period. teacher resigns or retires and days are still owed, the teacher must repay the days at substitute rate of pay per day. Once the days are repaid, these days will be added back to the Sick Leave Bank.
 - 9. Following the vote of the Sick Leave Bank Committee, the chairperson will inform the Human Resource Office and the requesting teacher of the committee's decision. The final committee decision will be submitted to the requesting applicant by the assistant superintendent of human resources. The decision of the committee regarding that decision is final and a grievance cannot be filed.
- 10. If an applicant has been denied days by the Sick Leave Bank Committee, he/she will be referred to the Human Resource Office for further assistance.
- 11. Any member of the Sick Leave Bank need not necessarily contribute one day each year. After the initial one day contribution, additional days will be withdrawn from members' accumulated sick days when the total number of days in the Sick Leave Bank falls below 100.
- 12. Sick Leave Bank benefits are applicable for the duration of the teacher's continuous contracted employment.

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

- 13. All records for the Sick Leave Bank will be kept in the superintendent's, or his/her designee's, office. Applications to use days from the Sick Leave Bank should be made to the Human Resources Office.
- 14. The Committee will meet within five (5) working days after receiving a request to use Sick Leave Bank days.
- 15. All requests must be submitted in written form at the earliest possible time. In an emergency, requests may be made verbally, but must be followed by a written request at the earliest possible time.
- 16. Any questions concerning the Sick Leave Bank should be referred to the Human Resources Office or a member of the Sick Leave Bank Committee.
- 17. A retiring teacher may contact the Human Resource Office to donate extra accumulated sick days for use by the Certified and/or Classified Sick Leave Bank.
- 18. Resignation from the Sick Leave Bank must be made in writing to the Sick Leave/Bank. The committee will confirm the receipt in writing and will inform the Board of Trustees of such action. Members can resign from the Sick Leave Bank at any time; however, if they choose to reenter their membership they will be treated as a new member and will be requested to give one day from their sick leave for the Sick Leave Bank.
- 19. The Human Resources Office will report the status of the Sick Leave Bank to the Board of Trustees annually at the June meeting.

First Reading: $\frac{5/14/12}{5}$ Second Reading: $\frac{6/18/12}{6}$

CLASSIFIED STAFF FRINGE BENEFITS

Benefits, in addition to basic salary, are recognized by the Board of Trustees as an integral part of the total compensation plan for staff members. The benefits extended to the classified staff will be designed to promote their present and future economic security and provide incentive for development that will be of benefit to the district.

In addition to various leave provisions, tThe Board of Trustees will provide several other benefits and services for employment as determined by the Board of Trustees or required by law. Classified staff are eliqible for fringe benefits as determined by the Board of Trustees in its sole discretion, or as may be required by law. The Board of Trustees will review and approve the terms and conditions of benefit packages annually each June. available, eligible employees may participate district's health/dental insurance, accidental death dismemberment insurance, long term disability, life insurance, Flexible Section 125 Spending Accounts/Dependent Accounts/Premium Sheltering, holiday Tax leave Sheridan County School District No. 2 403(b) Plan, and the Wyoming Retirement 457 Plan. A Benefit Summary sheet will be presented to all classified staff when they are issued their work agreement.

THE WYOMING STATE RETIREMENT SYSTEM - Membership in this program is required for all regularly employed school personnel. As an added benefit, the district grosses up the wage and reports a salary to Wyoming Retirement that is 5.57% higher than actual wages.

The Board of Trustees retains the exclusive and sole right to establish, determine eligibility, set levels of participation, alter, and amend all such programs and benefits. For employees leaving employment, all benefits will end the last day of the month in which the employee last worked. Any premiums paid for coverage in advance (summer premiums) will be reimbursed as soon as practicable following the end of employment. Any nine- or ten-month employee resigning their position during the summer (June/July/August) will be required to reimburse the district for summer premiums paid by the district. Employees leaving employment with the district should contact the Human Resources Office to discuss opportunities for continuation of benefits and to arrange payment of premiums. Termination of benefits will be addressed in the Benefit Summary Sheet.

CLASSIFIED STAFF FRINGE BENEFITS (contd.)

The Board of Trustees shall endeavor to provide classified staff with individual work agreements by July $1^{\rm st}$ of each year.

First Reading: 10/8/12
Second Reading: 11/5/12

CLASSIFIED SICK LEAVE BANK

The purpose of the Classified Sick Leave Bank is to protect the health and welfare of classified staff by allowing them an opportunity to join a Classified Sick Leave Bank. The drawing power from this Classified Sick Leave Bank is equal to the number of days a classified staff member has accrued up to the maximum carryover [according to School Policy File: GCC/GDC (Sick Leave)] when the serious health condition occurred.

Classified staff may become eligible members in the first month of the school year after one full year of employment by contributing one (1) day of sick leave to the Classified Sick Leave Bank. If the composite Classified Sick Leave Bank drops to less than six hundred hours, one (1) additional day will automatically be withheld from all members' sick leave and members will be so notified.

Classified Sick Leave Bank members will not be allowed to use Classified Sick Leave Bank days until they have exhausted all accrued leave to include accrued vacation, personal, wellness, and sick leave (as applicable). Members must make application for Classified Sick Leave Bank days to a Board-appointed committee comprised of four (4) certified staff, one classified staff, one (1) school administrator, and one (1) The Board of Trustees will School Board member. applications from classified staff for the classified opening on the Sick Leave Bank Committee.

Additional use of Classified Sick Leave Bank days beyond those equal to their accrued sick leave days when the serious health condition occurred must have approval of the Board appointed Sick Leave Bank Committee. These days shall be repaid at the rate of two (2) days per year. The maximum number of hours in a given fiscal year utilized from the Classified Sick Leave Bank shall be 1000 hours.

Eligible Classified Sick Leave Bank members who meet the elimination period (180 days) for the district's long term disability program should apply to the district's long term disability program in lieu of applying for Classified Sick Leave Bank days.

The Classified Sick Leave Bank is intended to be used when a classified staff member is unable to perform at least one of the essential functions of his or her position because of the staff member's own serious health condition.

First Reading: $\frac{5/14/12}{6/18/12}$ Second Reading: $\frac{6/18/12}{6/18/12}$

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES

- 1. All Classified Sick Leave Bank requests for days will be processed through the Sick Leave Bank Committee. All information submitted to the Sick Leave Bank Committee will be provided in an anonymous format so that no individual applicant can be personally identified by a member of the committee. The applicant will submit all requested information to the superintendent or the superintendent's designee who will prepare all materials necessary for the Sick Leave Bank Committee's consideration such that no personally identifiable information is shared.
- 2. Classified staff of Sheridan County School District #2 are eligible to join the Classified Sick Leave Bank in the first month of the school year after being employed by the District for one full year. Those who wish to join need apply only once.
- 3. A diagnosis and prognosis are needed from the classified staff's physician along with a time-line.
- 4. The Sick Leave Bank is intended to benefit a classified staff member who is unable to perform at least one of the essential functions of his or her position because of the classified staff's own serious health condition. The serious health condition is only that which has occurred to the classified staff and not one which has the potential of occurring.
- 5. Past attendance and use of sick leave days on previous occasions will be considered when the requesting classified staff applies for days from the Classified Sick Leave Bank. Past use of sick leave will be verified from the requesting classified staff's sick leave and attendance records in the Payroll Office.
- 6. A normal pregnancy and normal delivery do not qualify for use of sick leave days from the Classified Sick Leave Bank.
- 7. Maternity complications that can be verified by the attending physician may qualify for days from the Classified Sick Leave Bank.
- 8. Members are only eligible to apply for Classified Sick Leave Bank days equal to the number of days she/he had available to her/him when the serious health condition occurred; i.e., Jane Doe had three (3) days sick leave when injured in an accident. After missing three (3) days of

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

work, she was then eligible to receive up to an additional three (3) days of sick leave through the Classified Sick Leave Bank, which must be related to the serious health condition. If, at this time, these three (3) days were used, she could apply to the Board of Trustees through the Classified Sick Leave Bank Committee for additional days. The days, if approved at this level, would have to be repaid at the rate of two (2) days per year. Therefore, she would begin receiving her normal days of sick leave each year minus the two (2) days being repaid until all the additional days are repaid. Days granted by the Sick Leave Bank Committee will be through the conclusion of the fiscal If the classified staff resigns or retires and days are still owed, the classified staff must repay the days at substitute rate of pay per day. Once the days are repaid, these days will be added back to the Classified Sick Leave Bank.

- 9. Following the vote of the Sick Leave Bank Committee, the chairperson will inform the Human Resource Office and the requesting classified staff of the committee's decision. The final committee decision will be submitted to the requesting applicant by the assistant superintendent of human resources. The decision of the committee regarding that decision is final and a grievance cannot be filed.
- 10. If an applicant has been denied days by the Sick Leave Bank Committee, he/she will be referred to the Human Resource Office for further assistance.
- 11. Any member of the Sick Leave Bank need not necessarily contribute one day each year. After the initial one day contribution, additional days will be withdrawn from members' accumulated sick days when the total number of days in the Sick Leave Bank falls below 600 hours.
- 12. Classified Sick Leave Bank benefits are applicable for the duration of the classified staff's employment.
- 13. All records for the Sick Leave Bank will be kept in the superintendent's, or his/her designee's, office. Applications to use days from the Sick Leave Bank should be made to the Human Resources Office.
- 14. The Committee will meet within five (5) working days after receiving a request to use Classified Sick Leave Bank days.

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

- 15. All requests must be submitted in written form at the earliest possible time. In an emergency, requests may be made verbally, but must be followed by a written request at the earliest possible time.
- 16. Any questions concerning the Classified Sick Leave Bank should be referred to the Human Resources Office or a member of the Sick Leave Bank Committee.
- 17. A retiring classified staff may contact the Human Resource Office to donate extra accumulated sick days for use by the Classified and/or Certified Sick Leave Bank.
- 18. Resignation from the Sick Leave Bank must be made in writing to the Sick Leave Bank. The committee will confirm the receipt in writing and will inform the Board of Trustees of such action. Members can resign from the Sick Leave Bank at any time; however, if they choose to reenter their membership they will be treated as a new member and will be requested to give one day from their sick leave for the Classified Sick Leave Bank.
- 19. The Human Resources Office will report the status of the Classified Sick Leave Bank to the Board of Trustees annually at the June meeting.

First Reading: 5/14/12
Second Reading: 6/18/12

Policies Second Reading

COMMUNITY USE OF SCHOOL FACILITIES

Sheridan County School District #2 facilities may be made available to the local public.

