

Sheridan County School District #2

Board Meeting



Date: April 5, 2016

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2

Board of Trustees Meeting

Central Office – Board Room

May 9, 2016

6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Recognition**
 - A. Skills USA State Championships - Brent Leibach
 - B. Daniels Scholar Recipients: Heather Belus, Samantha Hamilton, and Alyssa Magestro - Brent Leibach
 - C. Classified Staff Member of the Year: Cindy Gowler - Cody Sinclair
 - D. District Teacher of the Year: Ryan Fuhrman - Cody Sinclair
 - E. Champion of Children: Mitch Craft - Craig Dougherty
 - F. Myron Basom School Leadership Award: Craig Dougherty - Terry Burgess
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Board Meeting Minutes - April 5, 2016
 - B. Approval of Luncheon Board Meeting Minutes - April 18, 2016
 - C. Approval of Bills for Payment
- VI. Old Business**
 - A. Capital Construction Update (*Information*) - Craig Dougherty
 - B. Next Level Update (*Information*) - Mitch Craft
 - C. Approval of 2017-2018 Calendar (*Action*) - Scott Stults
 - D. Approval of Policies (*Action*) - Cody Sinclair
- VII. New Business**
 - A. Approval of Secondary Parent/Student Handbooks (*Action*) - Terry Burgess
 - B. 2016-2017 Preliminary Budget (*Information*) - Roxie Taft
 - C. Approval of Discontinuation of Long Term Disability Policy (Effective 6-30-16) (*Action*) - Cody Sinclair
 - D. 2015-2016 Quarterly Financial Update (*Information*) - Roxie Taft
 - E. Approval of Audit Firm for the Fiscal Year Ending 06/30/16 (*Action*) - Roxie Taft
- VIII. Reports and Communication**
 - A. Board of Trustees
 - 1. Board Reports
 - 2. Committee Reports
 - 3. Other
 - B. PTO/Parents/Students/Organizations
 - C. Site Administration and Staff

IX. District Reports

A. Superintendent

X. Executive Session

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

B. To Consider or Receive any Information Classified as Confidential by Law, W.S. 16-4-405(a)(ix)

XI. Adjournment

All agenda items address board goals. The goals are as follows:

Teaching and Learning

Resource Utilization

Leadership Capacity

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting

Ann Perkins, Chairman

April 5, 2016

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Tuesday, April 5, 2016, in the Board Room at the Central Administration Office. The presiding officer was Ann Perkins, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

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

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:

Marva Craft, Clerk

Absent:

Coree Kelly, Technology Director

A. Pledge of Allegiance

II. Recognition

A. Wyoming Curriculum Director of the Year, Tom Sachse - Craig Dougherty

Superintendent Craig Dougherty recognized Dr. Tom Sachse for being named Wyoming Curriculum Director of the Year. Mr. Dougherty explained Dr. Sachse's background, including his sixteen years of service as Assistant Superintendent for the district. Mr. Dougherty credited Dr. Sachse for writing and editing all of the district's work, as well as providing great advice and insight on how the district can be one of the top performing districts in the state. Mr. Dougherty congratulated Dr. Sachse and said that he will be missed next year.

B. Fort Mackenzie Play - Terry Burgess

Assistant Superintendent Terry Burgess described the two short plays that Fort Mackenzie performed: “How to Succeed in School Without Really Trying” and “The Least Offensive Play in the Whole Wide World.” He said that twelve to fourteen students participated and enjoyed performing.

C. Sheridan High School Musical - Don Julian

Activities Director Don Julian congratulated Trustee Marva Craft for producing a great musical. He said many of the students performing were doing multiple extra-curricular activities, and he commended them for balancing their school work with their activities. Mr. Julian said that indoor track athlete, Katherine Campbell, had a leading role and committed to both activities by practicing for indoor track in the morning and attending musical rehearsal in the evenings. He said it was a great performance.

D. Robbi Ryan, Gatorade Player of the Year - Don Julian

Mr. Julian continued with recognitions for senior Lady Bronc Robbi Ryan and junior Bronc Hayden Hastings. He started with Hayden Hastings, congratulating him on his third place finish at a national wrestling tournament in Reno, Nevada. Mr. Julian explained that his performance in Reno has designated him as an All-American high school wrestler. He added that Hayden will be traveling to Virginia Beach, Virginia, to compete in another national tournament.

Mr. Julian then introduced Robbi Ryan and congratulated her for receiving her second Wyoming Gatorade Player of the Year award. He said that Miss Ryan continues to add to her outstanding career at Sheridan High School by participating in soccer. Mr. Julian said that Miss Ryan has signed with Arizona State University to play basketball. He said she is the finest female athlete in the history of our high school.

E. Winter Sports Update - Don Julian

Mr. Julian concluded his recognitions with an update on the winter sports. He said that five more students were awarded All-State status. He said there was a great turnout for All-State music and that we have the best music program in the state. Mr. Julian acknowledged Presley Felker for his state championship in the 100 yard butterfly and Hayden Hastings for his state championship in wrestling. Mr. Julian said that of fifteen team finishes, we are in the top four of the nine largest schools in the state. He said that finishing in the top four for a school our size is impressive. Mr. Julian said that we can credit our achievements to the students, community, and district who believes in our abilities to succeed. Mr. Julian congratulated the We the People team for qualifying for nationals. He concluded with our participation numbers: of 942 students attending Sheridan High School, 465 have participated in an extra-curricular activity.

III. Approval of Agenda

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

IV. Welcome--Audience Comments

Mark Mathern introduced himself and said he is from Casper, WY. He said he was here to speak

to the Board of Trustees about Dual Language Immersion. He handed out a few documents regarding the Dual Language Immersion program. Mr. Mathern said this has been in Wyoming for approximately seven years and, at the request of parents, it was introduced in Casper two years ago. He explained how the program works and welcomed the Trustees to contact a list of people for more information. Mr. Mathern thanked the Board of Trustees for allowing him to speak.

V. Consent Agenda Items

A. Approval of Board Meeting Minutes - March 7, 2016

B. Approval of Luncheon Board Meeting Minutes - March 14, 2016

C. Approval of Board Retreat Minutes - March 19, 2016

D. Approval of Bills for Payment

General Clearing	\$1,039,763.34
Federal Fund	\$40,187.99
TOTAL:	\$1,079,951.33

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

VI. Old Business

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

Superintendent Craig Dougherty said that the old locker rooms construction at the high school has begun. He said the students moved into the new facilities before spring break. Mr. Dougherty said that we continue to monitor the junior high hillside. He said that the

seeding is nearly completed. Mr. Dougherty reported that the John C. Schiffer Collaborative School is not funded. He informed the Board of Trustees that Facilities Director Julie Carroll and he will be working with the legislative Joint Appropriations Committee (JAC) to try and secure funding for the collaborative school. Mr. Dougherty said that the supplemental facilities budget amount has been set to \$80 million and it will be distributed at a later date. Mr. Dougherty explained that the legislature has created a new department, the State Construction Department, where all state construction projects will be reviewed. He said Ms. Carroll has been reviewing the protocol and procedures of this new system and we will keep everyone informed of how this will work.

Trustee Schatz asked if money given to replace Old Highland Park can be allocated to the construction of the new alternative school building. Mr. Dougherty responded that yes, the money will definitely go to the new building. Trustee Schatz asked if the Old Highland Park building will be destroyed after the alternative students are moved into a new building. Mr. Dougherty explained that we would like to still use Old Highland Park as a transition school for Sagebrush Elementary School.

B. Next Level Update (*Information*) - Mitch Craft

Sheridan Junior High School Principal Mitch Craft invited the Board of Trustees to a luncheon on Friday, April 15th, at 12:00 pm. He explained that staff from Thrive are coming to Sheridan to discuss and review the Parent Liaison program. Mr. Craft said they will meet with the parent liaisons and elementary principals to work on strategic planning. He said that on Friday, they will host a lunch and all are welcome to come listen to the discussion.

Director of Elementary Education Scott Stults said that the initial goal for the early childhood development committee was to find funding and support for an early childhood liaison. He reported that the Whitney Benefits Foundation has chosen to fully allocate \$80,000 to an early childhood liaison coordinator for the next three years. He credited Everett McGlothin, stating that he was instrumental in facilitating this opportunity. This position will work closely with Sheridan College, Sheridan County School District #2, and early childcare providers. This position will be hired by Sheridan College, but the district will help in the hiring process. Mr. Stults explained the idea and goal of the early childhood liaison coordinator. One of those goals is to help support parents by providing more opportunities to help in the development of their child. Mr. Stults thanked the Board of Trustees for their support. Trustee Schatz asked if this position will follow the school year or if it will be year round. Mr. Stults said it will follow the school year.

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

FIRST READING

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

Mr. Sinclair presented policy IKF-P - Graduation Requirements. He said the guidelines, rules, and regulations were added to this policy to meet state statutes. He said the policy was updated to clearly state the graduation requirements.

TRUSTEE WILSON MADE A MOTION TO APPROVE POLICY IKF-P - GRADUATION REQUIREMENTS, ON FIRST READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

SECOND READING

Mr. Sinclair said that no policies were changed between first reading and second reading. He recommended taking action on policies IJNDC - Employee Use of Social Media Sites, Including Personal Sites (old) and IJNDC - Employee Use of Social Media Sites, Including Personal Sites (new) as a group.

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

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

D. Additional Memorial Fund Scholarship Recommendation for 2015-16 (*Action*) - Roxie Taft

Business Manager Roxie Taft said that last month we discussed the scholarships that are available to high school seniors. She described another scholarship opportunity called the Joan Curtis Memorial Scholarship. Mrs. Taft asked the Board of Trustees to approve the additional scholarship opportunity.

Trustee Schatz asked if this is an annual scholarship or a one-time only scholarship. Mrs. Taft responded that the scholarship has been funded for ten years.

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

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

TRUSTEE PERKINS MADE A MOTION TO RECESS THE MEETING FOR PUBLIC HEARING ON THE UPDATE SUMMARY FOR THE FACILITY PLAN TO BE SUBMITTED TO THE WYOMING SCHOOL FACILITIES COMMISSION AT 6:41 PM. TRUSTEE WENDTLAND SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

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

Facilities Director Julie Carroll explained that the District has been discussing the facility plan and that it is reviewed and updated every year. Ms. Carroll presented information to the Board of Trustees. She highlighted a few areas of the plan and explained that we will continue to request funds for the new 6th through 12th grade John C. Schiffer Collaborative School for the Supplemental Legislative Budget; divert major maintenance funds for a complete renovation of Sagebrush Elementary School; continue to determine funding resources in order to make site improvements and safety upgrades, including Sheridan High School to renovate the auditorium and music spaces, science classrooms, general classrooms, art classrooms, vocational areas, light fixture upgrades, kitchen upgrades, gymnasium equipment replacements (bleachers, lighting, movable equipment), parking remedies, and boiler plant upgrades (along with needed repairs for the Transportation Department and Maintenance Department); continue to plan life cycle replacement items for newer facilities that are nearing 10 years plus in age; continue data reporting for all of the district's school buildings and sites; and continue to develop plans to upgrade security items funded by the state and items that have not received funding.

Trustee Wendtland asked if enrollment of students from out-of-district is accounted for when calculating enrollment numbers for the new John C. Schiffer Collaborative School. Superintendent Dougherty said that yes, the out-of-district student attendance is factored into the enrollment for the new collaborative school.

TRUSTEE STEEL MADE A MOTION TO RETURN TO REGULAR SESSION AT 6:53 PM. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE SUMMARY FOR THE FACILITY PLAN TO BE SUBMITTED TO THE WYOMING SCHOOL FACILITIES COMMISSION, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

VIII. New Business

A. Graduation Coach Position Report (*Information*) - Tom Sachse

Assistant Superintendent Tom Sachse introduced Jana Sander, the external evaluator of the Next Level programs, to report her findings on the Graduation Coach position at Sheridan High School. He said her report has been sent to the Elbogen Foundation, who funded this position with \$40,000 for three consecutive years.

Mrs. Sander said that Graduation Coach Curt Mayer was hired to be a positive, male role model to provide accountability, support, and guidance to struggling students. Mr. Mayer keeps track of each student's academic needs. He has records of the classes they struggle in and what specific assignments and tests they are missing. Mrs. Sander reported that there has been a 2.4% decrease in the drop out rate, indicating that more students are feeling empowered to try. Mrs. Sander shared a student's success story from both the student's and Mr. Mayer's perspectives. Mrs. Sander said she had two recommendations for the Graduation Coach position: the graduation coach should continue to encourage community involvement and if at-risk referrals increase, the administration should consider increasing the graduation coach program capacity. She reported that overall, the program is working very effectively and is making an impact on the lives of Sheridan students.