The Board requires persons or entities desiring to use School District facilities to comply with the following terms and conditions:

- a. Submit a Request for Use of SCSD#2 Facilities (KF-E1) with the building secretary of that facility or at the Buildings and Grounds Office at Central Administration. The request must include all dates and times that the facility is being requested. The superintendent his/her designee shall be responsible for final approval or disapproval of all requests for public use facilities. The Board of Trustees reserves the right to make final decisions with respect to all requests for use The Board of Trustees also reserves the of facilities. right to refuse approval or to cancel any and all permits issued for the use of school buildings or its facilities when it is deemed that such action is necessary for the best interests of the district.
- b. Provide \$1,000,000 aggregate insurance to assume all liability for injury or damage to individuals or property and to indemnify and hold harmless the Board, the employees of the school district, and the school district from any loss or damage.
- c. The person, group or organization requesting use of the school facilities shall observe all fire and safety regulations. In addition, groups or persons utilizing school facilities shall comply with all school district policies, specifically including, but not limited to, school district policies preventing use or possession of alcohol, drugs or tobacco/nicotine while on school premises.
- d. All persons or groups using school facilities are required to clean up and leave the facility in the same condition that it was in prior to use. Building principals or their designee will evaluate the condition of the facility both before and after its use. Failure to clean up after use may result in denial of further use or additional assessed fees.

- e. Consumable supplies and materials are not available for public use without approval of the principal and payment of a fee to cover the costs. School lunch commodities may not be donated or sold for use by the public.
- f. Request for use of video, computer, electronic, sound, or other technical equipment shall be included on the Request for Use of SCSD#2 Facilities (KF-E1) and may be utilized only on school premises when operated by a person knowledgeable and trained in its use and approved by the superintendent or his/her designee prior to its use. An additional charge may be assessed for the use of such equipment.
- g. Whenever food is prepared and served from the school kitchen, a cook who regularly works in that kitchen must be present. The cook will be paid by the group at the same hourly rate paid by the district. The cook need not be present if food is carried in and served.
- h. Building usage fees are determined by classification outlined on the rates tables maintained by the School District. Use rates may be negotiated and are the discretion of the superintendent or his/her designee. The District does not normally charge a use fee for District staff, students or non-profit groups. When usage is for users outside of the community or revenue is generated, the District reserves the right to charge use fees. In the event it is necessary to pay any school employee overtime or extra pay due to holidays, weekend use, or after normal work hour use, an additional fee may also be charged.
- i. Permission to utilize facilities on school holidays when employees are not available to open up buildings, etc. may be denied.

School District activities have precedence over community-based activities. Activities held by approved student organizations, faculty groups, or student-related parent groups at School District facilities will be free for all participants. The Sheridan Recreation District's recreational activities have second preference with other entities of the community to follow, all dependent on availability. Use of school facilities may be restricted to groups residing within the school district. Any request for use of facilities on a continuing basis will be

periodically reviewed. No approval for use of school district facilities shall be valid for more than one (1) year.

Permission for use of district facilities does not constitute a district endorsement of any organization, the beliefs of any organization or group, the expression of any opinion regarding the nomination, retention, election or defeat of any candidate, or the expression of any opinion as to the passage or defeat of any issue.

See also policies:

GBECC - Alcohol-Free Schools KFA - No Smoking or Use of Tobacco Products

First Reading: 4/8/14

Second Reading:

COMMUNITY USE OF SCHOOL FACILITIES

The public school Sheridan County School District #2 facilities are may be made available provided to the by the people in order local public.community under the terms and conditions herein so that the youth of the community may receive the benefit for a variety of reasons to improve quality of life and provide opportunities.s of a sound educational program. Although this is the basic purpose for which the schools are built, the complete educational function is not achieved until the school facilities are made to serve the community. School facilities should not be used for personal or commercial activities, but instead the use of school facilities should demonstrate a benefit to the school.

To accomplish this objective, when possible, use may be made of school plantsTheseSchool District facilities are designed primarily as a safe, friendly environment to educate our children. These facilities are but also as used for student related activities which are educational, recreational, and/or cultural student-related activities. School District These student-related activities will be givenhave priorityprecedence over community based activities. Activities held by approved student organizations, faculty groups, or student related parent groups at School District facilities will be rental free for all participants. The Sheridan Recreation District's recreational activities have second preference with other entities of the community to follow, all dependent on availability.

Community based groups may be assessed appropriate appropriate Facility Usage feesa fee to use a facility and shall also pay the full hourly rate of any school district employee required to be in attendance or to clean up after any group utilizing the facilities. Any requests for use of facilities on a continuing basis will be periodically reviewed. No approval for use of school district facilities application sshall be valid for more than one (1) year. In the case of a request for use of activities particular activity or performance where the facility will be used on multiple occasions, more than one performance or show is to be presented, within a period of one week, the Request for Use of SCSD#2 Facilities (KF-E) request for the use of facilities should specify that more than one performance or meeting will be held, the times of the performance and meetings, and the days during the week when it will be held. will include the additional dates and times the facility is requested.

Useage of school facilities may be restricted to groups residing within the school district. The Board of Trustees of the school district reserves the right to make final decisions concerning the use of facilities.

The Board <u>may</u> requires <u>persons</u> or <u>entities</u> <u>the renting</u> or <u>entities</u> to use School District facilities es using our facilities to comply with the following terms and conditions:

- a. S—submit a Request for Use of SCSD#2 Facilities (KF-E1) with the Building Secretary of that facility or at the Buildings and Grounds Office at Central Administration. The request must include all dates and times that the facility is being requested. The superintendent or his/her designee shall be responsible for final approval or disapproval of all requests for public use of facilities.— The Board of Trustees reserves the right to make final decisions with respect to all requests for use of facilities. The Board of Trustees also reserves the right to refuse approval or to cancel any and all permits issued for the use of school buildings or its facilities when it is deemed that such action is necessary for the best interests of the district.
- b. , pProvide \$1,000,000 aggregate insurance to assume all liability for injury or damage to individuals or property and to indemnify and hold harmless the Board, the employees of the school district, and the school district from any loss or damage.
- c. The signed and dated request then enters the approval process. In the case of large groups for which admission will be charged, the Board may further request proof of liability insurance. The person, group organization requesting use of the school facilities shall observe all fire and safety regulations. addition, groups or persons utilizing school facilities shall comply with all school district policies, specifically including, but not limited to, district policies preventing use or possession alcohol, drugs or tobacco/nicotine while on premises.
- <u>d. Individual groups and organizations</u>All persons or groups using school facilities are requiredresponsible to clean

up and leave the facility in the same condition that it was in prior to use. Building pPrincipals or their designee will evaluate the condition of the facility both before and after its use. Failure to clean up after use may result in denial of further use or additional assessed fees.

- e. Consumable supplies and materials are not available for public use without approval of the principal and payment of a fee to cover the costs. School lunch commodities may not be donated or sold for use by the public.
- f. Request for use of video, computer, electronic, sound, or other technical equipment shall be included on the Request for Use of SCSD#2 Facilities (KF-E1) and may be utilized only on school premises when operated by a person knowledgeable and trained in its use and approved by the superintendent or his/her designee prior to its use. An additional charge may be assessed for the use of such equipment.
- g. Whenever food is prepared and for served from the school kitchen, a cook who regularly works in that kitchen must be present. The cook will be paid by the group at the same hourly rate paid by the district. The cook need not be present if food is carried in and served.
- h. Building usage fees are determined by usage classification outlined on the rates tables maintained by the School District. Use rates may be negotiated and are at the discretion of the superintendent or his/her designee. The District does not normally charge a use fee for District staff, students or non-profit groups. When usage is for users outside of the community or revenue is generated, the District reserves the right to charge use fees. In the event it is necessary to pay any school employee overtime or extra pay due to holidays, weekend use, or after normal work hour use, an additional fee may also be charged.
- i. Permission to utilize facilities on school holidays when employees are not available to open up buildings, etc. may be denied.

activities. Activities held by approved student organizations, faculty groups, or student-related parent groups at School District facilities will be free for all participants. The Sheridan Recreation District's recreational activities have second preference with other entities of the community to follow, all dependent on availability. Use of school facilities may be restricted to groups residing within the school district.

Any request for use of facilities on a continuing basis will be periodically reviewed. No approval for use of school district facilities shall be valid for more than one (1) year.

Permission for use of district facilities does not constitute a district endorsement of any organization, the beliefs of any organization or group, nor—the expression of any opinion regarding the nomination, retention, election or defeat of any candidate, or the expression of any opinion as to the passage or defeat of any issue.

The Ssuperintendent or his/her designee or his designee, which may be the building administrator, shall be responsible for final approving approval or disapproving disapproval requests for public use of facilities under their supervision. A "Request for Use of Facilities" form must be filled out by the authorized representative of the organization requesting use of the building and approved by the Superintendent or his/her designee as part of each request.

Individual groups and organizations using school facilities are responsible to clean up and leave the facility in the same condition that it was prior to use. Principals or their designee will evaluate the condition of the facility both before and after its use. Failure to clean up after use may result in denial of further use or additional assessed fees.

Consumable supplies and materials are not available for public use without approval of the principal and payment of a fee to cover the costs. School lunch commodities may not be donated or sold for use by the public.

Usage of vVideo, computer, electronic, sound, or other technical equipment shall not be utilized outside of the school facilities without written authorization from the principal or Superintendentineluded on the Request for Use of SCSD#2 Facilities (KF E) and may be utilized only on school premises when operated by a person knowledgeable and trained in its use.

All such use must be specifically and approved by the building administratorSuperintendent prior to its use and an additional charge may be assessed for the use of such equipment. when deemed appropriate by the Superintendent or his designee.

Whenever food is prepared in the kitchen and served at the school, a cook who regularly works in that kitchen must be present. The cook will be paid by the group at the same hourly rate paid by the district. The cook need not be present if food is carried in and served.

Because the facilities are funded by taxpayer dollars, private for profit businesses, corporations, organizations or persons will not be permitted to utilize the school facilities for business purposes. Building usage fees are determined by usage classification outlined on the SCSD2-Rec. District flowchart and SCSD2 Facilities Rates table. Usage rates may be negotiated and are at the discretion of the SCSD2 Superintendent. The District does not charge a usage fee for District staff, students or non-profit groups conducted in our facilities. When usage is for users outside of the community or revenue is generated, the District reserves the right to charge usage fees. In the event it is necessary to pay any school employee overtime or extra pay due to holidays, weekend use, or after normal work hour use, an additional fee may also be charged.

Permission to utilize facilities on school holidays when employees are not available to open up buildings, etc. may be denied. In the event it is necessary to pay any school employee overtime or extra pay due to holidays, weekend use, or after normal work hour use, an additional fee may be charged.

The Board of Trustees reserves the right to refuse approval or to cancel any and all permits issued for the use of school buildings or its facilities when it is deemed that such action is necessary for the best interests of the district.

See also policies:

GBECC - Alcohol-Free Schools

KFA - No Smoking or Use of Tobacco Products

First Reading: $\frac{1}{14/97} \frac{4}{8}/14$

Second Reading: 8/26/97

COMMUNITY USE OF SCHOOL FACILITIES FORM

	Date:
NAME OF FACILITY / AREA TO BE USED:(State building room or rooms and equipment)	
NAME OF PERSON or ORGANIZATION MAKING	REQUEST (hereinafter referred to as "USER"):
	Contact Number
ADDRESS	Email Address
TYPE OF ORGANIZATION (Please Circle) Non Profit Performing arts, Student Organization, Teacher Organization	it, Profit, Private Foundation, PTO, Municipality, Religious, zation, Other
NAME OF RESPONSIBLE PERSON (Must be age 18 (Organization's Representative)	or over)
EVENT DESCRIPTION	
ESTIMATED ATTENDANCE	
CHILD AFFILIATED (Circle One) Yes No If Yes	Explain
Start Date and Time	End Date and Time
Space Requested / Rooms	Equipment Requested
Set Up Requested	Tear Down Requirements
Insurance Information	
Company Name	_Policy Number
Coverage Dates (Must include date you will be usi	ing facility)

Terms and Conditions of Use

- 1. <u>Consideration</u>. As consideration for use of the facility the User shall pay SCSD#2 a rate dependent upon the facility desired and where the User is classified using the Facilities User Flowchart.
- 2. <u>District Rules</u>. User assumes the responsibility for the supervision of participants and care of facilities. User will abide by all applicable policies of Sheridan County School District #2, including Policy KF *Community Use of School Facilities*. A copy of this policy is available upon request.
 - A. Participants are restricted to the portion of the facility identified in this request.
 - B. Organizations may use the facilities only on the days, dates, and times listed on this request.
 - C. At the discretion of the District the User may be issued a key. User is personally accountable for the keys issued and may not give the keys to any other individual. Keys may not be duplicated and are the responsibility of the User. For lost keys the User will be charged the amount necessary to retain proper security to our facilities which may range from a single key or FOB to changing many locksets.
 - D. SCSD#2 rules concerning alcohol, tobacco/<u>nicotine</u>, and controlled substances shall be enforced by the sponsor.
 - E. User must provide supervision of all participants to ensure that vandalism, inappropriate behavior, and unsafe activities do not occur.

- F. User shall be accountable for the general cleanliness of the facility after its use. District custodial staff will be assigned to this event and a rate charged per District guidelines.
- G. User will be financially responsible for property damage, vandalism, etc. that the User inflicts on any facility due to abuse or neglect.
- 3. <u>Insurance</u>. Prior to use of the facility, User shall secure and continuously carry with an insurance company or companies acceptable to the District a general liability insurance policy to protect against and from all loss by reason of injury to the persons or damages to property. Such insurance shall include provisions that such insurance is primary insurance with respect to the interests of the School District. Minimum coverage to include: \$1,000,000 per occurrence with a minimum of \$1,000,000 aggregate. A certificate in form satisfactory to the issuance of such insurance shall be furnished to the District upon request.
- 4. <u>Indemnification</u>. User agrees to defend, save, and hold SCSD#2 harmless from any claim, liability, damage or injury and shall indemnify SCSD#2 for any damages or costs incurred for or on account of any claim, liability, damage or injury to any person or to the property of any person, arising from the Organization's use of the School District's property.
- 5. <u>Release</u>. To the maximum extent permitted by law, User releases, waives and discharges SCSD#2, its trustees, employees, agents, and representatives from all liability for any and all loss or damage arising out of or related to User's use of SCSD#2 property, including without limitation, loss or damage arising from the condition of SCSD#2 premises, and User agrees that SCSD#2 shall have no liability for such loss or damage resulting from User's presence and actions.
- 6. User Responsibilities (Questions should be directed to Facilities Department 674-7405).
 - a. Treat all facilities with care and safety.
 - b. Do not leave children unsupervised in the facility. If multiple areas of the facility are used, supervision must be maintained in all of those areas.
 - c. Always leave facility as clean as or better than when you arrived.
 - d. Use appropriate equipment/attire specific to the area of use.

Date

- e. Everyone must stay in the area being utilized (no wandering the halls, classrooms, etc.).
- f. Report any accidents or damage to the school custodian immediately.
- g. Do not use unauthorized school equipment.
- h. Do not allow anyone other than your immediate group in the building.
- i. Fill out Incident report as required by the District for property damage promptly and accurately and deliver to SCSD#2.

7. <u>Termination</u> . SCSD#2 may terminate this agreement prior to its ending date.	Failure to comply with
any aspect of this policy may results in immediate termination and/or denial or fut	ture use.

Prior approval of the request by the District is necessary prior to use to the facility.

Print Name

First Reading: 4/8/14

Second Reading:

Signature of User

CHALLENGE COURSE RENTAL AGREEMENT

Name of Organization		
Date of Use	Number of Participants	
Name and phone number of Person in Charg	ge	
Check which elements you are requesting to	use:	
 Bosuns Chairs/Swing Tires Low Swing Beams Multi Swing Ring-to-Ring Swing Walk on the Wildside Kit Cargo Net Centipede Group Initiative Games & Equip 	 Dangle Duo Flying Squirrel High Swinging Beam with Rope Pamper Pole Swing Shot Counter Weight System Climbing Wall Other 	
noted above will be billed by SCSD #2 an an addition, a rental fee of \$200 per day will be counterweight at a rate of 3:1 people/user(s) \$15/person/hour will be assessed in whole h SCSD #2 requires a Participant's Call participants before they are allowed on the land that the participant is under the by a parent/guardian. A new form is required to the land the land that the participant is under the land that the participant is under the land that the participant is responsible for regarding the use of tobacco/nicotine production assure the facility is properly cared for and the land that the participant is responsible for any and all damest to be responsible for any and all damest to	charged. The user is required to proof the station. If the District is to proours. Consent, Release, Waiver and Hold Fine Challenge Course. The agreement age of 18, or enrolled in one of our sed each time the participant utilizes the proper and adequate supervision of a cts and alcohol shall apply to all even that all Bloodborne pathogen protocomes ages not considered to be part of "no uch use has certain inherent risks and on for being allowed to use the Chall waives any claims arising from such ion that may arise from such use, incompany the pathogen protocomes ages and the chall waives any claims arising from such ion that may arise from such use, incompany the pathogen protocomes agents and regments, and damages, whether made	ver the costs of this facilitator. In vide belay people to serve as ovide them, a cost of Harmless Agreement be signed by t must be signed by all participants. It chools the form must also be signed the Challenge Course. It participants. School rules that it is a signed to the rental entity shall also ol is adhered to. The rental entity rmal wear." If other risks of injury to the enge Course, the renting entity use and releases all claims for cluding but not limited to claims epresentatives, from any and all by the renting entity, by any
Signature of Representative	Mailing Address	Phone
Designated Facilitator/Date		_
Principal's Approval/Date		
Superintendents's Appproval/Date		
For Business Office Use Only: Date Billed Rental Fee billed at \$200/day and Facilitator Amount Billed \$ Date		

CHALLENGE COURSE RENTAL AGREEMENT (cont'd)

CHALLENGE COURSE WAIVER FORM

To Parents/Users: Thank you for completing this form on behalf of your son or daughter. The Challenge Course programs use a wide variety of games, team-building activities, and low and high challenge course activities. Some of our programs also include outdoor activities such as rock climbing, rappelling, canoeing, orienteering and camping. Although some of these activities can be physically demanding, they are designed to be within the capability of any student who is in reasonably good health.

Safety is a very high priority of all of our programs. If your child has any current or past medical conditions that could affect his/her participating, please let us know.

Although this is intended as a waiver for students, everyone that uses the Challenge Course must fill out this waiver prior to usage. If you have additional questions about this program please contact the appropriate school personnel or a representative of Project Adventure.

General Information

S	
Student/User Name	
Date of Birth	
Home Address	
Sex: M F	
Parent(s)/Guaaurdian(s)	
Home Phone	-
Business Phone	_
Cell Phone	_
In case you are not available in an emergency situation, please indicate an additional p	person to be notified:
Name	_
Relationship to student	_
Phone	_
Address	_
Insurance Information	
Is this student covered by family medical/hospital insurance? Yes/No	
Plan name	_
Group #	_
Name of insured	
Relationship to participant	

Medical Questions

CHALLENGE COURSE RENTAL AGREEMENT (cont'd)

A. Does your child have any current or past medical conditions that could affect their ability to participate in the Challenge Course activities? Yes/No			
If yes, identify	y and explain:		
B. Is your chi	B. Is your child currently taking any medications? Yes/No		
If yes, please li	list the medication and the condition:		
C. Does your c	child have any of the following conditions? (circle any that ap	oply)	
• R	Recent injury		
• In	Infectious disease		
• [Diabetes		
• 0	Chronic or recurring illness		
• A	Asthma		
• A	Allergies (medication, food, bee sting, etc.)		
• R	Recent surgery		
If any of the ab	above are circled, please provide additional information:		
Release of Lia	iability-Acknowledgment of Risk		
	derstand that the Challenge Course program will be conducted in as well as educational.	ndoors and that it is designed to be	
by well-trained consent is here is accurate and existing medic	rognize and acknowledge that although the program has been can ed staff, the risk of injury or disability cannot be totally eliminated reby given to provide emergency medical care or hospitalization and complete and I agree to hold the Challenge Course program has ical condition has not been provided. I release the Challenge Course program is conditional County School District #2 from all liability not decurse program's staff members.	ed. In the event of illness or injury, . I affirm that the information provided armless if full disclosure of a pre- urse program, its staff members and	
Parent or Guar	ardian Signature D	ate	
First Reading: Second Readin			



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

Fax: 307-674-5041

DATE: April 29, 2014

TO: **Board of Trustees**

FROM: Scott Stults, Director of Elementary Education

Acceptance of Donation to Meadowlark Elementary School (Action) SUBJ:

Meadowlark School has recently received a \$3,000 donation from Chris Walton and Tammara Duhn. Mr. O'Connor and the staff of Meadowlark School would like to use this donation to offset the cost of web-based reading programs or additional reading resources used by all students of Meadowlark Elementary.