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

Director of Elementary Education Scott Stults thanked the Board of Trustees for attending the Parent Teacher Organization (PTO)/Board of Trustees focus group meetings throughout February and March. Mr. Stults gave a detailed report on each of the six elementary school meetings. He said the parent liaison program has received positive and appreciative feedback. Mr. Stults shared a handful of other comments received including: great communication with teachers, appreciation of the transition from elementary school to junior high school, and concerns about parent parking spaces.

Assistant Superintendent Terry Burgess reported on the three secondary PTO/Board of Trustees focus group meetings. He said there has been a positive response to the one-on-one technology that is implemented at the junior high. He said that parents expressed gratitude for the transition between elementary school and junior high school. Mr. Burgess said that at the high school meeting, the Sources of Strength program and the new Project Lead the Way program were presented. He said parents commented on the positive transition from the junior high to the high school. Mr. Burgess said the parents at Fort Mackenzie and the Wright Place were appreciative of the electives and programs offered at the school. The school play and Parents for Academic Student Success (PASS) Big Bucks Bingo event were mentioned at the meeting. Mr. Burgess thanked the Board of Trustees for attending these meetings.

C. 2017-2018 School Calendar (*Information*) - Scott Stults

Director of Elementary Education Scott Stults said the calendar committee met this week for the second time this year and would like to share some information regarding the 2017-2018 school year. He said the committee has decided to align our spring break with the University of Wyoming, Sheridan College, and Sheridan County School District #1. So, our spring break will be March 12th through 16th. Mr. Stults said that we will have a survey with two options for the start/finish of the school year and two options for Christmas break. Mr. Stults said that once the votes are collected, he will present the results for approval. Trustee Perkins asked when the survey will be available. Mr. Stults replied that it should be posted by next week.

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

Director of Elementary Education Scott Stults said that the district has tried to make the elementary parent/student handbooks as consistent as possible. Mr. Stults described the changes for the 2016-2017 school year. He said the calendar and board goals have been updated. Some of the other changes he mentioned were: the wording of the expectations for one-to-one technology use was made more clear; cell watches and other communication devices were added to the cell phone regulations; the parent liaison program was added; the school closing description, specific to the communication process regarding school closings, was clarified; and the school attendance description was clarified. Mr. Stults welcomed any questions.

TRUSTEE WILSON MADE A MOTION TO APPROVE THE ELEMENTARY PARENT/STUDENT HANDBOOKS, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

E. Approval of Board Meeting Schedule for 2016-2017 School Year (*Action*) - Craig Dougherty

Superintendent Craig Dougherty reminded the Board of Trustees that this was reviewed at the Board Retreat and no changes were made. Mr. Dougherty asked for the board meeting schedule for the 2016-2017 year to be approved.

TRUSTEE STEEL MADE A MOTION TO APPROVE THE BOARD MEETING SCHEDULE FOR THE 2016-2017 SCHOOL YEAR, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

F. Approval of Board Goals for the 2016-2017 School Year (*Action*) - Craig Dougherty

Superintendent Craig Dougherty reminded the Board of Trustees that the goals were discussed at the Board Retreat and that they do follow the revised North Central Association (NCA) format. Mr. Dougherty described the three goals starting with leadership capacity. He said this refers to the Board of Trustees leadership and professional development. Next, he discussed the teaching and learning goal and said this relates to the district's Professional

Learning Community (PLC) philosophy. Mr. Dougherty said that the resource utilization goal represents how well we are practicing the PLC model and using our qualified teachers to provide high-quality education.

Trustee Wilson asked about the communicating high expectations goal and why it is no longer included. Mr. Dougherty responded that communication is expected through all three of the new goals. He added that just because it is not highlighted, does not mean that it is forgotten and not used. Mr. Dougherty said communication is embedded into every board goal.

TRUSTEE STEEL MADE A MOTION TO APPROVE THE BOARD GOALS FOR THE 2016-2017 SCHOOL YEAR, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

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

Business Manager Roxie Taft asked the Board of Trustees to approve the resolution allowing the district to participate in the School Risk Retention Program (SRRP). She explained the program, saying that this organization was founded by school districts, allowing them to collaborate together to find better insurance packages and keep costs down. Mrs. Taft said this is in an effort to find an insurance package for our vehicles, buildings, and general liability. She added that the SRRP is run by school districts and she asked to be appointed to represent Sheridan County School District #2.

Trustee Hackman asked what the district might save by joining the SRRP. Mrs. Taft responded that the savings is close to \$100,000. Trustee Wilson asked if this involves the health insurance plan. Mrs. Taft said that no, the SRRP helps districts insure their autos, buildings, general liability, etc. She assured the Board of Trustees that this has nothing to do with the health insurance plan.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE RESOLUTION PROVIDING FOR THE DISTRICT TO PARTICIPATE IN THE SCHOOL RISK RETENTION PROGRAM AND APPOINT BUSINESS MANAGER ROXIE TAFT TO REPRESENT SHERIDAN COUNTY SCHOOL DISTRICT #2 ON THE JOINT POWERS BOARD, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

IX. Reports and Communications

A. Board of Trustees

1. Board Reports

Trustee Wilson invited everyone to contact Dana Wyatt, supervisor of Kids Witness

News (KWN), at Sheridan Junior High School. Ms. Wyatt has taken students to New York, Barcelona, Tokyo, and Florida. She said that now, students have qualified again and they will be traveling to Secaucus, New Jersey.

Trustee Steel announced that April 7th through 9th, the Wyoming Education Association (WEA) is hosting their Delegate Assembly at the Holiday Inn in Sheridan, and that Superintendent Dougherty would be giving a welcome speech. She said anyone is welcome to attend. Trustee Steel said our local association members are very supportive and work well with our school board. Mr. Dougherty clarified that he would be traveling to Boston for the National School Boards Association (NSBA) and that Sheridan Junior High School Principal Mitch Craft would welcome the WEA to Sheridan.

Trustee Perkins said that several of the Board of Trustees are traveling to Boston for the NSBA Annual Conference. She thanked the administration for allowing them to attend. Trustee Perkins said she learns a lot at these events. Trustee Perkins also announced that on Tuesday, April 12th, the Sheridan Wesleyan Church is showing a video called "The Raising of America - Early Childhood and the Future of Our Nation." She said the High Five Committee is hosting the event with the goal to get the conversation of early childhood into the community. Trustee Perkins added that on April 18th and 19th, Wyoming Kids First is hosting a conference in Casper.

Trustee Bridger asked about the district's high school graduation requirements. He said he noticed we only require three years of mathematics and asked if we have looked at increasing this to four years. Assistant Superintendent Tom Sachse said that we have looked at adding another year and explained why this has not happened yet. He said with the Every Student Succeeds Act, it may be possible to require four years of mathematics.

Trustee Hackman acknowledged the Board of Trustees for working hard to encourage and promote increasing the graduation rate in our district. He thanked Jana Sander for her report on the Graduation Coach and said that it seems we are starting to see results from our efforts to increase the graduation rate.

2. Committee Reports

There were no other committee reports.

3. Other

There were no other board reports.

B. PTO/Parents/Students/Organizations

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

C. Site/Administration/Staff

There were no Site/Administration/Staff reports.

X. District Administration Reports

A. Superintendent

Superintendent Dougherty said that in March he had attended a Trustee Education Initiative (TEI) Board meeting at the University of Wyoming. Mr. Dougherty acknowledged the Kids Witness News program and said the students do a phenomenal job. He said the junior high is in the process of selecting students to attend the global contest. Mr. Dougherty said the district appreciated the Ellbogen Foundation for sponsoring the Graduation Coach and promoting the most progressive ideas to help improve education. Mr. Dougherty receives reports from Mr. Mayer every week, keeping him updated on the progress made by each student. Mr. Dougherty said we will continue to look for opportunities to keep raising the bar for our students. Mr. Dougherty reported that the Northeast Wyoming Board-Co-Op Education Services (BOCES), which is run out of Gillette, WY, has announced that they will no longer manage the food service Co-op. He said that Business Manager Roxie Taft has been working with other co-op members for a solution to this, and either Mrs. Taft or himself will report to you at our next Board meeting.

TRUSTEE WENDTLAND MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:49 P.M. TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii) AND TO CONSIDER OR RECEIVE ANY INFORMATION CLASSIFIED AS CONFIDENTIAL BY LAW, PURSUANT TO W.S. 16-4-405(a)(ix). TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

XI. Executive Session:

The Board went into Executive Session at 7:49 p.m. to address personnel and legal matters.

TRUSTEE SCHATZ MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:46 P.M. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 8:46 p.m.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE PERSONNEL ACTION REPORT, AS PRESENTED. TRUSTEE WENDTLAND SECONDED THE

MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE ACHORD ABSTAINED.

TRUSTEE WENDTLAND MADE A MOTION TO APPROVE THE RENEWAL LIST OF CERTIFIED STAFF FOR THE 2016-2017 SCHOOL YEAR, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE ACHORD ABSTAINED.

TRUSTEE SCHATZ MADE A MOTION TO APPROVE 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 2016-2017 SCHOOL YEAR. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE ACHORD ABSTAINED.

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

TRUSTEE STEEL MADE A MOTION TO APPROVE THE RENEWAL LIST OF PRINCIPALS FOR THE 2016-2017 SCHOOL YEAR, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE EXTENDED SICK LEAVE REQUEST, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

XII. Adjournment:

TRUSTEE STEEL MADE A MOTION TO ADJOURN THE MEETING AT 8:50 P.M. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 8:50 p.m.

Chairman

Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
April 5, 2016**

PROFESSIONAL STAFF

Approvals:

Andrew Conrad	Transportation Director	Effective
Transportation Department	1.0 FTE (261 days)	6/1/16

CERTIFIED STAFF

Approvals:

Jonathan Broersma	Teacher-3rd Grade	Effective
Highland Park School	1.0 FTE (187 days)	8/19/16

Rochelle Fox	Teacher-Title I	Effective
Sheridan Junior High School	1.0 FTE (187 days)	8/19/16

Travis Hetland	Teacher-Language Arts	Effective
Sheridan Junior High School	1.0 FTE (187 days)	8/19/16

Wade Kinsey	Teacher-4th Grade	Effective
Woodland Park School	1.0 FTE (187 days)	8/19/16

Morgan Kistler	Teacher-Special Education	Effective
Woodland Park School	1.0 FTE (187 days)	8/19/16

Erin Knutson	Teacher-Band	Effective
Sheridan Junior High School	1.0 FTE (187 days)	8/19/16

Catherine Ross	Teacher-2nd Grade	Effective
Highland Park School	1.0 FTE (187 days)	8/19/16

Kacey Titus	Teacher-Language Arts	Effective
Sheridan Junior High	1.0 FTE (187 days)	8/19/16

School

Sheri Tremain Sagebrush School	Teacher-Special Education 1.0 FTE (187 days)	Effective 8/19/16
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Changes/Transfers:

Tammy Caywood Woodland Park School	Teacher-Classic Kindergarten to Kindergarten 1.0 FTE (185 days)	Effective 8/23/16
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Jennifer Craft Highland Park School	Teacher-3rd Grade to 5th Grade 1.0 FTE (185 days)	Effective 8/23/16
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Kerri Parr Cook Highland Park and Henry A. Coffeen Schools to Highland Park School	Teacher-General Music/Keyboarding 0.85 FTE to 1.0 FTE (185 days)	Effective 8/23/16
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Cristina Gorzalka Meadowlark School	Literacy Coordinator/Literacy PD/Language Arts Specialist to Teacher-5th Grade 1.0 FTE (185 days)	Effective 8/23/16
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Heidi Hart Fort Mackenzie and the Wright Place Schools	School Counselor 0.5 FTE to 1.0 FTE (185 days)	Effective 8/23/16
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Margaret Klebba TBD (Leave of Absence) to Woodland Park School	Teacher-TBD (Leave of Absence) to Classic Kindergarten	Effective 8/23/16
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Melissa Rasmussen Henry A. Coffeen School	Teacher-1st Grade to 2nd Grade 1.0 FTE (185 days)	Effective 8/23/16
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Andrea Rice Henry A. Coffeen School	Teacher-2nd Grade to 4th Grade 1.0 FTE (185 days)	Effective 8/23/16
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Nancy Richter Woodland Park School to Henry A. Coffeen School	Teacher-Classic Kindergarten 1.0 FTE (185 days)	Effective 8/23/16
---	--	----------------------

Christine Spielman	Teacher-3rd Grade to Literacy Coordinator/	Effective
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Meadowlark School	Literacy PD/Language Arts Specialist 1.0 FTE (185 days)	8/23/16
Milton Wiest Sagebrush, Woodland Park, Fort Mackenzie, the Wright Place, Sheridan Junior High, and Sheridan High Schools to Sheridan High School	Professional Learning Community Instructional Facilitator/Professional Learning Community Coordinator to Professional Learning Community Instructional Facilitator 1.0 FTE to 0.5 FTE (185 days)	Effective 8/23/16

Resignations:

Jeremiah Attebury Sheridan Junior High and Sheridan High Schools	Technology Integrator 1.0 FTE (185 days)	Effective 6/6/16
Sheila Georgen Sheridan Junior High School	Teacher-Special Education 1.0 FTE (185 days)	Effective 6/6/16
Jessica Johanson Henry A. Coffeen School	Teacher-Classic Kindergarten 1.0 FTE (185 days)	Effective 6/6/16
Jane Taylor Sheridan Junior High School	Teacher-Mathematics 1.0 FTE (185 days)	Effective 6/6/16

CLASSIFIED STAFF

Resignations:

Laurie Allred Meadowlark School	Paraprofessional-Special Education 1:2 7.0 hours/day (175 days)	Effective 6/3/16
Antonia Becker Sagebrush School	Paraprofessional-Title I (6.0 hours/day) 175 days Paraprofessional-After School Program (2.5 hours/ day) 95 days	Effective 6/3/16
Curtis Farlinger Sheridan Junior High School	Head Custodian 8.0 hours/day (261 days)	Effective 5/5/16

Arianna Thurow
Meadowlark School

Paraprofessional-ESL
6.0 hours/day (175 days)

Effective
6/3/16

EXTRA DUTY 2015-2016

Approvals:

Name

Paul Phillips
Gared “Dan” White

Position

ACE Facilitator-Elementary Schools
Crisis Coordinator-District

Changes:

Name

Jennifer Doolin to Karl
“KC” Fiedler

Position

Track-6th-8th Grade B Coach-SJHS

SUMMER STEM PROGRAM STAFF 2016

Approvals:

Name

Darcie Achord
Jeremiah Attebury
Karl “KC” Fiedler
Katie Foster
Ryan Fuhrman
Colter Huhn
Abigail Mowry
Robert Winn

Position

Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher
Teacher

Sheridan County School District No. 2

Board of Trustees

Board Luncheon Work Session

April 18, 2016

Ann Perkins, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The Luncheon Work Session of the Board of Trustees of Sheridan County School District #2 was called to order at 12:00 p.m., Monday, April 18, 2016, in the Second Floor Conference Room at the Central Administration Office. The presiding officer was Tony Wendtland, Vice-Chairman. The following attendees were present:

Trustees:

Tony Wendtland, Vice-Chairman
Craig Achord, Treasurer
Richard Bridger
Wayne Schatz
Molly Steel
Sue Wilson

Administrators:

Craig Dougherty, Superintendent
Terry Burgess, Assistant Superintendent
Tom Sachse, Assistant Superintendent
Scott Stults, Director of Elementary Education
Roxie Taft, Business Manager
Cody Sinclair, Human Resources Coordinator

II. New Business

A. After School Programming (*Information*) - Tom Sachse, Yvonne Osborne, Melissa Mowry, Mitch Craft, Brett Dahl, and Nikki Trahan

Assistant Superintendent Tom Sachse, After School Coordinator Yvonne Osborne, Melissa Mowry, Sheridan Junior High School Principal Mitch Craft, Sagebrush Elementary Principal Brett Dahl, and Henry A. Coffeen Elementary Principal Nikki Trahan presented on after school programs offered in the district.

B. Approval of the Intergovernmental Agreement for Cooperative Procurement Administrative Services - Roxie Taft (*Action*)

Business Manager Roxie Taft presented information about the Child Nutrition Cooperative (CNC) and asked for approval of the intergovernmental agreement for cooperative procurement administrative services for the CNC.

TRUSTEE WILSON MADE A MOTION TO APPROVE THE INTERGOVERNMENTAL AGREEMENT FOR COOPERATIVE PROCUREMENT ADMINISTRATIVE SERVICES FOR THE CHILD NUTRITION COOPERATIVE, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

TRUSTEE WENDTLAND MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 12:44 P.M. TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii). TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

III. Executive Session

The Board went into Executive Session at 12:44 p.m. to address personnel matters.

TRUSTEE STEEL MADE A MOTION TO RETURN TO REGULAR SESSION AT 1:11 P.M. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 1:11 p.m.

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

IV. Adjournment

TRUSTEE STEEL MADE A MOTION TO ADJOURN THE MEETING AT 1:12 P.M. TRUSTEE ACHORD SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 1:12 p.m.

Chairman

Clerk

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
April 18, 2016

PROFESSIONAL STAFF

Changes/Transfers:

Laurie Walsh Administration Building	Assistant Business Manager to Operations Support Accountant and Child Nutrition Co-operative (CNC) Coordinator (new position pursuant to Policy GCA - job description attached) 1.0 FTE (261 days)	Effective 7/1/16
---	--	---------------------

Changes/Transfers:

Kasey Garnhart Sheridan High School	Assistant Activities Director 0.50 FTE to 0.70 FTE (200 days)	Effective 7/1/16
Susan Schatz-Benson Sheridan High School	Assistant Activities Director-Fine Arts 0.40 FTE to 0.20 FTE (185 days)	Effective 7/1/16

CERTIFIED STAFF

Approvals:

Brianne Birt Henry A. Coffeen School	Teacher-2nd Grade 1.0 FTE (187 days)	Effective 8/19/16
Rebecca Butterfield Henry A. Coffeen School	Teacher-2nd Grade 1.0 FTE (187 days)	Effective 8/19/16
Ashley Cooper Sheridan High School	Teacher-Art 1.0 FTE (187 days)	Effective 8/19/16
Sarah Hackworth Sheridan Junior High School	Teacher-Science 1.0 FTE (187 days)	Effective 8/19/16
Haley King Sheridan High School	Teacher-Mathematics 1.0 FTE (187 days)	Effective 8/19/16
Brooke Lozier Henry A. Coffeen School	Teacher-1st Grade 1.0 FTE (187 days)	Effective 8/19/16
Jessica Odom Meadowlark School	Teacher-3rd Grade 1.0 FTE (187 days)	Effective 8/19/16

Changes/Transfers:

James Friessen Highland Park and Henry A. Coffeen Schools to Highland Park and Woodland Park Schools	Teacher-Physical Education/Heath 1.0 FTE (185 days)	Effective 8/23/16
Pamela Moore Sagebrush and Woodland Park Schools to Sagebrush and Story Schools	Teacher-General Music/Keyboarding 1.0 FTE (185 days)	Effective 8/23/16
Stephen Mullins Sheridan High School to Fort Mackenzie, the Wright Place, and Sheridan High Schools	Teacher-Art 1.0 FTE (185 days)	Effective 8/23/16
Craig Needles Sagebrush, Woodland Park, and Story Schools to Sagebrush and Woodland Park Schools	Teacher-Art 1.0 FTE (185 days)	Effective 8/23/16
Jessica Pickett Sheridan High, Henry A. Coffeen, Highland Park, Meadowlark, and Woodland Park Schools to Sheridan High and Woodland Park Schools	Teacher-Physical Education/Heath 1.0 FTE (185 days)	Effective 8/23/16
Allison Voigt Henry A. Coffeen and Woodland Park Schools to Henry A. Coffeen and Story Schools	Teacher-General Music/Keyboarding 1.0 FTE (185 days)	Effective 8/23/16
Andrew Wallenkamp Henry A. Coffeen School to Sheridan Junior High School	Teacher-Special Education 1.0 FTE (185 days)	Effective 8/23/16
Martha Williams Highland Park, Henry A. Coffeen, and Sagebrush Schools to Highland Park, Henry A. Coffeen, and Woodland Park Schools	Teacher-Art 1.0 FTE (185 days)	Effective 8/23/16

Stephanie Zukowski	Teacher-General Music/Keyboarding	Effective
Henry A. Coffeen, Highland	1.0 FTE (185 days)	8/23/16
Park, Meadowlark, Woodland		
Park, Story, Fort Mackenzie,		
and the Wright Place Schools		
to Woodland Park and		
Meadowlark Schools		

Retirements:

Milton Wiest	Professional Learning Community Instructional	Effective
Sheridan High School	Facilitator	6/6/16

CLASSIFIED STAFF

Resignations:

Kelli Anderson	Paraprofessional-Special Education 1:2	Effective
Sheridan Junior High	7.0 hours/day (175 days)	6/3/16
School		

EXTRA DUTY 2016-2017

Approvals:

<u>Name</u>	<u>Position</u>
Jeffrey Martini	Basketball-Head Coach-SHS

HENRY A. COFFEEN AFTER SCHOOL PROGRAM STAFF 2015-2016

Approvals:

<u>Name</u>	<u>Position</u>
Thomas Quinlivan	Teacher (Student Teacher)



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: May 2, 2016

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

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

Sheridan High School Projects and Future Planning

The demolition of the old locker rooms is complete. New plumbing rough-in and electrical construction are occurring in the old locker rooms. The entire high school hot water distribution system was changed over during spring break. The renovation of the old locker room area will continue through September 2016. The completion of the punch list continues for the new locker rooms and classrooms.

Collaborative School

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



Excellence and Accountability

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

DATE: May 2, 2016
TO: Board of Trustees
FROM: Mitch Craft, Sheridan Junior High School Principal
SUBJ: **Next Level Update** *(Information)*

For this month's Next Level update, we will offer the board information on how Sheridan High School communicates with and gathers information from graduates and former students. Mike Swan and Kathleen Pilch will be on hand to share information and answer questions.

Student Matriculation Study Results

Student Dropout Questionnaire

Sheridan High School
Class of 2015
Matriculation Study Results

Count: 2-Year Institutions	86	39.6
Count: 4-Year Institutions	53	24.5
Count: Work Force	45	20.7%
Count: Military	8	3.7%
Count: Other	17	7.8%
Count: Exempt	6	2.8%
Count: No information	2	.9%
Total	217	100%

Sheridan High School Class of 2015
Matriculation Study Results ~ 4-Year Schools

University of Wyoming, WY	23
Air Force Academy, CO	1
Black Hills State University	6
Carroll College	1
Chadron State College, NE	1
Colorado Mesa University	1
Embry Riddle University, FL	1
Hampshire College, MA	1
Indiana University, IN	1
Iowa State University, IA	1
Michigan State University, MI	2
Montana State University-Bozeman, MT	5
New York College of Dramatic Arts, NY	1
South Dakota School of Mines, SD	3
University of Alabama, AL	1
University of Mary, ND	1
University of Montana-Missoula, MT	1
University of Pittsburgh, PA	1
Utah State University, UT	1
Total	53

Sheridan High School Class of 2015
Matriculation Study Results ~ 2-Year Schools

Sheridan College, WY	76
Casper College, WY	2
Gillette College, WY	1
Laramie County Community College, WY	1
Northeastern Community College, CO	1
Northwest College, WY	4
Western Dakota Tech, SD	1
Total	86

Sheridan High School Class of 2015
Matriculation Study Results ~ Working

Working in Sheridan, WY	38
Working outside Sheridan, WY	7
Total	45

Sheridan High School Class of 2015
Matriculation Study Results ~ Military

Air Force	1
Army	3
Marines	1
National Guard	2
Navy	1
Total	8

Sheridan High School Class of 2015
Matriculation Study Results ~ Other & Exempt

Exempt	6
Married	1
LDS Mission	3
Auto School	1
Cosmetology School	3
In Montana	1
Vocational Rehabilitation	1
In Sheridan - not working	7
Not found	2

Student Dropout Questionnaire

Your username (mike.swan@scsd2.com) will be recorded when you submit this form. Not mike.swan? [Sign out](#)

1. Student Name

.....

.....

.....

.....

.....

2. ID Number:

.....

3. Grade

.....

4. Race/Sex:

.....