I will ask that you take action to accept this generous donation to Meadowlark Elementary School.



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, 2014

TO: **Board of Trustees**

Dirlene Wheeler, Sheridan High School Principal FROM:

Out-of-Country Travel Request – Costa Rica (Action) SUBJ:

Once again, Mario Montaño and the Spanish Club wish to take a trip to Costa Rica over Spring Break, 2015. Educational First Tours (EF Tours) is the group that will be contracted, which has insurance coverage for students and adult sponsors. There will be at least two chaperones, one female and one male. Insurance information will be provided to our Business Manager, Roxie Taft. I request that you take action to approve this out-of-country travel request.



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, 2014

TO: Board of Trustees

FROM: Tom Sachse, Assistant Superintendent for Curriculum and Assessment

Dirlene Wheeler, Sheridan High School Principal

SUBJ: Accreditation Update (Information)

We recently received news from the Wyoming Department of Education (WDE) that they rescinded their waiver request from the US Department of Education to replace the accountability demands of No Child Left Behind with the parallel demands of the Wyoming Accountability in Education Act (WAEA). As a consequence, we will have two accountability systems rather than one. In addition, the accountability targets for No Child Left Behind raise to 100% proficiency in 2014, thereby labeling nearly all schools as "failing." The Wyoming accountability system will use results from Student Assessment of Writing Skills (SAWS), even though we received no scores from this assessment in 2013.

We also received news from the WDE that the Sheridan High School graduation rate has dipped to 82% for the cohort defined by the graduating class of 2013. We tried to negotiate with WDE staff on behalf of several data entries where we had legitimate transfer information on file. We won those contested cases. We also argued about the transfers to the Wyoming Girls School and the Wyoming Boys School. Most of the students get a GED, but others receive an actual diploma from those institutions. We have argued and lost these cases in the past and lost again this year. We are now in discussions with both those schools to take legitimate transfer credits and give those students diplomas from Sheridan High School. The WAEA accountability system includes a five-year graduation rate which, for the same cohort, exceeds 89%.

We thought you should know about several other circumstances where we lost students from this graduation cohort. One special education student was transferred to the Northeast BOCES for the medically fragile and counts as a dropout. Two students came to us as sophomores, when they had only enough credits to be counted as freshman. Two students are fifth-year seniors that will graduate this year, that count against us under the terms of NCLB. One student lost credits because of a year abroad and will count as a dropout, because she didn't finish in four years. Three students were supposed to have completed summer school last year and failed to do so; these are also counted as dropouts even though they will eventually graduate.

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



Administrative Offices 201 N. Connor, Suite 100 P.O. Box 919 Sheridan, WY 82801

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

April 29, 2014 DATE:

TO: **Board of Trustees**

FROM: Roxie Taft, Business Manager

Food Service Update (*Information*) SUBJ:

At the January board meeting, questions arose regarding the status of our food service program. In response, I have prepared a power point presentation to update you on the food service program, the fresh fruits/vegetables program, and the online pay option.



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, 2014

TO: **Board of Trustees**

FROM: Roxie Taft, Business Manager

FY15 Preliminary Budget (Information) SUBJ:

Wyoming statute requires a preliminary budget to be presented to the Board for the upcoming fiscal year each May. The FY15 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 FY15 budget at your July board meeting.

ANNUAL BUDGET SUMMARY

FY 14

FUND	FY 14 APPROVED BUDGET
General Fund	\$46,916,511
Special Revenue Funds	\$ 5,500,000
Capital Construction Funds	\$17,452,000
Major Maintenance Funds	\$ 2,609,610
Food Service Funds	\$ 1,503,000
Memorial Fund	\$ 140,000
Pupil Activity Fund	\$ 725,000
Early Retirement Fund	\$ 260,000

PRELIMINARY BUDGET SUMMARY

FY 15

FUND	FY 15 PRELIMINARY BUDGET
General Fund	\$ 47,741,511
Special Revenue Funds	\$ 5,500,000
Capital Construction Funds	\$ 13,000,000
Major Maintenance Funds	\$ 1,750,000
Food Service Funds	\$ 1,600,000
Memorial Fund	\$ 140,000
Pupil Activity Fund	\$ 725,000
Early Retirement Fund	\$ 260,000

Special Revenue (restricted fund)

This fund is utilized to account for all federal and state grants.

FY 14 Approved Budget = \$5,500,000

FY 15 Preliminary Budget = \$5,500,000

Capital Construction (restricted and committed fund)

This fund is utilized to account for all construction and depreciation reserve monies.

The FY14 budget included the Henry A. Coffeen, SHS, and Story contract expenditures.

In FY15 we will need to budget for the completion of the Henry A. Coffeen contract in addition to the completion of the SHS renovation projects. If we were to receive emergency funding to help offset the cost of the early building roof replacement, those revenues and expenditures would also be included in this fund.

FY14 Approved Budget = \$17,452,000

FY15 Preliminary Budget = \$13,000,000

Major Maintenance (restricted fund)

This fund is utilized to account for all major maintenance projects to be paid for with our allocation.

Some of our FY14 major maintenance projects will be completed during the summer months so will be expended in FY15.

FY14 Approved Budget = \$2,609,610

FY15 Preliminary Budget = \$1,750,000

Food Service

This fund is utilized to account for all revenues and expenses associated with our breakfast and lunch program. For FY14, only Henry A. Coffeen qualified for the Fresh Fruits and Vegetables (FFV) grant dollars. The FFV program at all of our other elementary schools was covered by a general fund transfer. I anticipate this will carry forward into FY15. Also, next fiscal year, we will be adding the afterschool snack program which will be funded

FY14 Approved Budget = \$1,503,000 (includes a \$110,000 general fund transfer)

FY15 Preliminary Budget = \$1,600,000 (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.

FY14 Approved Budget = \$140,000

by the 21st Century program.

FY15 Preliminary Budget = \$140,000

Pupil Activity Fund

This fund is utilized to account for all student activity generated revenues and expenses.

FY14 Approved Budget = \$725,000

FY15 Preliminary Budget = \$725,000

Early Retirement Fund (committed fund)

This fund is utilized to account for all early retirement obligations.

FY14 Approved Budget = \$260,000

FY15 Preliminary Budget = \$260,000



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, 2014

TO: **Board of Trustees**

FROM: Roxie Taft

SUBJ: **Approval of Audit Firm for the Fiscal Year Ending 6/30/14** (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 2013-14 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.



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, 2014

TO: **Board of Trustees**

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

Approval of Secondary Schools' Student Handbooks (Action) SUBJ:

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 5th 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.

Student Handbook 2014-2015

SHERIDAN JUNIOR HIGH SCHOOL

Name:



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
Brett Dahl – Assistant Principal
Rebecca Letts – Counselor (8th Grade)
Raili Emery – Counselor (6th Grade)
Mary Barbula – Counselor (7th Grade

mitch.craft@scsd2.com kim.anderson@scsd2.com brett.dahl@scsd2.com

<u>raili.emery@scsd2.com</u> mary.barbula@scsd2.com

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Sheridan Junior High School 2014-2015



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 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 students. 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
Brett Dahl, 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 college



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

Sheridan Junior High School 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

Counselors

Library & Media Staff

Support Staff

TBD Discipline Assistant..... Principal's Secretary..... Terri Luplow Attendance/Discipline Secretary...... JoAnne Brinkerhoff Counseling/Activities Secretary..... Dylan Branson Guided Study Hall Paraprofessional Brenda Knudson Office Paraprofessional Jane Buell Office Paraprofessional Peggy Steir Head Cook Jennifer Steigelman Head Custodian..... **Curt Farlinger** Nurse..... Jennifer Steel School Psychologist **Toby Laird** School Resource Officer Sam Damon

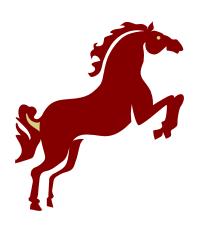
Emailing Staff Members:

You can reach teaching and office staff members via email using the following format:

firstname.lastname@scsd2.com

Example:

john.doe@scsd2.com



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 Kaleb Brinkerhoff – Math TBD – Math Dana Wyatt – History

Homework Hotline: 672-9745 x-7063

7th Grade

GOLD TEAM

Josh Hanson – Lit, Comp Katie Medill – Lit, Comp Tara Hennig – Math Katie Foster – Science Ed Calkins – History

RED TEAM

Ann Lowe – Lit, Comp Cathy Wallace – Lit, Comp Harold Mulholland – Math Shannon Dykman – Science Renel Ellis – History

Homework Hotline: 672-9745 x-7072

8th Grade

ENGLISHHISTORYRebecca AdsitTimm CooperTim DoolinLuke SommersKim MalinLorna Poulsen

MATH SCIENCE

TBD Jennifer Doolin
Cindy Dunham Ryan Fuhrman
Erin Osborne Nancy McCullough

Electives Staff/Specialists

Amy Andrews – Resource Specialist

TBD – Seminar English

Chelsea Bestram – Ramp Up Math

Sandy Birkholz - Family & Consumer Science

Chris Bloomgren - Business Technology

Kaleb Brinkerhoff – Math Lab
Erika Kling – Resource Specialist
Mary Carroll – Resource Specialist
Steve Davies – Business Technology
Kimberly Fleck – Resource Specialist
Sheila Georgen – Resource Specialist

Michael Gonda – Spanish Mike Ibach – PE/Wellness Cathy Kelly – PE/Wellness

Mary Lawson – Art Holly Legerski – Art

Anna Letellier – Resource Specialist 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

TBD – Resource Specialist

Judy Stahl – Reading Lab

Jade Thoemke – Resource Specialist
Julie Weitz – Librarian/Media Specialist

TBD - Industrial Technology

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
1st 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:

- 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.
- 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

*Grade level departments define proficiency in a core class based on common assessments.

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



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. During the 2013-14 school year, SJHS will be piloting new reporting practices, including specific reporting of Respect and Responsibility.

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 *Infinite Campus Parent Portal*.

Honor Roll

Three 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 grades/scores of As, 3s, and 4s.
- Silver Honor Roll includes students who have grades/scores of As, Bs, 3s, and 4s.

In each case, the student must not have an F in any class.

Homework

Sixth, seventh, and eighth grade 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 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.

Code of Respect

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

Student Rights and Responsibilities

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

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

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
Outside Lunchtime	 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
Classrooms, Gyms, & Locker Rooms	 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
Library & Computer Labs	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 unexcused 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;
- 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 from attendance office
- 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. Medically excused absences (documented by a doctor or school nurse) and activities like athletic events do not count toward the excessive absences policy.