5. Date of Birth:

.....
Example: December 15, 2012

6. Withdrawal Date:

.....
Example: December 15, 2012

7. What is the primary reason the student is withdrawing from school?

(Check one.)

Check all that apply.

- ☐ Course Selection
- ☐ Employment
- ☐ Expulsion
- ☐ Student-Teacher Conflict
- ☐ Marriage
- ☐ Illness
- ☐ Pregnancy
- ☐ Family Problems

8. Was the student in an alternative setting prior to withdrawal from school?*Check all that apply.*

- ☐ Yes
- ☐ No

9. If no, was an alternative setting available?*Check all that apply.*

- ☐ Yes
- ☐ No

10. Had the student received individual counseling prior to this meeting?*Check all that apply.*

- ☐ Yes
- ☐ No

11. Was the student involved in school-sponsored, extracurricular activities?*Check all that apply.*

- ☐ Yes
- ☐ No

12. Does the student have an educational disability requiring an IEP?*Check all that apply.*

- ☐ Yes
- ☐ No

13. Has the student received any remediation services in the past three (3) years?*Check all that apply.*☐ Yes☐ No**14. What is the average number of days the student was absent over the past three (3) years?**

15. Has the student ever been suspended?*Check all that apply.*☐ Yes☐ No**16. If yes, how many times?**

17. Has the student ever been expelled?*Check all that apply.*☐ Yes☐ No**18. If yes, how many times?**

19. Is the student eligible for the Free/Reduced-Price Lunch Program?*Check all that apply.*☐ Yes☐ No**20. Does the student plan to earn a GED?***Check all that apply.*☐ Yes☐ No

21. Optional: What is the highest level of education completed by either parent/guardian?

(Check one.)

Check all that apply.

- ☐ Elementary School
- ☐ Middle School
- ☐ High School
- ☐ College
- ☐ Graduate School

 Send me a copy of my responses.

Powered by





Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: May 2, 2016

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Proposed 2017 – 2018 Calendar** (*Action*)

The Calendar Committee would like to share the final results of the voting for the 2017 - 2018 school calendar (voting was closed on Wednesday, April 27th). Therefore, based on these results we are recommending the attached calendar.

Total Responses - 751

Start Tuesday, August 29th - Friday, June 1st	71%
Start Tuesday, September 5th - Friday, June 8th	29%
Christmas Break December 23rd - January 7th	63%
Christmas Break December 20th - January 2nd	37%

Disaggregated 751 Responses

Staff Responses - 343

Start Tuesday, August 29th - Friday, June 1st	72%
Start Tuesday, September 5th - Friday, June 8th	28%
Christmas Break December 23rd - January 7th	64%
Christmas Break December 20th - January 2nd	36%

Parent Responses - 382

Start Tuesday, August 29th - Friday, June 1st	70%
Start Tuesday, September 5th - Friday, June 8th	30%
Christmas Break December 23rd - January 7th	61%
Christmas Break December 20th - January 2nd	39%

Community - 26

Start Tuesday, August 29th - Friday, June 1st	71%
Start Tuesday, September 5th - Friday, June 8th	29%
Christmas Break December 23rd - January 7th	62%
Christmas Break December 20th - January 2nd	37%

August 2017

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

September 2017

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

October 2017

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

November 2017

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

December 2017

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

January 2018

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



New Teacher



Teacher In-Service Days (No School)



Vacation



Snow Days



Begin/End of School Year/End of Quarter



Early Dismissal Day

The first day of school will be a full day.

8/18	First Day New Teachers
8/22	First Day Teachers
8/22-28	Teacher In-Service (NO SCHOOL)
8/29	School Begins (Full Day)
9/4	Labor Day
10/9	Teacher In-Service (NO SCHOOL)
11/2	K-12 Parent/Tchr Conf. (early dismissal)
11/3	K-12 Parent/Teacher Conferences
11/22-24	Thanksgiving Break
12/23-1/7	Christmas Break
1/19	Teacher In-Service (NO SCHOOL)
2/22	K-12 Parent/Tchr Conf. (early dismissal)
2/23	K-12 Parent/Teacher Conferences
3/12-16	Spring Break
3/30	Good Friday (early dismissal)
5/26	Fort Mackenzie Graduation
5/27	SHS Graduation
5/28	Memorial Day
6/1	School Ends
6/4	Teacher In-Service (NO SCHOOL)
6/5 & 6	Snow Days

185 Teacher Days

175 Student Days

T1 11/17 56 days

T2 2/16 51 days

T3 6/1 68 days

1st Quarter Ends 10/27- 42 days

2nd Quarter Ends 1/18 - 45 days

3rd Quarter Ends 3/30 - 44 days

4th Quarter Ends 6/1 - 44 days

February 2018

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

March 2018

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

April 2018

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

May 2018

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

June 2018

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

July 2018

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



Excellence and Accountability

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

DATE: May 2, 2016
TO: Board of Trustees
FROM: Cody Sinclair, Human Resources Coordinator
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

ECA Building Security

The following policies are being recommended for second reading:

IKF-P Graduation Requirements (Recommend Tabling Until June)

*Policies -
First Reading*

BUILDING SECURITY

ACCESS CONTROL SYSTEM:

The building principal, or his/her designee, will be responsible for issuing keys/devices and maintaining an accurate up-to-date list in the school office of all people who have been issued keys. No person other than the superintendent, or his/her designee, is authorized to approve additional devices to be issued to a building.

IDENTIFICATION AND THE RIGHT TO EJECT:

School personnel may require identification of any person on school property. The principal, or his/her designee, may refuse to allow persons with no legitimate business to enter school grounds or may eject any undesirable person from school grounds if that person refuses to leave peacefully upon request. Persons who violate state law regarding trespassing on school grounds, damaging school property, or loitering will be subject to the full range of the criminal laws of the state. **Each building principal shall establish protocols dealing with visitors and building security.**

BUILDING CHECKS:

Building checks will be completed in accordance with a schedule approved by the facilities director. The Sheridan Police Department and Sheriff's Office are encouraged to observe the various school sites for irregular or suspicious occurrences. An emergency calling list is maintained in the dispatcher's office at the Sheridan Law Enforcement Center.

VANDALISM:

All acts of vandalism to school property shall be reported to the building principal immediately upon discovery. The building principal will notify the business manager and facilities director as soon as practical. A vandalism report should include: date and time of discovery of the vandalized property, location, description of damage, and estimated cost.

If the damage is considered by school officials to warrant police department involvement, contact will be made promptly and a report filed with that office.

Insurance companies will be properly notified by the designated school officials, if the damaged property appears to be covered

BUILDING SECURITY (contd.)

by insurance policies.

See also policies:

EBCA - Crisis Intervention Team

KF - Community Use of School Facilities

KI - Visitors to Schools

First Reading: 12/7/09

Second Reading: 1/11/10

*Policies -
Second Reading*

Graduation Requirements

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

1 Successfully complete the following components in grades nine (9) through twelve (12), as evidenced by passing grades and by successful performance on the school district's assessment system, as required by state statute;

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

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

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

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

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

Graduation Requirements (contd.)

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

~~PROCEDURE FOR ACCUMULATION OF COURSE CREDITS:~~

~~By Wyoming Statute, (WS 21-9-101) in order to receive a diploma, students must earn course credits including~~

- ~~(i) Four (4) units school years of English;~~
- ~~(ii) Three (3) units school years of Mathematics;~~
- ~~(iii) Three (3) school years of science; and~~
- ~~(iv) Three (3) school years of social studies, including history, American government and economic systems and institutions~~

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

~~(3) Earn three units of Social Studies, including American Government; and three units of Science. In addition to the above statutory IKF-P requirements, Sheridan County School District Number Two procedures also requires one-half credit of Health and Safety and one credit of Physical Education.~~

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

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

~~*Section 504 of the Rehabilitation Act of 1973 is Congress' directive to all entities, including both public and private schools that receive federal funding to eliminate~~

Graduation Requirements (contd.)

~~discrimination on the basis of disability from all aspects of their operations.~~

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

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

Reference:

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

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

See also policy:

IKF-P(2) - Assessment System

First Reading: ~~2/2/15~~

Second Reading: ~~4/6/15~~



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: May 2, 2016

TO: Board of Trustees

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

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

The three secondary school handbooks are provided for your review with the intent of receiving approval at the May 9th Board meeting. Please feel free to contact me prior to the Board meeting, if there are any questions I can answer. I will request that you take action to approve these handbooks at the board meeting on Monday. Please see the handbooks below:

- Fort Mackenzie/the Wright Place
- Sheridan Junior High School
- Sheridan High School

FORT MACKENZIE HIGH SCHOOL THE WRIGHT PLACE MIDDLE SCHOOL

Student Resource Guide & Handbook 2016-2017

1301 Avon Street
Sheridan WY 82801

www.scsd2.com

(307) 673-8730

Fax (307) 464-3014

Our Vision

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

Sheridan County School District 2

School Board Goals

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

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

Leadership Capacity Goal: SCSD #2 will exhibit and monitor the district role in promoting academically-focused leadership in the community. The Board of Trustees believes that as a public entity, the District is responsible to the Sheridan community to model and provide governance and leadership that is consistent and coherent. Board policy needs to be congruent with administrative priorities and procedures.

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

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Our Mission

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

General Information

Introduction

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

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

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

Our two schools are located on the same campus.

Building Hours

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

Quarters

Fort Mackenzie High School Students

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

Academic Hours

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

FMHS Student Vehicles

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

Medications

If it becomes necessary for a student to take any form of medication at school, a school medical form signed by the parent/guardian must be presented to the office. All medication must be brought in 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 school telephone only between classes.
- If a student becomes ill, they must call a parent or guardian from the office, not on their cell phone.
- Messages and deliveries from home should be left in the office.
- Students will be called out of class only in an emergency.
- Non-emergency phone calls for students need to be kept to a minimum, and messages will be delivered to class at a convenient time.

Visitors

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

Busing/School Sponsored Trips

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

Fines

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

Computer and Internet Use

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

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

Academics

Fort Mackenzie High School

Graduation Requirements

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

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

<u>Class</u>	<u>Required Credits</u>	<u>Required Indicator Classes (State Standards Mastery Courses)</u>
English	4	English 9, 10, and 11 or Applied English 9, 10, and 11
Mathematics	3	Algebra I, Algebra IA and IB, Geometry, and Standards Math
Science	3	Integrated Science 9, Biology 10, and Earth Science 11
Social Studies	3	World History 9, American History S1 and S2, American Government
Health	0.5	Health & Safety
Physical Education	1	Individual & Team Activities and Personal Fitness
Fine Arts	0	Exploring Music
Career & Tech Ed	0.5	Career Development

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

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

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

Required testing schedules are as follows:

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

Dual Enrollment

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

Friday Remediation

- We offer students the opportunity for remediation to re-learn important standards.
- Students that are ill and miss instruction, must remain after school on the day they return to receive one-on-one instruction.
- Students are required to do weekly grade checks, by 3:00 p.m. each Thursday.
- Students who have completed assigned work Monday through Thursday and are passing all courses with a 70% or above, will be excused at 1:00 p.m. on Friday. All early released students must leave by 1:30 p.m.
- Students not passing with 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

6 P’s

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

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

Compass Learning

Compass Learning computer classes are used for credit recovery.

ACT Prep Me

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

Tribes

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

Service Learning

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

Title I Programs

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

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

Fort Mackenzie High School Grading

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

FMHS Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- F = 69 and below

Additional Credit Opportunities

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

The Wright Place Promotion and Retention

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

The Wright Place Grading Scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or Below

Guidance Services

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

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

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

Postsecondary Planning

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

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

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

FMHS will assist students by:

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

College Applications

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

College Examinations

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

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

Exam Registration and Fees

The State of Wyoming pays the registration fees for juniors to take the ACT on a designated state testing day (**April 19, 2017**). A student may take these exams more than one time. Additional ACT exam fees will be the responsibility of the student. The ACT requires pre-registration by designated deadlines. Registration and study materials are available in the Counseling Office.

Post-Secondary Financial Aid

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

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

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

Hathaway Scholarship

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

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

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

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

Hathaway Success Curriculum Changes for 2016 Graduates and Beyond

Success Curriculum Content Area	Provisional Opportunity (\$840/semester) 2.5 GPA /17 ACT or 12 WorkKeys	Opportunity (\$840/semester) 2.5 GPA / 19 ACT	Honors (\$1680/semester) Honors 3.5 GPA / 25 ACT Performance (\$1260/semester) Performance 3.0 GPA / 21 ACT
Foreign Language	Two sequenced years of the same Foreign Language one of which is required to be taken in grades 9-12. or	Two sequenced years of the same Foreign Language one of which is required to be taken in grades 9-12. or	Two additional years of Foreign Language courses May be sequenced or non-sequenced different language 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 - College Examination and Application Calendar Academic Year **2016-2017**

AUG 5	Fri		Registration Deadline for ACT Sep 10 th Test	
SEP 10	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
SEP 16	Fri		Registration Deadline for ACT Oct 22 nd Test	
OCT 22	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
NOV 4	Fri		Registration Deadline for ACT Dec. 10 th Test	
DEC 10	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
JAN 13	Fri		Registration Deadline for ACT Feb. 11 th Test	
FEB 11	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
MAR 1	Wed		FAFSA Priority Deadline	
MAR 3	Fri		Registration Deadline for ACT April 8 th Test	
APR 1	Fri		Sheridan College Scholarship Deadline	
APR 8	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
APR 19	Wed		ACT Examination for Juniors EXPLORE for Freshman PLAN for Sophomores	<i>FMHS</i>
MAY 4	Fri		Registration Deadline for ACT June 10 th Test	
MAY ?	?		ACT Make-up Session	<i>FMHS</i>
JUNE 10	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>

2016-2017 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 10, 2016
October	Consult your parents & school personnel for their ideas on college options. STUDY! Junior year grades are very important.	ACT - Oct 22, 2016
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 10, 2016
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 11, 2017
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 <i>High School Tuition grant</i> .	ACT - April 8, 2017 ACT – April 19, 2017 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 10, 2017

2016-2017 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 (<i>photocopy the forms for scratch work/backup</i>). Retake the ACT exam, if needed.	ACT - Sept 10, 2016
October	Attend Post High School Planning Days. Talk to Admissions Offices and visit colleges of interest. Draft, write, and then final copy application essays. Identify teachers best able to write recommendations. Retake the ACT exam, if needed.	ACT - Oct 22, 2016
November	Submit completed applications to selected colleges. (<i>Keep a copy of everything you send!</i>) 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 10, 2016
January	Complete the FAFSA: <u>F</u> ree <u>A</u> pplication for <u>F</u> ederal <u>S</u> tudent <u>A</u> id. Submit applications to regional colleges and state universities. (<i>Keep a copy of everything you send!</i>)	
February	Watch out for financial aid application deadlines! Confirm that filed FAFSA data is complete & correct.	ACT - Feb 11, 2017
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 8, 2017
May	Keep Studying! You still must have the diploma. Graduate!	
June	Verify that FMHS sends your final transcript to your college.	

Closed Campus

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

Enrollment Procedures

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

1. Complete the application process.
2. Attend the required screening interview.
3. Await the committee's decision to either accept or deny the application.
4. Decide if Fort Mackenzie High School/the Wright Place Middle School meets your educational needs.
5. Complete all necessary school forms, and attend any additional required meetings with staff.
6. A valid withdrawal form, including proof of all fines paid, from your previous school must be presented before enrolling in our schools. If you choose to attend, and it is shortly before the end of a quarter, you must wait for admittance until the next quarter.
7. Student Fees: A \$40.00 activity fee will be charged each academic year. Fees will be collected before students are permitted to register for classes. A receipt is required before students may register.
8. Student and Parent Compact: The Fort Mackenzie High School/Wright Place Middle School Student and Parent Compact agreements list student expectations for attendance, productivity, and behavior. The student and parent(s) must sign the Compact. (See page
9. Parents/Adult Involvement
Parents must commit to:
 - attend a four week Adult Discovery class. These two-hour training sessions are held each Thursday evening from 7-9 p.m. The parents' participation in the Adult Discovery classes is a component of a student's continued eligibility to attend Fort Mackenzie High School/the Wright Place Middle School.
 - twelve hours parent school service per year. A student's continued eligibility to attend Fort Mackenzie will be affected by non-engagement of parental support.
 - attend the two Parent/Teacher academic conferences each year.

Student Attendance Procedures

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

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

Students hold the primary responsibility for daily attendance. Parents or guardians are expected to call daily if their son or daughter is absent. Parents or guardians will be given 48 hours to deliver a note to the front office verifying any non-school related absence. Administration will address attendance 48 hours after an absence (unv).

Consequences will be given if absences (unv) are determined to be unexcused (unx). Our Attendance Secretary can be reached by dialing this number: 673-8730, extension 5829. A message can be left 24 hours a day to verify an absence. The Attendance Secretary will make daily calls home for absences each day.

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

Compulsory Attendance

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

The Twelve-Day Limit

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

Attendance Definitions

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

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

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

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

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

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

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

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

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

*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 cosmetic related appointments
- Babysitting siblings
- Car trouble, where and when a bus is available
- Leaving class without permission
- Staying home for non-essential reasons or when no excuse is provided

Makeup Work

When a student is absent for any reason, it is the responsibility of the student to make arrangements for make-up work. If the student knows ahead of time that she/he will be absent, arrangements should be made to complete work before they leave. Makeup work will be required for all absences. If no graded work was done in class that day, the student will be required to get the notes, handouts, read the assigned material, or complete any activity, and then show the teacher the work or material. Some assignments may require work outside the regular class time. The student will be given assigned time to makeup work, which is equal to the number of days absents, plus one days. Athletes and field trip participants need to make prior arrangements for makeup work in advance of the absence. It will not be at the teacher's discretion whether to accept missed work as a result of unexcused absences or not.

Discipline

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

Wyoming Education Code

Expulsion Policy

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

Student Discipline and State Law

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

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

Willful destruction or defacing of school property;

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

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

Harassment, Intimidation, Bullying (Policy JIFCA)

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

Weapons

Fort Mackenzie High School/Wright Place Middle School has a zero tolerance for firearms or weapons.

Consequences: Referral to local authorities, and/or immediate suspension leading towards expulsion.

Fighting

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

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

Definitions of Discipline Terms

Problem Solving Contract (see page 30 and 31):

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

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

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

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

No Tobacco/Smoking Policy

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. Recommendation to parents for referral to drug/alcohol treatment program.
3. Individual cases will be considered if treatment is sought by the student.
4. Drug dogs will be used to search lockers, back packs, and vehicles.

Dress Code Regulations

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

Pants must:

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.

Dress Code Violations

All students at Fort Mackenzie HS and The Wright Place MS are expected to comply with the Dress Code.

Noncompliance may result in, but not be limited to, the following:

1st Offense:

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

Consecutive Violations:

- **Second violation:** The student and Teacher will contact the parent to bring a uniform to school for the student to wear. Parents/Guardians will meet to discuss the Dress Code Policy and problem-solve strategies to aid the family in complying with the school dress code.
- The student will be given one day of **In-School Suspension (ISS)** by the Principal.
- **Third violation:** Parent notification and a meeting with the principal to discuss non-compliance issues with the result of **two days ACE**. Meet with Parents/Guardians to Problem-solve strategies to aid the family in complying with FMHS/tWP dress code.

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

PROBLEM SOLVING CONTRACT TABLE

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

Electronic Devices

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

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

Search and Seizure

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	or
Office of Civil Rights Coordinator	Wyoming Department of Education
Sheridan County School District 2	Office of Civil Rights Coordinator
Sheridan, Wyoming 82801	Hathaway Building, 2 nd Floor

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

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, address, telephone listing, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees, honors and awards received, and the most recent previous school attended.

First Reading: 3/12/12

Second Reading: 4/10/12

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, such as with lawyers, doctors, or ministers;
 - g. Religious practices, affiliations, or beliefs of the student or parents; or
 - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
 - a. Any other protected information survey, regardless of funding;
 - b. Any non-emergency, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the education curriculum.

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

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

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

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

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

First Reading: 3/4/13

Second Reading: 4/8/13

Fort Mackenzie High School/the Wright Place Middle School
Student/Parent/School Compact for 2016-2017

Our Mission:

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

Student Responsibility—I will:

1. Arrive on campus with...
 - ☐ Appropriate rest
 - ☐ Breakfast
 - ☐ Good hygiene
 - ☐ 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
 - Prompt
 - Prepared
 - Positive Mental Attitude
 - Participate
 - 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.
8. 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
 - ☐ Dress code compliance
2. Provide appropriate medical attention when needed.
3. 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.
3. Treat everyone with dignity and respect.
4. Provide strategies for students to gain academic success.
5. Respectfully and accurately inform parents of their student's progress.

Fort Mackenzie High School and the Wright Place Staff

Revised 2013/2014

Title I Parent Permission Form

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

Please sign this permission form so that, if appropriate, Title I services will be provided for our child.

I, _____
(Parent’s Name)

Hereby allow the Wright Place/Fort Mackenzie High School and its staff to provide appropriate Title I services to my child,

_____, for the 2015-2016 school year.
(Student’s Name)

(Parent/Guardian Signature)

(Date)

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

Defined:

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

Student: _____

Date: _____

Teacher: _____ **(Teacher must sign when giving PSC to student)**

TEACHER

Describe incident (be specific):

STUDENT

Please answer the questions below.

1. Define your problem. What student (your) behavior caused the problem?
2. Suggest several possible solutions to your problem.
3. Identify and explain which solution will best help you behave differently in this area.
4. Put your choice into a plan and have the classroom teacher approve it.
5. How can you be allowed back into classroom/school?

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

(Problem Solving Contract Continued)

Discipline Issue: Teacher must check appropriate box(es).

MINOR

- ☐ Bus Infraction
- ☐ Cell Phone Infraction
- ☐ Cheating
- ☐ Computer/Electronic Device Misuse
- ☐ Dishonesty
- ☐ Disorderly Conduct (Minor/Major)
- ☐ Disrupting Class (Acting Out)
- ☐ Dress Code Violation
- ☐ Excessive Tardiness
- ☐ Horseplay/Nuisance Issue
- ☐ Inappropriate Display of Affection
- ☐ Inappropriate Language (Vulgarity)
- ☐ Plagiarism/Forgery
- ☐ Trespassing on SJHS property
- ☐ Other _____

MAJOR

- ☐ Open Defiance (Verbal Abuse Only)
- ☐ Skipped Supervised Studies
- ☐ Truancy
- ☐ Alcohol/Drugs
- ☐ Bullying/Cyber Bullying
- ☐ Fighting
- ☐ Harassment/Sexual Harassment
- ☐ Theft/Larceny/Stealing
- ☐ Tobacco
- ☐ Threat/Intimidation
- ☐ Vandalism/Trespassing
- ☐ Weapons Possession
- ☐ Other _____

I, _____ agree to meet with _____
(Student's Name) (Teacher's Name)

and my parents on _____ at _____.
(Date) (Time)

Consequences

- ☐ Documented Offense, No Action Taken
- ☐ Warning
- ☐ In School Suspension
- ☐ Out of School Suspension
- ☐ Alternative Placement (ACE Behavior Center)

How many days _____

Dates: _____

- ☐ Bus Suspension
- ☐ Expulsion
- ☐ Friday Remediation
- ☐ Supervised Studies
- ☐ Alternative Placement by Hearing Officer
- ☐ Withdraw
- ☐ Other _____

Student Signature: _____

Parent Signature: _____

Teacher Signature: _____

Principal Signature: _____

Revised 5-



Excellence and Accountability

Craig Dougherty, Superintendent

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

**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: _____

Field trips and extracurricular activities are planned throughout this school year for educational purposes to meet classroom objectives. These objectives may include specific curricular activities and/or celebrations of accomplishments.

We, as parents/guardians of the listed child or children, hereby consent and choose to allow the child or children to participate in field trips and extracurricular activities, (hereinafter collectively called "the activities"). We understand that involvement in the activities has certain inherent risks to the child and his/her property. We understand and accept these inherent risks.

We reserve the right to revoke this consent at any time by notifying the school in writing. We further reserve the right to withdraw the listed child or children from participating in a particular field trip or activity scheduled during the 2014-2015 school year, and agree to give the school at least twenty-four (24) hours notice of our intent to withdraw the child from participating in such activity.