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. Assignments may be requested for the student if the school is contacted by 10:00 a.m. Assignments may be picked up between 3:45 and 4:30 p.m. in the office. 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 much 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 to make a plan for catching up.

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 prior 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

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 dirty 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 pages 21-22 for the district policy on Harassment, Intimidation, and Bullying.

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 will be considered 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 he/she uses: another person's idea, opinion, or theory; any facts, statistics, graphs, drawings – any piece of information – that are not common knowledge; quotations of another person's actual spoken or written words; or; a paraphrase of another person's spoken or written words. Students who are caught cheating in any fashion in the classroom or otherwise will face the following consequences:

- 1. First offense: Saturday School plus supervised, honest completion of the assignment or alternate activity
- 2. Second offense: Behavioral Center plus supervised, honest completion of the assignment or alternate activity

Lockers

Each student is assigned a locker. Sharing lockers and "doubling up" are 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

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 will be considered non-compliance 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: Gross disrespect/defiance (see page 24 of this handbook)

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 <u>parent only</u>. Violating the cell phone rule is a Level 2 violation (see page 24). 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 such as the Kindle or Nook are allowed in class for <u>assigned silent reading only</u>. 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

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

Be Respectful

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

Be Responsible

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

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges. Please see the school consequence guide on page 25.

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		
<mark>Vandalism</mark>	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

Sheridan Junior High School prides itself in offering a wide variety of extra-curricular and co-curricular activities to enhance student education in our school. These activities may include:

- Kid Witness News
- Student Council
- National Junior Honor Society
- Spelling Bee
- Geography Bee
- After School Program/Homework Club
- After School Math Program
- After School Literacy Program
- Yearbook
- Intramural Sports
- Weight Lifting/Fitness
- Destination Imagination
- Academic Quiz Team
- Orchestra
- Band
- 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 Skiing, 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. Print.

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:
 - 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 dental screenings, or any physical exam or screening permitted or required under State law; and
 - 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;
- Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
- 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 Level 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		Teachers wil	make a parent/o	eacher-managed guardian contact oom equal a Lev	for each behavior	or incident.	
Minor	Referrals	Level 2 – Minor Misbehavior – Office Level Includes 4 STEPs; cell phone/electronics use; public display of affection; profanity; class disruption; throwing food; minor disrespect; 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	
-	errals	Level 3 – Major Misbehavior Includes bullying/threats/harassment; hate speech; insubordination; open disrespect/defiance; profanity directed at staff; major technology misuse (e.g., inappropriate sites, bullying); tobaccouse/possession			1 st offense	2 nd offense	3 rd offense	4 th offense	
	Major Referrals	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

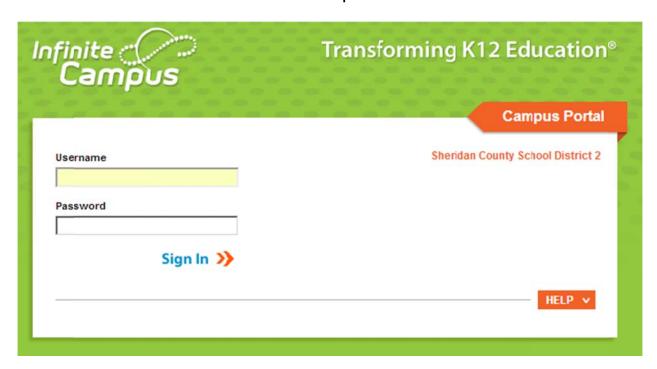
All consequences may vary dependent on the severity of an offense. Administration reserves the right to determine the severity of any infraction.

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 Program	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.

Infinite Campus Portal



WHAT IS IT?

The Infinite Campus Parent Portal allows students and parents access to student grades (secondary), assignment details such as due date, attendance history, as well as online payments, all in real time. Once logged in you will also find an option to use an iOS or Android device to access the portal.

WHO IS IT FOR?

Parents and students each have separate accounts to access the portal.

Students: Student accounts are generated automatically and use students' *Student ID Number* as the username and '<first name initial><last name initial><birthdate MMDDYY>' as the password (e.g., username: 351000000 and password: RS082299).

Parents: Parents may request an account from the district's web homepage, www.scsd2.com. Look for the link titled "Parent Portal / Online Pay" and then select the option to request an account. On this same page you will also find information related to the online payments option which can be used to pay student fees and also to deposit lunch account money.

HOW DO I FIND IT?

You may access the portal by visiting the district homepage, www.scsd2.com. Under the **Academics** heading there are links to the parent portal and also to the student portal. The link can be bookmarked for easy future access. You may also simply type www.scsd2.com/campusportal into your browser's address bar.

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Fort Mackenzie High School the Wright Place Middle School

*Logo and mascot are in the process of revision.

Sean Wells, Principal

1301 Avon Street Sheridan, WY 82801 www.scsd2.com (307) 673-8730 Fax (307) 673-8732

Our Vision

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

Student Handbook 2014-2015

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.

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Fort Mackenzie High School/the Wright Place Middle School General Information

Introduction

Fort Mackenzie High School 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. The different focus allows students to work toward mastery using a variety of learning strategies focused on individual learning styles, varied assessments, and a flexible pace. Fort Mackenzie High School/Wright Place students have the choice to continue their education in the regular classroom setting or remain in the alternative setting.

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.

Mission Statement

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

Building Hours

Fort Mackenzie/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 building 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 3:30 p.m., unless requested by staff to stay later.

Students will enter the building through the south entrance. Students must remain in the lobby of the school until directed by school staff.

Quarters Fort Mackenzie Students

The school year will be divided into quarters (four nine-week periods). Students who are passing at FMHS at the end of a quarter may be invited to register for the next quarter. Faculty will review academic progress of each student.

Academic Hours Fort Mackenzie Students

FMHS students attend school from 8:20 a.m. to 3:30 p.m. Monday through Thursday, and Fridays from 8:20 a.m. to 12:30 p.m.

The Wright Place Students

The Wright Place students attend school from 8:20 a.m. to 3:30 p.m. Monday through Thursday, and Fridays from 8:20 a.m. to 12:30 p.m. In addition, most Friday afternoons are used for remediation (assistance for students struggling in academic classes) until 2:00 p.m.

Student Vehicles Fort Mackenzie Students

Students who have a vehicle must fill out registration forms. All student vehicles must be parked in the school parking lot, with the back license plate exposed. Students may not be in or around any vehicle during school hours (including lunch). Students will park in the south parking lot (pool side), entering from east doors. Students will enter the parking lot from Clarendon and exit the parking lot onto Lewis Street.

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 its 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 telephone only between classes.
- If a student becomes ill, they must call in the office.
- 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

- Parents are always welcome. The 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 Fort Mackenzie visitor's pass. Visitors are expected to leave promptly when their business is completed.
- Students that graduate in prior quarters within the current year are allowed on campus for school business only.
- Visiting friends is not allowed.
- Providing lunches to students is not allowed.
- Former graduates/alumni may visit the school after school hours; appointments can also be made to meet with faculty.
- School Resource Officers or Administration will escort any unauthorized visitors on campus off the grounds.

Busing/School Sponsored Trips

Students riding buses are required to enter the building immediately after arriving on campus. 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)/guardian(s). 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.

Fines

- Students will be held accountable for damaged and/or lost school property. Fines must be paid and/or materials must be returned to SHS or SJHS, before enrollment occurs.
- Students will be held accountable for damaged and/or lost school property each quarter or upon completion of a course.
- Fines must be paid and/or materials must be returned to school before the student is allowed to reenroll at *Fort Mackenzie/the Wright Place* the next quarter.
- Fees/fines must be paid before a diploma is issued.

Netbook and Internet Use

All students enrolled at Fort Mackenzie/ 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 appendix for Individual Computer Use Agreement and Media Permission Form. See Computer Agreement form for specific computer use rules and regulations. 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 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 **(.5)** Health and Safety class.

Required Standards Mastery Classes

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:

Core Content	Standards Mastery Courses
English	. English 9, 10, and 11 or Applied English 9, 10, and 11
Mathematics	. Algebra I, Algebra 1A and 1B, Standards Math, and Geometry
Science	. Integrated Science 9, Biology 10, and Earth Science 11
Social Studies	. World History 9, American History 10, and American Government
	11
Health	Health & Safety
P.E	. Individual & Team Activities and Personal Fitness
Fine Arts	. Exploring Music
Career & Tech Ed	Career Development
Foreign Language	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-secondary 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:

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9<sup>th</sup> grade — Explore Exam

10<sup>th</sup> grade — Plan Exam

11<sup>th</sup> grade — ACT Exam

12<sup>th</sup> grade — Compass Exam (Optional)
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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 70% 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 and maintain a healthy lifestyle.

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 computer classes are used for credit recovery. Under rare and individual situations other factors may be an option.

ACT Prep Me is a computerized ACT Preparation Course. FMHS Juniors are required to participate in this program to better prepare them to take the ACT Test. More information is available upon request.

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.

Fort Mackenzie HS Service Learning is where **s**tudents 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.

Step up to Writing teaches students to write clear and organized paragraphs, reports, and essays. The program raises overall writing assessment scores, creates 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. Our grading scale is on a 10-point system.

A = 90-100

B = 80-89

C = 70-79

F = 69 and below

Class Information

Teachers will provide students with a written course syllabus that will include their grading, attendance, and classroom management policies at the beginning of each quarter.

Course Sequence

When possible, students will be required to complete course sequences. Students may earn credit from Sheridan College for approved courses. Students may also receive credit for their work through the Community Service and PACE 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 and Counseling

The guidance program at Fort Mackenzie and the Wright Place Middle School is fortunate to receive instruction, support, and professional services from a staff that has a genuine interest in providing for their needs. Fort Mackenzie/the Wright Place Middle School students receive many counseling and guidance services such as: post-secondary and career planning; testing; personal and group counseling; and exposure to many educational programs and opportunities. The Fort Mackenzie High School and the Wright Place Middle School professional counseling staff consists of one part-time counselor.

Planning For Postsecondary Education (College Planning)

As early as possible, students need to think ahead toward life after high school. Over one-half of FMHS graduates go directly to a two-year community college or a four-year college or university. The remaining students 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 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!