I/we do hereby give permission for agents of this organization to seek and secure any needed medical attention or treatment for the listed child or children. I understand that every effort will be made to contact me. If I cannot be reached, I/we hereby give permission to the attending physician to secure proper treatment for the listed child or 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

7-12

Agreement to Abide By Rules

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

1. The teacher shall review the educational value of the field trip and receive the principal's approval prior to making arrangements for the field trip.
2. The teacher will provide parents with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and an itinerary when a field trip will extend beyond the school day.
3. One or more adults, in addition to the teacher, will accompany each class on field trips unless other arrangements have been approved by the principal. Teachers are responsible for informing the accompanying adults of their duties and responsibilities.
4. The teacher should review acceptable standards of conduct with the students in advance of the trip. The teacher has primary responsibility for students who do not participate in the field trip.
5. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.
6. Student safety will be a primary consideration.
7. If a student is displaying inappropriate behavior, consuming contraband, and/or endangering him/herself or others, he/she will be dismissed immediately and parents will have to collect their son/daughter.
8. Requests for school bus transportation will be channeled through the principal followed by the Transportation Coordinator at least one week prior to the trip.
9. Children will not be permitted to leave the field trip group during the trip unless they are released to parents.
10. The funding necessary for any activity trip or field trip sponsored by the school will come from district monies, and be approved by the principal.
11. Parental permit slips will be required. No student will be required to go on a field trip if their parents do not approve.

Rules Agreement

We have read and understand the Agreement and agree to abide by the rules.

Parent/Guardian Signature

Date

Student Signature

Date

Individual Computer Use

Fort Mackenzie High School and the Wright Place Middle School

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

Rules and Regulations

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

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

Prohibitions

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

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

Network Etiquette (Manners)

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

Security

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

Vandalism

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

Consequences for Intentional Misuse of Building Computers

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

I agree to the stipulations set forth in the Fort Mackenzie HS/the Wright Place MS, in 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: _____

Parent Name (Please Print): _____

Parent Signature: _____

Date: _____

Web Page Publication

Fort Mackenzie HS/the Wright Place MS may in the future wish to publish videos and 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

Revised 4/2/2015

SHERIDAN COUNTY SCHOOL DISTRICT #2
MEDIA PERMISSION FORM

Dear Parent/Guardian,

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

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

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

Please check one:

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

Student Signature

Parent Signature

Date

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

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

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

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

Student Signature

Date

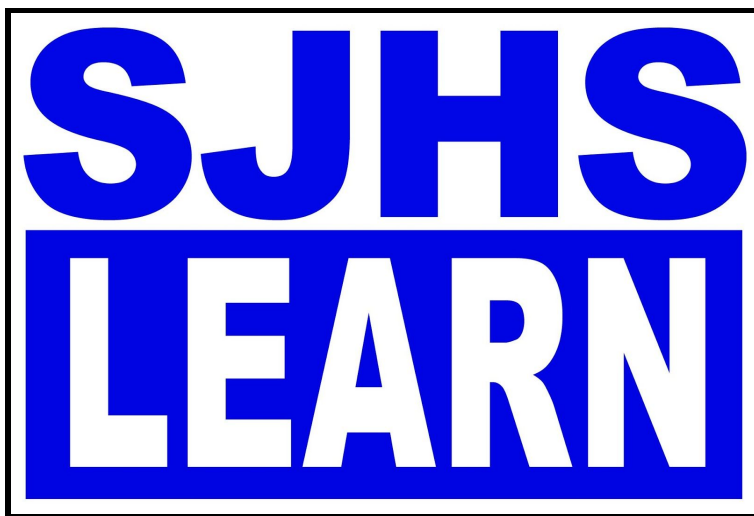
Parent/Guardian Signature

Date

Student/Parent Handbook

2016-2017

SHERIDAN JUNIOR HIGH SCHOOL



*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

Nicki Thomas – Principal

Kim Anderson – Assistant Principal/AD
Brad Gregorich – Assistant Principal
Rebecca Attebury – Counselor (7th Grade)
Raili Emery – Counselor (8th Grade)
Mary Barbula – Counselor (6th Grade)

nicki.thomas@scsd2.com
kim.anderson@scsd2.com
brad.gregorich@scsd2.com
rebecca.attebury@scsd2.com
raili.emery@scsd2.com
mary.barbula@scsd2.com

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Sheridan Junior High School

2016-17

Dear Students and Families,

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

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

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

Nicki Thomas, Principal

Kim Anderson, Assistant Principal/Activities Director

Brad Gregorich, Assistant Principal

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



District Mission Statement

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

Sheridan County School District #2 School Board Goals

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

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

Leadership Capacity Goal: SCSD #2 will exhibit and monitor the district role in promoting academically-focused leadership in the community. The Board of Trustees believes that as a public entity, the District is responsible to the Sheridan community to model and provide governance and leadership that is consistent and coherent. Board policy needs to be congruent with administrative priorities and procedures.



BRONCS SURVIVAL SKILLS

BE PREPARED AND RESPONSIBLE

RESPECT SELF AND OTHERS

OPERATE ON TIME AND ON TASK

NURTURE A POSITIVE ATTITUDE

CONCENTRATE ON POSITIVE CHOICES

STRIVE FOR SUCCESS

SJHS Purpose

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

SJHS Commitments

We make the following commitments to student learning:

Supporting Student Learning

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

Communicating Effectively

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

Maintaining a Professional Culture

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

SJHS Values

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

SCHEDULE & SUPPORT SERVICES

Office & School Personnel

Administration

Principal	Nicki Thomas
Assistant Principal/Activities Director	Kim Anderson
Assistant Principal	Brad Gregorich

Counselors

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

Library & Media Staff

Librarian	Julie Weitz
Media/Technology Paraprofessional.....	Tess Lannan
Media/Technology Paraprofessional.....	Emily Swinyer

Support Staff

Discipline Assistant.....	Dan White
Principal's Secretary.....	Jennifer Farr
Attendance/Discipline Secretary.....	TBD
Counseling/Activities Secretary.....	Brenda Henderson
Guided Study Hall Paraprofessional	Cody Dahlen
Office Paraprofessional	Becky Husske
Office Paraprofessional	Peggy Steir
Head Cook	Jennifer Rodriguez
Head Custodian.....	TBD
Nurse.....	Jennifer Steel
School Psychologist	Toby Laird
School Resource Officer	Howie Fitzpatrick

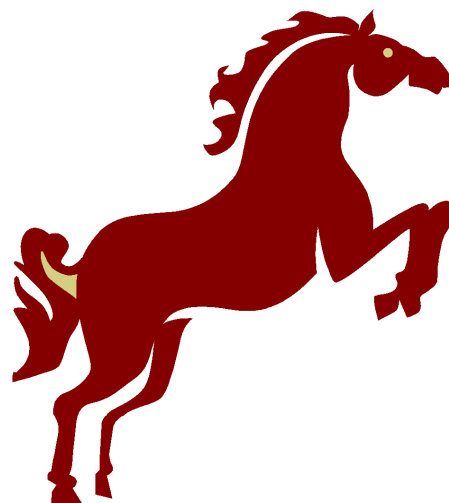
Emailing Staff Members:

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

Travis Hetland – Lit, Comp
Loretta Holloway – Lit, Comp
Angela Romanjenko – Math
Sarah Hackworth – Science
TBD – History

SILVER TEAM

Kacey Titus – Lit, Comp
Devon Johnston – Lit, Comp
Pete Karajanis – Science
John Ripley – Math
Dana Wyatt – History

7th Grade

GOLD TEAM

Katie Barker – Lit, Comp
Katie Medill – Lit, Comp
Tara Garner – Math
Katie Foster – Science
Ed Calkins – History

RED TEAM

Ann Lowe – Lit, Comp
Betsy Mack – Lit, Comp
Harold Mulholland – Math
Rachael Esh - Science
Renel Ellis – History

Additional 6th & 7th Grade Teachers

Rebecca Adsit - Lit, Comp
Ryan Fuhrman – Science
Colter Huhn - Science
Erin Osborne - Math
Luke Sommers - History

8th Grade

ENGLISH

Tim Doolin
Kim Malin

HISTORY

Timm Cooper
Luke Sommers
Kyle Ewing

MATH

TBD

Cindy Dunham
Erin Osborne

SCIENCE

Jennifer Doolin
Nancy McCullough
Rachael Esh

Electives Staff/Specialists

Amy Andrews – Resource Specialist
Chelsea Bestram – Ramp Up Math
Julianne Blaha – Spanish
Chris Bloomgren – Business Technology
Kaleb Brinkerhoff – Math Lab
Clayton Christensen - Agriculture
Aaron Cleare – Resource Specialist
Ward Cotton – Agriculture
Steve Davies – Business Technology
Sharon Deutscher - Business Technology
KC Fiedler – Industrial Technology
Rochelle Fox – Reading Lab
Richelle Frankovic – Family & Consumer Science
Leslie Fuhrman – Resource Specialist
Darin Gilbertson – PE/Wellness
Debra Hill – Seminar English
Michele Hoistad – Resource Specialist
Anna Holder – Art
Taylor Kelting – PE/Wellness
Erin Knutson – Band
Mary Lawson – Art
Larry Ligocki – Business Technology
Cyrta Martini – Resource Specialist
Dustin Metesh – Resource Specialist
Brent Moore – Aquatics Director
Becky Motsick – Resource Specialist
Kale Rager – PE/Wellness
Kim Ryan – PE/Wellness
Razmick Sarkissian – Orchestra
Tony Sawyer – Choir/Music
Scott Soderstrom – Industrial Technology
Jade Thoenke – Resource Specialist
Andy Wallencamp – Resource Specialist

Highly Qualified Staff: All staff at Sheridan Junior High School are highly qualified in their content area. If you have any questions regarding the highly qualified status of a teacher, please contact the principal.

Schedule

School hours for students are 8:05 am to 3:45 pm. SJHS classes begin at 8:20 am and end at 3:30 pm. The building will be open for students at 8:05 am unless other arrangements have been made. The first bell will ring at 8:15 am. At this time, students will be in their classrooms. After school, students are to leave the building and go home unless under the direct supervision of school staff. Examples include: athletics, after school program, student council. *Students not directly supervised must exit the building at the 3:45 bell.*

Students who participate in activities after school are to stay in the gym area of the building. Participants are to exit the building from the activity entrance by the gyms when practices or events have finished. Students will *not* have access to lockers after activities or practices.



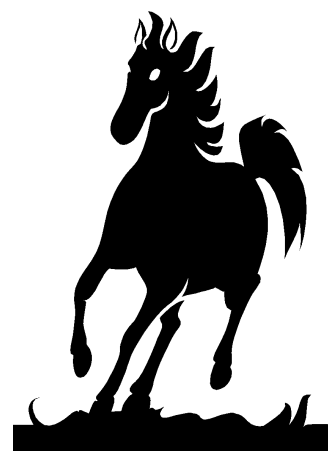
My Daily Schedule –

Period	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1 st Period				
2 nd Period				
3 rd Period				
4 th Period				
5 th Period				
6 th Period				
7 th Period				

Guidance & Counseling

Our counselors work to help students learn to solve their own problems and help make school a place where students can feel successful. The Counseling Office offers the following varied services to students and parents:

1. **Educational Counseling.** Placement in appropriate academic settings in all areas is an ongoing process during junior high and high school. Students and parents can receive assistance in selecting courses in an effort to meet each student's individual needs.
2. **Standardized Testing.** All of the district's standardized testing for SJHS students is coordinated through the Counseling Office.
3. **Personal Counseling.** Students have the opportunity to visit with counselors to help deal with issues in their lives. In situations that are best dealt with by outside agencies, the school counselors work with those agencies, students, and parents to help coordinate any necessary services.
4. **Monitoring of Student Performance.** Counselors also help coordinate efforts among teachers, parents, and students to help raise their performance levels.



School Lunch

Lunch prices for the current school year are as follows: Student-\$2.75; Adult-\$4.50; Milk-\$0.35. 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

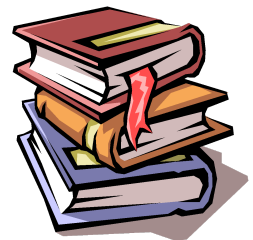
School breakfast is served daily from 7:55-8:10 am. Prices are: Student-\$1.25; Milk-\$0.30. Free and reduced prices apply.

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.

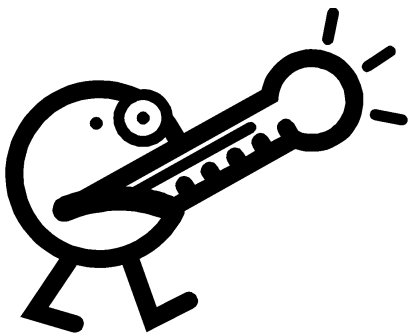
Students may check out up to five books at a time for a two-week period. We gladly renew books and do not charge overdue fees at this time. Students who do not return library books on time will lose the privilege of checking out books, until the overdue books are returned. Students will not be allowed 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.