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	<mark>\$840</mark>	2.5	WorkKeys of 12 pts*
Opportunity	<mark>\$840</mark>	2.5	19
Performance	<mark>\$1,260</mark>	3.0	21
Honors	<mark>\$1,680</mark>	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 Scholarship Requirements

All Courses taken in Grade 9-12 except where otherwise noted

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
Math	Current H.S. Graduation Requirements which must include at least two years of the Math courses listed below.	Four years of Math to include all of the Math courses listed below and an approved Additional Math Course.	Four years of Math to include all of the Math courses listed below and an approved Additional Math Course*. One of which is required to be taken in grades 9-12.
Language Arts	Current HS Graduation Requirements	Four years of Language Arts at the college or industry preparatory level in grades 9-12 to include all Language Arts standards listed below.	Four years of Language Arts at the college or industry preparatory level in grades 9-12 to include all of the Language Arts courses listed below.
Science	Current HS Graduation Requirements	Four years of Science, three of which shall satisfy H.S. graduation requirements.	Four years of Science, to include at least three years of any of the Science courses listed below and approved Additional Science Course*.
Social Studies	Current HS Graduation Requirements	Three years of Social Studies to include a combination of the Social Studies subject matter listed below	Three years of Social Studies to include a combination of the Social Studies subject matter listed below
Foreign Language	**Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.	**Demonstrate proficiency on the state standards for the foreign cultures and languages common core of knowledge requirements.	Two sequenced years of the same Foreign Language. One of which is required to be taken in grades 9-12.

^{**}Only for 2011, 2012, 2013, 2014 and 2015 graduates.

^{*}Please ask your H.S. Counselor or Curriculum Director for a list of Hathaway-approved additional Math and/or Science courses.

MATH	LANGUAGE ARTS	SCIENCE COURSES		SOCIAL STUDIES SUBJECT
COURSES	STANDARDS			MATTER
Algebra I	Reading	Physical Science	Biology I	World History
<mark>Algebra II</mark>	Writing	Physics I	Biology II	American History
Geometry	Listening	Physics II	Geology II	Geography
	Speaking	Chemistry I	Chemistry II	American Government
		Computer Science I		Economic Systems & Institutions

Hathaway Success Curriculum Changes for 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.	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 Or
Fine and Performing Arts	Two years of Fine and Performing Arts courses Or	Two years of Fine and Performing Arts courses Or	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 Planning Calendar

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.

Remember that 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 28, 2015). 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 watch the Senior Bulletin Board and read the Senior Newsletter to be aware of current scholarship and award opportunities and their particular deadlines.

See time tables on the next pages for the steps and procedures necessary for admission to colleges and universities.

2014-2015 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 13, 2014
October	Consult your parents & school personnel for their ideas on college options. STUDY! Junior year grades are very important.	ACT - Oct 25, 2014
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 13, 2014
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 7, 2015
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 18, 2015 ACT - April 28, 2015 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 13, 2015

2014-2015 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 13, 2014
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 25, 2014
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 13, 2014
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 7, 2015
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 18, 2015
May	Keep Studying! You still must have the diploma. Graduate!	
June	Verify that FMHS sends your final transcript to your college.	

FMHS - College Examination and Application Calendar Academic Year 2014-2015

AUG 8	Fri		Registration Deadline for ACT Sep 13 th Test	
SEP 13	Sat	8:00 am	ACT Examination	Sheridan College
SEP 19	Fri		Registration Deadline for ACT Oct 25 th Test	
OCT 25	Sat	8:00 am	ACT Examination	Sheridan College
NOV 7	Fri		Registration Deadline for ACT Dec. 13 th Test	
DEC 13	Sat	8:00 am	ACT Examination	Sheridan College
JAN 9	Fri		Registration Deadline for ACT Feb. 7 th Test	
FEB 7	Sat	8:00 am	ACT Examination	Sheridan College
MAR 1	Sun		FAFSA Priority Deadline	
MAR 13	Fri		Registration Deadline for ACT April 18 th Test	
APR 1	Wed		Sheridan College Scholarship Deadline	
APR 18	Sat	8:00 am	ACT Examination	Sheridan College
APR 28	Tues		ACT Examination for Juniors	FMHS
MAY 8	Fri		Registration Deadline for ACT June 13 th Test	
MAY 12	Tues		ACT Make-up Session	FMHS
JUNE 13	Sat	8:00 am	ACT Examination	Sheridan 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 at Fort Mackenzie High School and the Wright Place Middle School:

- 1. Complete the application process.
- 2. Attend the required screening interview.
- 3. Decide if Ft. Mackenzie/the Wright Place Middle School meets your educational needs.
- 4. Complete all necessary school forms, and attend any additional required meetings with staff.
- 5. A valid withdrawal form, including proof of all fines paid, from your previous school must be presented before enrolling in Ft. Mackenzie. If you choose to attend Ft. Mackenzie High School/the Wright Place Middle School and it is shortly before the end of a quarter, you must wait for admittance until the next quarter.
- 6. Student Fees: A \$40 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.
- Student and Parent Compact
 The Ft. Mackenzie/the Wright Place Middle School Student and Parent Compact agreements list student expectations for attendance, productivity, and behavior. The student and parent(s) must sign the Compact.
- 8. Parents/Adult Involvement Parents must commit to:
 - attend a six week Adult Discovery class. These two-hour training sessions are held each Thursday
 evening from 7-9 pm. The parents' participation in the Discovery Classes is a component of a student's
 continued eligibility to attend Fort Mackenzie High/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.

To fill this responsibility, Parents for Academic Student Success (PASS) and Tribe teachers have developed project committees. Each tribe and the students' parents will be working on one of our schools' events/projects during the school year. All Tribe and parent help is needed for our annual Fall Festival.

Our Parents for Academic Student Success organization meets on a monthly basis. Parental engagement and support is welcomed and needed. Our schools' tradition is that parents are required to attend school activities/events.

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 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 "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 exceed 15 minutes in length.

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

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 binding 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 consecutively 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 tanning 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

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 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 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 equal to 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. It will 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

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.

Parent Concerns Regarding Discipline

A parent who has concerns about any disciplinary matter involving a student should initially speak to the staff member involved. If unable to come to a resolution with the staff member, the parent should contact the Principal. If necessary, a meeting will be held. If no resolution can be reached, the parent may file a written complaint with the building Principal and initiate a formal grievance.

Harassment, Intimidation, Bullying (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

Weapons

Ft. Mackenzie High School/Wright Place 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 Ft. Mackenzie High School/Wright Place with the loss of the privilege of ever enrolling at Ft. Mackenzie/Wright Place 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 FMHS/tWP. Please refer to pg. 7 for a more complete description of the Discovery Program.

Definitions of Discipline Terms

Problem Solving Contract (see page 30 and page 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 disciplined 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

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

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. Refusal of testing is considered an admission of guilt, and the student will be expelled immediately.
- 3. If the urine analysis is negative, an apology will be issued to the student and parents. Sheridan County School District #2 will reimburse the parent for the cost of the U.A. only. The student will not be penalized for time lost or work missed and any reference to the incident will be expunged from the discipline record.
- 4. Recommendation to parents for referral to drug/alcohol treatment program.
- 5. Individual cases will be considered if treatment is sought by the student.
- 6. 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:

- Be 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.

Consequences: 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:

First Offense:

- The student will contact parent/guardian from the teacher's classroom.
- Parent/Guardian will be asked to bring an appropriate change of clothes.
- A copy of the Dress Code policy will be provided for the parent/guardian.

Second Offense:

- The student will contact a parent/guardian to bring appropriate clothing to school for the student to wear
- The student will be given a problem-solving contract

Third Offense:

- Parent/guardian will be notified by the principal (or designee) who will set a meeting time to discuss noncompliance issues.
- Student will serve two days in the Behavioral Center.

Fourth and subsequent offense:

• Further noncompliance will be treated as flagrant insubordination.

Electronic Devices

Cell phones must be placed in the locker upon arrival at school and may only be used after school, which includes parent conversations. If they are visible or heard during the school day, consequences will be given. 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 under the surveillance of our security system.

During an investigation of harassment, intimidation, or bullying, a student(s) may be required to show electronic device content to the investigator with parental consent.

Search & Seizure

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

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
Office of Civil Rights Coordinator
Sheridan County School District 2
Sheridan, Wyoming 82801
(307) 674-7405

Wyoming Department of Education Office of Civil Rights Coordinator Hathaway Building, 2nd Floor Cheyenne, Wyoming 82002-0050

or

Notification of Rights Under FERPA For Elementary and Secondary Schools (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: 9/10/12 Second Reading: 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:

- 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. Legal 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, 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 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 2014-2015

Our Mission is: to educate each individual based on needs and abilities while meeting high standards for behavioral and academic excellence.

Stud	ent I	Respo	onsibi	litv—	I will:
				,	

- 1. Arrive on campus with appropriate rest, breakfast, good hygiene, and dress code compliance.
- 2. 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

Positive Mental Attitude

Prompt

Participate

Prepared

- Produce
- 4. Work to resolve conflicts in positive, non-violent ways.
- 5. Maintain a 70% or above in all classes. If I am not passing all of my classes, I will attend before or after school remediation.
- 6. Maintain acceptable daily attendance. I understand that if I do not attend regularly, I will be placed on an 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).

Student signature:	Date:

Parent/Guardian Responsibility—I/We will:

- 1. Prepare our child for the day, ensuring that our child will arrive on campus with appropriate rest, breakfast, good hygiene, and dress code compliance.
- 2. 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
- 4. Agree to have my child in school, on time, on a regular basis and avoid scheduling appointments during school hours.
- 5. Communicate with school personnel in a variety of ways such as...
 - Parent Discovery
 - Parent/Teacher Conferences
 - PTO/PASS
 - School Functions

Parent Signature:	Date:

School/Teacher Responsibility—I/We will:

- 1. Abide by the school's mission statement to the best of our ability.
- 2. Foster academic achievement and positive behavior through our Discovery Program.
- 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.

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 tha	t, if appropriate, Title I services will be provided for your Child.
l,	'
hereby allow the Wright Place/Fort Ma	ackenzie High School and its staff to provide appropriate Title I services to my
child,	, for the 2014-2015 school year.
Parent/Guardian Signa	ture
Date	

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

Defined:

the 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.