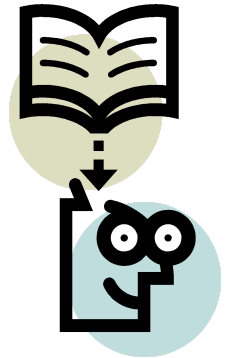


Parents are requested to keep children home from school, if they are ill. Students who become ill during the school day are to report first to the Office. Students must have office staff permission to call home. Phone calls regarding illness are not to be made from the classroom. Office personnel will 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.

Common Grading Conversion Scale

4	Exceeds Target	100% A+	2	Partial Success	69% D+
3.5		95% A	1.5		65% D
3	Meets Target	89% B+	1	Redo	59% F
2.5		75% C			

Advanced and Gifted Programs

Sheridan Junior High School works systematically to provide appropriate enrichments and challenges to students in the general education classroom. Due to high student academic skills and/or gifts in specific content areas, some students will qualify for advanced or specialized coursework. Each spring, school teams collect a variety of data to determine eligibility for courses the following fall, such as Seminar English and Math Extensions. SJHS also offers advanced coursework in Science and History to eighth grade students. Data collected for eligibility includes MAP scores, PAWS scores, district assessment scores, teacher recommendation forms, grades, and specialized assessment scores, such as the Arlin Test of Formal Reasoning or Otis Lennon School Ability Test depending on the content area. Student eligibility decisions are data-driven, and students are not placed in advanced programs at parent request. Because of the extensive and detailed nature of the eligibility process, we invite parents with questions to set up an appointment with the building principal.

Incomplete Grades

Students who fail to meet course requirements during a quarter may receive a grade of *Incomplete*. The school will contact parents of the students explaining the need for remediation. Parents are encouraged to contact the teacher(s) to make arrangements for completing the required work. *It is the student's responsibility to complete the required work.* Upon completion of course requirements, to at least a D grade, the incomplete quarter grade will be changed to P for *passing*.

- Teachers may determine if an *Incomplete* is applicable for each student based on academic standing in that specific class. If a passing grade is not possible within the required time frame, *Incomplete* status is not applicable.
- If eligible for an *Incomplete*, students may have five school days after the end of each quarter to complete work.

All students are given the opportunity to complete missing requirements before or after school. Other possible remediation times will vary depending upon team-developed options. Students with incomplete or missing assignments may be assigned detention or Saturday School as an academic intervention.

Report Cards/Progress Reports

Report cards are issued and mailed home at the conclusion of each nine-week quarter. Midterm progress reports are also mailed home midway through each school quarter to all students. Some teachers issue grade reports every week or two for students to take home to parents. Parents are encouraged to examine the grade reports and to contact the teachers about any concerns.



Parent Portal – Accessing Student Grades

You may access your child's grades and attendance through the Infinite Campus Parent Portal. Go to www.scsd2.com; then click on *Academics* followed by *Login Portals*.

Honor Roll

Two honor rolls exist at Sheridan Junior High School. They are computed using a compilation of all graded classes taken while attending SJHS.

- Gold Honor Roll includes students who have earned all As.
- Silver Honor Roll includes students who have earned all As and Bs.

Homework

All SJHS students will have homework. We ask that parents encourage children to complete homework on time. Our teachers normally give students time in class to begin their homework, so that they can get assistance. Teachers do not always give homework; however, students should expect 15-20 minutes of homework each night in each of their required subjects.

Responsibility Interventions

The school provides a variety of responsibility interventions for students with missing assignments. All students whose learning and grades are compromised by missing work are required to participate in assigned interventions until their assignments are complete. Students will be notified, if they are required to participate. Interventions are supervised by certified teachers who are there to help students complete work and raise their levels of performance. These interventions occur during lunch, after school, and on Saturdays, depending on the extent of missing work. Students chronically struggling with responsibility may be placed in Guided Study Hall or Study Skills courses by school administration.



Positive Behavior Interventions & Supports (PBIS)

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



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

Respect

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

Student Rights and Responsibilities

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
<u>Community</u>	<ul style="list-style-type: none">• Keep hands, feet, and objects to self• Ask for help when needed• Report unsafe actions to an adult	<ul style="list-style-type: none">• Follow directions immediately• Use kind words and actions• Respect property of self and others• Remove hats when indoors	<ul style="list-style-type: none">• Follow school rules• Take proper care of all personal belongings and school equipment• Be honest• Pick up trash and throw it away, even if it is not yours
<u>Hallways/ Stairwells</u>	<ul style="list-style-type: none">• Walk at all times• Keep hands and feet to self• Walk facing forward• Walk on the right side of the hallway and stairwell• Take stairs one step at a time	<ul style="list-style-type: none">• Use only your own locker• Use quiet voices• Use kind words and actions• Be aware and respectful of classes in session	<ul style="list-style-type: none">• 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
<u>Restrooms</u>	<ul style="list-style-type: none"> Wash your hands Keep water in the sink 	<ul style="list-style-type: none"> Use quiet voices Give privacy Respect property 	<ul style="list-style-type: none"> Use a planner pass Flush toilets after use Return to class promptly Report any problems to an adult Keep restrooms clean
<u>Arrival/Dismissal</u>	<ul style="list-style-type: none"> Once at school, stay at school Stay in designated areas until bell rings Pay attention to traffic and buses Keep hands and feet to self Carry skateboards/ scooters on school property Walk bicycles and park them in provided stands 	<ul style="list-style-type: none"> Follow community rules Follow directions of supervising teachers/staff Respect others' property Respect the personal space of others 	<ul style="list-style-type: none"> Arrive on time and leave on time Report to designated areas promptly Obtain pass from front office if entering school early Know and follow procedures for attendance passes
<u>Commons Lunchtime</u>	<ul style="list-style-type: none"> Walk at all times Keep feet on floor Remain seated while eating Keep hands to self Choose a table and stay there for the duration of lunch 	<ul style="list-style-type: none"> Enter & exit quietly and respectfully Wait in line patiently Use quiet voices Allow anyone to sit next to you Use "please" and "thank you" 	<ul style="list-style-type: none"> Clean your table before leaving Return your trays and empty your trash as expected Stay seated until dismissed Recycle
<u>Outside Lunchtime</u>	<ul style="list-style-type: none"> Follow directions immediately Keep hands and feet to self Ask permission to enter school building Use appropriate snow behavior Stay within boundaries 	<ul style="list-style-type: none"> Use appropriate language Include everyone Play fair 	<ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> Walk into assembly as a class Sit together as a class with teacher 	<ul style="list-style-type: none"> Stay seated Use audience manners Applaud appropriately Keep feet off the back of chairs Keep hands and feet to self 	<ul style="list-style-type: none"> Remain quiet throughout assembly or presentation Remain attentive to the performers
<u>Classrooms, Gyms, & Locker Rooms</u>	<ul style="list-style-type: none"> Keep hands/feet to self Keep all legs of chair on floor Use materials appropriately 	<ul style="list-style-type: none"> Use kind words Follow directions immediately Respect others' belongings Keep a positive attitude Take care of school property 	<ul style="list-style-type: none"> Be there, be ready, and be a learner Complete assignments thoroughly and on time
<u>Office</u>	<ul style="list-style-type: none"> Walk quietly Keep hands and feet to self 	<ul style="list-style-type: none"> Wait for your turn Talk quietly and respectfully Respect privacy 	<ul style="list-style-type: none"> Use planner passes Follow attendance procedures in planner Return to class promptly
<u>Library</u>	<ul style="list-style-type: none"> Keep hands and feet to self Keep all legs of chairs on floor 	<ul style="list-style-type: none"> Respect library property Follow instructions Use quiet voices 	<ul style="list-style-type: none"> 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 **mark as 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 or shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- Skipping school;
- Absences for which no reason is provided.

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

Absences for Non-School Activities

SJHS encourages participation in any positive activities, whether school sponsored or otherwise. Students participating in non-school activities that involve absences should budget absences accordingly, as these absences are not excused school activity absences. Parents are advised that any non-medical absences that exceed the district limit of twelve (12) may be marked as unexcused, even those related to non-school activities.

Excessive Absences

Twelve (12) absences in a year are considered excessive; this excludes medical absences. The following communication protocol will be utilized for attendance concerns:

- 7th absence: letter sent to parents from attendance office
- 10th absence: direct contact to parents from school discipline office; letter sent to parents
- 12th absence: attendance contract; subsequent absences marked Unexcused; doctor's note required within 48 hours of further absences; and letter sent to parents from attendance office

Unexcused absences may result in school contact to Juvenile Justice in accordance with the Wyoming Compulsory Attendance Law. In most cases, medically excused absences (documented by a doctor or school nurse) and activities like athletic events do not count toward the excessive absences policy. However, the principal has discretion for whether to accept medical excuses for students with excessive absences.

Make-up Work

Students submitting make-up work due to an excused absence will be permitted one day for each day absent, beginning after the first day back in school. Students will be able to access most missed assignments through online resources. Assignments may be requested by 10:00 am and picked up between 3:45 and 4:30 pm. *There is no good replacement for classroom instruction. Most of the learning opportunities at SJHS cannot be reproduced through paper assignments. Upon return from absences, students are encouraged to work with teachers outside of the school day to get caught up.* If a student is only missing a single day of school, there is a chance they will not receive make-up work. In these cases, it is often easier to work directly with the teacher upon return to get caught up. When a student returns to school after an absence, they are required to discuss missed activities and content with each teacher.



Checking in After an Absence

Students must check in at the office after an absence. This allows office staff to ask clarifying questions and accurately document the absence. In addition, students are required to make contact with each teacher following an absence to discuss missed work.

Tardiness

Getting to class on time is a life skill. The following consequence protocol will be used for tardiness, with students starting at zero each semester: 5 unexcused tardies = after school detention; 10 unexcused tardies = Saturday School; 15 unexcused tardies = Behavioral Center (BC). Beyond fifteen, excessive and habitual tardies will be handled by administration and could result in suspension from school.

Pre-Arranged Absences

For reasons other than illness or family emergencies, parents should call the school or send a note to pre-arrange absences. To enable teachers a reasonable amount of time to prepare lessons, please request a pre-arranged absence at least two (2) days ahead of the actual event—a form is available in the front office. The student will take the pre-arranged 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 pre-arranged 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 pre-arranged 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 inappropriate gestures
- Social: exclusion, isolation, and/or rumors
- Cyber: threatening or harassing emails, text messages, and/or web postings

All forms of intimidation are considered bullying. When you or someone you know is being bullied, please inform an administrator, counselor, or teacher. Students are encouraged to use the Stop, Walk, Talk method of combatting bullying. The school will provide instruction and information regarding bullying at the beginning of and periodically throughout the school year. Please see the district policy on Harassment, Intimidation, and Bullying in this handbook.

Sexual Harassment

Sexual harassment is *not* condoned at Sheridan Junior High School. Sexual harassment includes inappropriate language, unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct, or other physical conduct of a sexual nature. It may occur by repetitive, less traumatic events that happen over a period of time, or by a single incident. If these behaviors or words pressure, intimidate, or make a person feel uncomfortable at school or at school activities and affect that person's education in a negative way, *report the incident immediately to a staff member*. A full investigation will be commenced by the school administration upon receipt of a written complaint.

Cheating/Academic Dishonesty

Cheating is the act or intent of gaining or giving knowledge for an assignment or test answer by fraudulent means. Plagiarism is considered cheating. To avoid plagiarism, a student must give credit whenever using another person's idea, opinion, or theory; any facts, statistics, graphs, drawings, or information that is not common knowledge; quotations of another person's actual spoken or written words; or a paraphrase of another person's spoken or written words. **Consequences for minor cheating will be handled case by case. Consequences for major cheating/plagiarism are as follows:**

- First offense: Saturday School plus supervised, honest completion of the assignment or alternate activity
- Second offense: Behavior Center plus supervised, honest completion of the assignment or alternate activity
- Third offense: Consequence determined by SJHS administration

Lockers

Each student is assigned a locker. Sharing lockers is not permitted. Combinations should be kept private at all times and can be changed by office staff, if requested by a student or parent.

Prohibited Items

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

Acceptable clothing for students includes: skirts, shorts or dresses that reach 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.