Studen	t:	_
Date:		_
Teache	r:	_(Teacher must sign when giving PSC to student)
TEACHE Describ	ER e incident (be specific):	
STUDE!	NT answer the questions below:	
1.	Define your problem. What student (your) behavior caused th	e problem?
2.	Suggest several possible solutions to your problem.	
3.	Identify and explain which solution will best help you behave d	ifferently in this area.
4.	Put your choice into a plan and have the classroom teacher app	prove 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

(Problem Solving Contract Continued)

Discipline Issue: Teacher must of	check appropriate box(es).		
MINOR		MAJO	R .
\square Bus Infraction		Open [Defiance (Verbal Abuse Only)
Cell Phone Infraction		☐ Skippe	d Supervised Studies
☐ Cheating		☐ Truand	У
Computer/Electronic Device	ce Misuse	☐ Alcoho	I/Drugs
Dishonesty		☐ Bullyin	g/Cyber Bullying
Disorderly Conduct (Minor	/Major)	☐ Fightin	g
☐ Disrupting Class (Acting Ou	ut)	☐ Harass	ment/Sexual Harassment
Dress Code Violation		☐ Theft/I	arceny/Stealing
Excessive Tardiness		☐ Tobaco	
Horseplay/Nuisance Issue		☐ Threat,	/Intimidation
☐ Inappropriate Display of Af	ffection	☐ Vandal	ism/Trespassing
Inappropriate Language (V	'ulgarity)		ns Possession
Plagiarism/Forgery		\square Other	
☐ Trespassing on SJHS prope	erty		
Other			
	agree to r	annt with	
',(Student's N	agree to n Name)	ieet with	(Teacher's Name)
(000.000.000	· · · · · · · · · · · · · · · · · · ·		(reasing reasing)
and my parents on	at		
	(T:)		
(Da	ate) (Time)		
Consequences	, , ,		
Consequences Documented Offens	, , ,		
Consequences Documented Offens Warning	se, No Action Taken		
Consequences Documented Offens Warning In School Suspension	se, No Action Taken		
Consequences Documented Offens Warning In School Suspension Out of School Suspe	se, No Action Taken n nsion		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme	se, No Action Taken n nsion ent (ACE Behavior Center)		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of	se, No Action Taken n nsion		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates:	se, No Action Taken n nsion ent (ACE Behavior Center)		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates: Bus Suspension	se, No Action Taken n nsion ent (ACE Behavior Center)		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates: Bus Suspension Expulsion	se, No Action Taken n nsion ent (ACE Behavior Center)		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates: Bus Suspension Expulsion Friday Remediation	se, No Action Taken n nsion ent (ACE Behavior Center)		_
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many o Dates: Bus Suspension Expulsion Friday Remediation Supervised Studies	se, No Action Taken n nsion ent (ACE Behavior Center) days		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates: Bus Suspension Expulsion Friday Remediation Supervised Studies Alternative Placeme	se, No Action Taken n nsion ent (ACE Behavior Center) days		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many o Dates: Bus Suspension Expulsion Friday Remediation Supervised Studies Alternative Placeme Withdraw	se, No Action Taken n nsion ent (ACE Behavior Center) days		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many o Dates: Bus Suspension Expulsion Friday Remediation Supervised Studies Alternative Placeme Withdraw	se, No Action Taken n nsion ent (ACE Behavior Center) days		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates: Bus Suspension Expulsion Friday Remediation Supervised Studies Alternative Placeme Withdraw Other Other	se, No Action Taken n nsion ent (ACE Behavior Center) days		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates: Bus Suspension Expulsion Friday Remediation Supervised Studies Alternative Placeme Withdraw Other	se, No Action Taken n nsion ent (ACE Behavior Center) days		
Consequences Documented Offens Warning In School Suspension Out of School Suspe Alternative Placeme How many of Dates: Bus Suspension Expulsion Friday Remediation Supervised Studies Alternative Placeme Withdraw Other Student Signature: Parent Signature:	se, No Action Taken n insion ent (ACE Behavior Center) days ent by Hearing Officer		



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

7-12

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:	
-	rities are planned throughout this school year for educational es. These objectives may include specific curricular activities s.
children to participate in field trips ar	child or children, hereby consent and choose to allow the child or nd extra-curricular activities, (hereinafter collectively called "the vement in the activities has certain inherent risks to the child and ccept these inherent risks.
reserve the right to withdraw the liste activity scheduled during the 2014-20	onsent at any time by notifying the school in writing. We further d child or children from participating in a particular field trip or 15 school year, and agree to give the school at least twenty-four lraw the child from participating in such activity.
attention or treatment for the listed cl	gents of this organization to seek and secure any needed medical hild or children. I understand that every effort will be made to we hereby give permission to the attending physician to secure children.
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 must fill out a work order and give it to the office.
- 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 (Students may access e-mail before or after school)

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.

Web Page Publication

Fort Mackenzie HS/the Wright Place MS may in the future wish to publish videos and pictures of the students in various school activities on the school webpage. Doing this would make the videos and pictures accessible to anyone on the 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 publications
No, DO NOT include my student in these publications
I agree to the stipulations set forth in the Fort Mackenzie HS/the Wright Place MS, in the 1:1 Laptop
Handbook including the Laptop Policy, Procedures, and Information; the Acceptable Use Policy; Laptop
Protection Plan, the Student Pledge for Laptop Use, and Web Page Publications.
Student Name (Please Print):
Student Signature
Student Signature:
Parent Name (Please Print):
Tarent Name (Freuse Frinty).
Parent Signature:
Date:

Wyoming Hathaway Scholarship Program

The State of Wyoming provides Hathaway Merit and Need 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. Contact your school counselor for more information. The District meets the provisions of the Federal "No Child Left Behind" Act with regards to highly qualified teachers.

Revised 3/7/2013

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	e check one:	
	name to be displayed and/or published on the	ent's photograph, image, voice, video, work and/or School District website and/or other websites on the or his/her designee and to be disclosed to the media
	, , , , , ,	voice, video, work and/or name of this student to be or other websites on the internet as approved by the osed to the media.
Stude	ent Signature	
Paren	nt 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 2014-2015

1056 Long Drive Sheridan Wyoming 82801 (307) 672-2495 ext. 2000 Fax (307) 672-8071 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 2014-2015 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

307-672-2495		
Receptionist	<mark>TBD</mark>	ext. 0 or 2000
ADMINISTRATION		
Principal	<mark>Brent Leibach</mark>	ext. 3108
Assistant Principal		
Assistant Principal	Jeff Mowry	ext. 4103
Activities Director	Don Julian	ext. 3106
Asst Activities Director	Peter Hawkins	ext.3105
Discipline Assistant	Cindy Dahl	ext.4112
Discipline Assistant	Ryan Murner	ext. 4101
GUIDANCE COUNSELORS		
A – D		
E – K		
L – R		
S – Z		
Post-Secondary Strategic Planner	Ed Fessler	ext. 2108
SUPPORT STAFF		
Principal's Secretary/Office Manager	Linda Trimmer	ext. 2002
Activities Secretary	Debbie Hanson	ext. 2001
Attendance Secretary	<mark>Marilyn Pettit</mark>	ext. 2003
Discipline Paraprofessional	Marjorie Allred	ext. 4102
Guidance Secretary	Gayle Wells	ext. 3116
Guidance/Data Secretary	<mark>Debbie Leibach</mark>	ext. 3121

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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:

Standards Mastery Courses		
English 10, Accelerated English 10, or Applied English 10; English		
11, Accelerated English 11, or Applied English 11		
.Algebra I, Algebra IB, and Standards Math or Geometry		
.Integrated Science, Biology		
World History, American Government, AP American Government,		
and American History or AP U.S. History		
.Health & Safety		
.Individual & Team Activities		
.Any Music or Studio Art I		
.Career Development		
.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,
- ACT and SAT registration forms, ASVAB testing, and Compass college placement test site.

See our website: www.scsd2.com - 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 24th, December 10th, February 17th, and April 29th. 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. For consequences, see the progression chart on page 24.

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, computers but is not limited to, the following:

Students will not:

- Wasting school resources by printing excessively, or using network bandwidth.
- Accessing e-mail/personal accounts without a teacher's permission and only if it pertains to schoolwork.
- 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.
- And will demonstrate positive, social and ethical behaviors ehen using technology.

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

- 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: Students will not:

- 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: Students will not:

- 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.

Students will accept personal responsibility for maintaining a safe technology environment and understand consequences of inappropriate behavior.

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

- 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	<mark>\$1,260</mark>	\$1,680
\$ four years	\$0	<mark>(\$3,360)</mark>	<mark>(\$6,720)</mark>	<mark>(\$10,080)</mark>	<mark>(\$13,440)</mark>

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This is a general guide only - Additional rules govern graduation ad may influence Hathaway qualification.

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. At the time of this publication, the bill has not been passed into law, so the increase in Hathaway money is expected but not guaranteed.

Honors and Performance Levels ~ Success Curriculum

Subject	Wyoming Graduates
<mark>Math</mark>	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
<u>Science</u>	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	Pass the state standard for foreign cultures and language

Opportunity Level ~ Success Curriculum

Subject	Wyoming Graduates		
<mark>Math</mark>	THREE required classes plus a FOURTH year of math		
Language Arts FOUR years of language arts in grades 9 through 12, to Reading, Writing, Listening, and Speaking			
<u>Science</u>	THREE required classes, plus a FOURTH science class		
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	TWO sequenced years of foreign language; need not be taken consecutively, but one year must be in 9-12 grades		

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

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 Or
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.

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 Reasoning and 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 Career Center or 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 2014-2015

				
AUG <mark>8</mark>	Fri		Registration Deadline for ACT Sept. <mark>13</mark>	
SEPT <mark>13</mark>	Sat	8:00 am	ACT Examination	
SEPT <mark>19</mark>	Fri	3:35 pm	PSAT Examination Sign-Up Deadline	SPO
SEPT <mark>19</mark>	Fri		Registration Deadline for ACT Oct. 25	Career Center/SPO
TBA			Post-High Planning Day	Sheridan College
OCT <mark>15</mark>	Wed	8:00 am	PSAT/NMSQT Examination	SHS
OCT <mark>25</mark>	Sat	8:00 am	ACT Examination	Sheridan College
NOV <mark>7</mark>	Fri		Registration Deadline for ACT Dec 13	Career Center/SPO
NOV <mark>8</mark>	Sat	8:00 am	SAT Exam & Subject Tests (Language w/Listening)	SHS Rm. B108
DEC <mark>13</mark>	Sat	8:00 am	ACT Examination	Sheridan College
JAN <mark>9</mark>	Fri		Registration Deadline for ACT Feb. <mark>7</mark>	Career Center/SPO
JAN <mark>22</mark>	Thurs	6:30 pm	Financial Aid Night	SHS
JAN <mark>24</mark>	Sat	8:00 am	SAT Exam & Subject Tests	SHS Rm. B108
FEB <mark>7</mark>	Sat	8:00 am	ACT Examination	Sheridan College
MAR 1	Sun		Financial Aid Application Priority Deadline	Sheridan College
MAR <mark>13</mark>	Fri		Registration Deadline for ACT Apr. <mark>8</mark>	Career Center/SPO
MAR <mark>16</mark>	Mon	4:00 pm	AP Examination – SHS Registration Deadline	SPO @ SHS
APR <mark>18</mark>	Sat	8:00 am	ACT Examination	Sheridan College
APR <mark>TBD</mark>	Tues	8:00 am	ACT Examination for all juniors	SHS
			PLAN/Explore tests	
MAY <mark>2</mark>	Sat	8:00 am	SAT I & SAT II Examinations	SHS
MAY <mark>4-15</mark>		TBA	AP Exams	SHS
MAY <mark>8</mark>	Thurs		Registration Deadline for ACT June 13	
MAY <mark>18</mark>	Mon	<mark>6:30</mark> pm	Academic Honors Program @ Sue Henry Theater	SHS
JUNE <mark>13</mark>	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		_
Worldi	Junior Year Enroll in courses that fulfill college requirements: check w/ your	Exams
September	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>19, 2014</mark> ACT Sept <mark>13, 2014</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>15, 2014</mark> ACT Oct <mark>25, 2014</mark>
November	STUDY MORE! High grades = more college choices & financial aid! Know your math. Read with a dictionary at hand.	SAT Nov <mark>8, 2014</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>13, 2014</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>24, 2015</mark>
February	Ask the SHS Student Planning Office for information/advice. Build your personal postsecondary education strategy.	ACT Feb <mark>7, 2015</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>18, 2015</mark> @ Sheridan College ACT <mark>Apr 28, 2015</mark> @ SHS Required for all Juniors
Мау	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>2, 2015</mark> @ SHS Advanced Placement May <mark>4-15, 2015</mark>
June	Schedule appointments for college campus visits. Think about where you will be going next year.	ACT June <mark>13, 2015</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	Carrian Vann	F
September SPO deadline Sept 30 Early Action/Decision college applications!	Senior Year "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 13, 2014 @ Sheridan College
October School Report forms due in SPO	Talk to Admissions Offices & visit the colleges. Draft, 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>25, 2014</mark> @ Sheridan College
November School Report forms due in SPO	Take the SAT exams & have scores sent to colleges. Submit completed applications to selective colleges. (Keep a copy of everything you send!) Visit the colleges (in session) if you haven't already.	SAT Nov <mark>8, 2014</mark> @ SHS
December	Take ACT/SAT exams, if necessary. Prepare personal/family financial records for FAFSA.	ACT Dec <mark>13, 2014</mark> @ Sheridan College
January	FAFSA: <u>Free Application for Federal Student Aid</u> - file \$ data Submit applications to regional colleges and state universities. (Keep a copy of everything you send!)	SAT Jan <mark>24, 2015</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>7, 2015</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>18, 2015</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>2, 2015</mark> @ SHS Advanced Placement Examinations May <mark>4-15, 2015</mark>
June	Graduate! and verify that SHS sends your final transcript to your college.	ACT June <mark>13, 2015</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, 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
- Hair, nail, or tanning appointments
- 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 D and F students who leave with these absences being treated like truancy 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

•	27.1121 001122 0220
Monday through Thursday (8:20-3:35 – 52 minute classes)	Period 4 Class11:11 – 12:03 2nd Lunch12:08 – 12:44
Period 1	Period 5

Early-Out Friday	1 st Lunch10:35 – 11:11
(40 minute classes)	Period 4 Class11:16 - 11:56
Period 1	(10 th -11 th -12 th Graders—2 nd Lunch) Period 4 Class10:35 – 11:15 2nd Lunch11:20 – 11:56
Period 4 (9 th Graders—1 st Lunch)	Period 512:01 – 12:41 Period 612:46 – 1:26 Period 71:31 – 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.
- 3. The third offense will yield a zero, plus one day at the Behavior Center.

CLOSED CAMPUS/SENIOR AND LUNCH HONOR PASSES

All 10^{th} - 12^{th} 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. 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 on the ACT, have a 3.0 cumulative GPA, or 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 #2 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, 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. Staff have been assigned specific parking spaces in the front parking lot, bus loop, and boiler room area, and they can be identified by the painted numbering system,=.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 who have four or more D's and F's, three or more F's, or violate school rules and regulations may be assigned to supervised study, during lunch, or after school on Tuesday and Wednesday. Students need to check in first, and will be allowed to get their lunches when lines are short. These study sessions are closely monitored periods of time served at lunch or after school. 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

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

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)

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.

HALLWAY RULES

Students are expected to eat lunch in the cafeteria, if they choose to stay on campus for lunch. Good manners and good behavior in the lunchroom are expected from all students. Talking should be in a normal voice, with no yelling or screaming. Food and opened drink containers must remain in the commons area. Students are not allowed in the halls during lunch because classes are in session. Sitting or eating on stairs is not 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 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

Students under the influence, using, possessing, and distributing tobacco, alcohol, drugs (including prescription medication), look-alike drugs, and tobacco 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

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

	ı					ı	Out of	
OFFENSES	Formal Warnings	Supervised S Lunc After S	h or `	Saturday Schools (SS) or BC 1-3 days	Saturday School (SS) BC 3-5 days	SS/ BC 5-7 days	Out of School Suspen. (OSS) 7 days	10 days OSS Pending Expulsion
GROUP I Presence in unauthorized area; littering; property damage; traffic violation; inappropriate display of affection; nuisance items; ***excessive tardiness; dress code violation; not checking out; food or drinks on carpeted areas; *computer misuse	1 st offense	2 nd offense	3 rd offense	4 th offense 5 th offense	5 th offense <mark>6th</mark> offense	6th effense	7th effense	-8th offense
GROUP II Truancy; disrespect; harassment/intimidation; disrupting class; skip detention; forgery/tamper with school records; profanity; violation of bus rules; computer misuse; cell phones/electronic devices			1st offense and 2nd offense	3rd offense	4th offense	5th offense	6th offense	7th offense
Truancy / Leaving campus during lunch			1st-2nd offense	3rd-5th offense	>5 th offense	<mark>7th</mark> offense	<mark>8th</mark> offense	9th 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) 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 – 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 be provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provide 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 (the student's parent/guardian must attend at least one meeting), 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 (the student's parent/guardian must attend at least one meeting), 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, 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.



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, 2014

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 (WSFC). 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 database. I will ask that you approve the final plan and documents that are submitted into the (WSFC) database, as presented.

At the last meeting we discussed some of the main summary points that will be included. The summary points are as follows:

- Submit requests for all facilities with regard to safety and security, as requested through the Governor's task force
- Submit a capital component funding request for SHS boiler plant upgrades
- Continue to request funds for a new 6-12 alternative school in order to remove Ft. Mackenzie and the Wright Place from the junior high campus this includes moving them to the old Highland Park building this summer
- Continue to request funding for Sagebrush Elementary School remediation
- Continue to request funding for renovation of the transportation facility and site, maintenance facility and site, and projects submitted for SHS components (fire alarm, door upgrades, and lighting upgrades)
- Continue to evaluate enrollment trends and needs
- Continue to report data for all of the District's school buildings and sites
- Continue to update major maintenance projects for all sites

Please call me if you have any questions regarding this request.

Draft Personnel Action Report

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2 PERSONNEL ACTION REPORT May 5, 2014

CERTIFIED STAFF

Approvals:

Nicholas Flores	Teacher-Special Education	Effective
Sagebrush School	1.0 FTE (187 days)	8/15/14
_		
Andrew Johnson	Teacher-Special Education	Effective
Sheridan Junior High	1.0 FTE (185 days)	8/15/14
School		

Changes/Transfers:

Ward Cotton	Teacher-Agriculture/Agriculture Welding	Effective
Sheridan High School to	1.0 FTE to 0.9 FTE/0.1 FTE (185 days)	8/19/14
Sheridan High School and		
Sheridan Junior High School		

CLASSIFIED STAFF

Changes/Transfers:

Michael Cicci Fort Mackenzie and the Wright Place School to Sheridan Junior High School	Custodian 8.0 hours/day (261 days)	Effective 7/1/14
Patricia Crawford Sheridan High School	Paraprofessional-Special Education 1:1 to Paraprofessional-Special Education 1:2 6.5 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Patricia Drake Sagebrush School	Paraprofessional-Special Education 6.5 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Janet Evans Highland Park School	Paraprofessional-Special Education 1:1 to Paraprofessional-Special Education 6.75 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2 PERSONNEL ACTION REPORT May 5, 2014

Kasey Garnhart Henry A. Coffeen School	Paraprofessional-Special Education 1:2 to Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 8/25/14
Amanda Hamilton Sheridan Junior High School	Paraprofessional-Special Education 1:1 to Paraprofessional-Special Education 1:2 6.5 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Debra Johnson Henry A. Coffeen School	Paraprofessional-Special Education 1:2 to Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 8/25/14
Joanne Luhman Highland Park School	Paraprofessional-Special Education 6.75 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Cindy Lee McFadden Meadowlark School	Paraprofessional-Special Education 1:1 5.5 hours/day to 6.75 hours/day (175 days)	Effective 8/25/14
Heather McKeag Highland Park School	Paraprofessional-Special Education 1:2 to Paraprofessional-Special Education 1:3 6.75 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Kayla Palmer Henry A. Coffeen School	Paraprofessional-Special Education 1:1 to Paraprofessional-Special Education 1:3 6.5 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Edith Puskarich Fort Mackenzie and the Wright Place School	Paraprofessional to Paraprofessional/ Paraprofessional-Special Education 7.0 hours/day to 5.0 hours/day and 2.0 hours/day (175 days)	Effective 8/25/14
Susan Ralston Sagebrush School	Paraprofessional-Special Education 6.5 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Rebecca Rosenlund Sagebrush School	Paraprofessional-Special Education 1:1 to Paraprofessional-Special Education 1:2 6.5 hours/day to 7.0 hours/day (175 days)	Effective 8/25/14
Judy Sathre Henry A. Coffeen School	Paraprofessional-Special Education 1:1 to Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 8/25/14

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2 PERSONNEL ACTION REPORT May 5, 2014

Resignations:

Morgan Mines Paraprofessional-Special Education 1:2 Effective Sagebrush School 7.0 hours/day (175 days) 5/30/14

Rebecca Sanders Paraprofessional-Special Education 1:1 Effective Sagebrush School 6.5 hours/day (175 days) 5/30/14

Retirements:

Carrie Giorgis Paraprofessional Effective Sagebrush School 6.5 hours/day (175 days) 5/30/14

EXTRA DUTY 2013-2014

Approvals:

Name Position

Mark Elliott Weight Room – 4th Quarter – SHS