Boys: *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: *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 appropriately resolves the dress code violation (belt, T-shirt, etc.). Repeat offenses are considered disrespect/defiance and disciplinary action will be assigned as follows:

- 1st offense: Warning, Parent call
- 2nd offense: After School Detention, Parent call
- 3rd offense: Saturday School / Parent, Student, and Principal Meeting / Behavior Contract
- 4th offense: Behavioral Center 1 day
- 5th offense and beyond: Referral for disrespect/defiance (see Consequence Guide)

Coats/Backpacks/Bags

For safety reasons, students are not allowed to wear coats indoors or carry backpacks/bags from class to class. These items are to remain in lockers during the school day. If extenuating circumstances exist, such as student injury or health conditions, administrators will review the case and may make exceptions.

Bikes & Skateboards

We encourage students to get to school under their own power. For safety reasons, bicycles, skateboards, and scooters may not be ridden on school property. We recommend that bicycles be parked and locked in the bike racks.

Cell Phones & Electronics

Upon entering the building in the morning, students must turn off cell phones and place them in their lockers. If a student has a cell phone on his/her person or is using the cell phone in the building before 3:30 pm, it will be confiscated and returned to a parent only. Violating the cell phone rule is a Level 2 violation (see Consequence Guide). After 3:30 pm, students are allowed to use cell phones inside or outside the building. Other portable electronic devices, including iPods, MP3 players, CD players, cameras, and gaming systems must be kept in a locker, never on a student's person. *SJHS strongly discourages students from bringing such devices to school because of the risk of theft.* E-readers are allowed in class for assigned silent reading only. Students may not use E-readers to access the internet. SJHS staff is not responsible for theft or damage.

Closed Campus

Sheridan Junior High School operates a *closed campus*, meaning that students are to stay on the campus at all times throughout the school day from morning arrival through afternoon dismissal. Once students arrive in the morning, they must remain on campus. During the lunch periods, no student is allowed to leave the school grounds unless checked out *in person* through the office by a parent or guardian.

Sales of Goods & Services

Student sales of goods or services for personal profit are prohibited in all cases. Fundraisers must be approved through the school principal.

STUDENT TECHNOLOGY USE

Sheridan Junior High School strives to provide a learning environment that is rich in technology. Our purpose is to enable and empower student learning, engagement, and development of 21st Century Skills. Technology is a learning tool at SJHS, not a toy or means of entertainment. SJHS students and their parents/guardians will be required to sign a Digital Citizenship Code before being allowed access to technology. The following expectations have been established to ensure that students use technology productively and in a manner that promotes learning.

BE SAFE

- I will keep all usernames and passwords private at all times.
- I will report all suspicious emails and contacts immediately to an adult.
- When in doubt about the safety of a site or app, I will ask an adult.
- I will avoid inappropriate content and report use of inappropriate content immediately to an adult.

BE RESPECTFUL

- I will treat others with respect, dignity, and kindness at all times in online learning environments.
- I will report the following behaviors immediately to an adult:
 - bullying, harassment, threats, intimidation, gossip, rumors, hate speech

BE RESPONSIBLE

- I am responsible for the physical care of my device, and any damage to my device is my responsibility.
- I will carry my Chromebook with the lid closed and with two hands at all times.
- I will use my Chromebook and apps for school appropriate learning activities only.
- I will not use my Chromebook or any web tools to cheat, plagiarize, or engage in academic dishonesty.
- I will ensure that my device is plugged in and charging before leaving each day.

Technology Misuse

The following behaviors are examples of technology misuse and will result in consequences and/or loss of technology privileges. Please see the school Consequence Guide for more information.

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

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



ACTIVITIES

Mission

The major role of the activities program at Sheridan Junior High School is to develop skills, positive self-concept, and the positive values and attitudes associated with success in life. All students are encouraged to participate in activities. Interscholastic and Intramural Sports and Activities are conducted throughout the school year. Positive sportsmanship is expected from our student participants and fans. Unsportsmanlike behavior will not be tolerated.

Academic Eligibility Policy

Student-athletes at SJHS are expected to maintain good academic standing and stay current on school work if they desire to participate in athletics and activities. The school maintains clear expectations for eligibility, as well as a Code of Conduct for student-athletes. Current versions of these documents are available at the school website, through our activities director, or at the school counseling office.

Activities & After School Programs

Sheridan Junior High School prides itself in offering a wide variety of extracurricular and co-curricular activities, as well as after school programs, to enhance student learning in our school. These activities may include:

Kid Witness News	Computer Coding
Student Council	Yearbook
National Junior Honor Society	Intramural Sports
Spelling Bee	Bigger, Faster, Stronger
Geography Bee	Destination Imagination
After School Math Program	Academic Quiz Team
After School Literacy Program	Orchestra
Robotics	Band
Makerspace	Choir

Interscholastic Athletics



The following interscholastic sports are offered at Sheridan Junior High School. The academic eligibility policy is provided to all participants.

6th Grade – Track, Wrestling, Swimming, Cross Country

7th/8th Grade – Track, Wrestling, Swimming, Cross Country, Basketball, Football, Volleyball

Citation Examples (MLA 7)

Citing sources is an important part of the research process. Use these samples to help create a works cited page. If you cannot find an example you need for your works cited page, please stop by the library for more assistance.

Print Sources

Magazine article:

Format:

Author. "Name of article." *Name of magazine*. Date: Page #. Print.

Example:

Shuler, Susanne. "Chocolate Desserts." *Sunset Magazine* Mar. 2011: 12-16. Print.

Newspaper article:

Format:

Author. "Name of article." Name of newspaper date, page #. Print.

Example:

Hill, Jim. "Bears on Kendrick Hill." *Sheridan Press* 4 25 2012, 1. Print.

Book with one author:

Format:

Author. *Title*. City published: Publisher, Date.

Example:

Fleming, Thomas. *The American Revolution*. New York: Viking, 1997. Print.

Book with two authors:

Example:

Smith, Al, and Jack Cobb. *Fun with Origami*. New York: Vintage Books, 1972. 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>.



FERPA – Student/Parent Rights & Privacy

Board Policy JRA-E2

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
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
 - c. Instructional material used as part of the education curriculum.

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

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

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

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

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

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

First Reading: 3/4/13

Second Reading: 4/8/13

Harassment, Intimidation, & Bullying Policy

Board Policy JICFA

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

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

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

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

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

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

Students shall conduct themselves according to the rules and policies of the school district, and shall conduct themselves in a respectful manner toward staff and other students. Students who engage in bullying, harassment, or intimidation shall be subject to disciplinary action up to and including suspension or expulsion.

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

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

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

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

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

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

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

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

W.S. 21-4-314

First Reading: 11/8/10

Second Reading: 12/6/10

Electronic Information Resource Agreement (Internet Access)

Please read this document carefully. All students in Sheridan County School District No. 2 will be allowed Internet access unless parents specify in writing that they do not want their child to have such access. All students will be expected to abide by the conditions and guidelines of this Electronic Information Resource Agreement.

Terms and Conditions of This Agreement

These policies shall apply to:

1. Users of electronic information resources that are utilized with equipment located in Sheridan County School District No. 2.
2. Users who obtain their access privileges through association with Sheridan County School District No. 2.

Personal Responsibility

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

Acceptable Use Guidelines

The use of electronic information resources must be in support of education, research, and the educational goals and objectives of Sheridan County School District No. 2.

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

Privileges

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

Services

Sheridan County School District No. 2 reserves the right to log the use of all systems and monitor files server space utilization. Should it become necessary, files may be deleted. The System Administrator may close an account at any time. Sheridan County School District 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 Recommendation
Level 1 - Minor Misbehavior (Classroom) Includes talking in class; off task behavior; minor disruptions; lack of preparation/materials; name calling; throwing paper, etc; sleeping; dishonesty; passing notes; backtalk; writing on school property	<p style="text-align: center;">Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral.</p>						
Level 2 - Minor Misbehavior Includes 4 STEPS; cell phone/electronics use; public display of affection; profanity; class disruption; throwing food; skipping; gossip/drama/rumors; minor technology misuse (e.g., off-task behavior)	1 st offense	2 nd offense	3 rd offense	4 th offense	5 th offense	6 th offense	
Level 3 – Major Misbehavior Includes bullying/threats/harassment; hate speech; insubordination; disrespect/defiance; profanity directed at staff; major technology misuse (e.g., inappropriate sites, bullying); tobacco use/possession			1 st offense	2 nd offense	3 rd offense	4 th offense	
Level 4 – Significant Major Misbehavior Includes alcohol/drug possession/use; fighting; theft; sexual harassment; vandalism					1 st offense	2 nd offense	
Level 5 – Expulsion Recommendation Includes providing/selling drugs or alcohol; false alarms/ bomb threats; assault/battery; weapon possession/use							1 st offense

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

Any student earning 10 or more major office referrals will be recommended for expulsion from Sheridan Junior High School. Excessive or ongoing minor and/or major referrals may also result in a recommendation for expulsion.

Truancy/Ditching	Students will attend After School Detention or Saturday School for time equivalent to time truant. 3 unexcused absences will result in referral to Juvenile Justice.
Tardies	5 tardies-After School Detention; 10 tardies-Saturday School; 15 tardies-Behavior Center 1 day & parent meeting; 20 tardies-Behavior Center 3 days
Cheating/Plagiarism	See related section in handbook.
Behavioral Center	The Behavioral Center (BC) Program is coordinated by the Volunteers of America. This program provides an alternative to suspension, including behavior modification curriculum and supervised study.
School Resource Officer	Our School Resource Officer (SRO) participates in some discipline cases as deemed necessary by administration.
Dress Code	See related section in handbook.

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

Sheridan High School

2016-2017

1056 Long Drive
Sheridan Wyoming 82801
(307) 672-2495 ext. 2000
Fax (307) 939-7081
www.scsd2.com

SHS MISSION STATEMENT

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

We believe:

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

Dear Bronc Students and Parents:

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

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

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

SHS Administration and Staff

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

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

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

Leadership Capacity Goal: SCSD #2 will exhibit and monitor the district role in promoting academically-focused leadership in the community. The Board of Trustees believes that as a public entity, the District is responsible to the Sheridan community to model and provide governance and leadership that is consistent and coherent. Board policy needs to be congruent with administrative priorities and procedures.

SHERIDAN HIGH SCHOOL PHONE NUMBERS

307-672-2495

Receptionist..... Jennifer Rizer..... ext. 0 or 2000

ADMINISTRATION

Principal..... Brent Leibach.....ext. 3108
Assistant Principal..... Cindy Dahl.....ext. 3107
Assistant Principal..... Jeff Mowry..... ext. 4103
Activities Director..... Don Julian..... ext. 3106
Asst Activities Director..... Kasey Garnhart..... ext. 3105
Asst Activities Director..... Suzie Schatz-Benson..... ext. 1127
Discipline Assistant..... Ryan Murner..... ext. 4101
Discipline Assistant..... Ben Phillips..... ext. 4112

GUIDANCE COUNSELORS

A – D..... Becky Leno..... ext. 3117
E – K..... Mike Swan.....ext. 3119
L – R..... Anne Travis..... ext. 3112
S – Z..... Brenda White..... ext. 3118
Post-Secondary Strategic Planner..... Ed Fessler..... ext. 2108

SUPPORT STAFF

Principal's Secretary/Office Manager..... TBA..... ext. 2002
Activities Secretary..... Debbie Hanson.....ext. 2001
Attendance Secretary..... Jane Buell..... ext. 2003
Discipline Paraprofessional..... Marjorie Allred..... ext. 4102
Guidance Secretary..... Marilyn Pettit..... ext. 3116

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GRADUATION REQUIREMENTS

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

1. Earn 24 credits in grades 9-12.
2. Be proficient in the principles of the Wyoming Constitution and complete American Government.
3. Take the ACT, with the exception of students who move to SCSD2 after the state mandated test date.
4. 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.

Deleted: Required Standards Mastery Classes, Career Center description, Career Portfolio description

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 quarterly Honor Roll, a student must be enrolled in five classes at Sheridan High School. The Gold Honor Roll will consist of students who earn a 4.0. The Blue Honor Roll will consist of students who earn a 3.00 to 3.99 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. **Final calculations take place 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, including the selection of the valedictorian and salutatorian.**

ACADEMIC PROGRESS

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

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

TRANSCRIPTS

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

LIBRARY

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

TEXTBOOKS AND EQUIPMENT

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

COLLEGE ARTICULATION, DUAL CREDIT, CONCURRENT CREDIT

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

To be eligible for Dual Enrollment, students must:

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

“Full-load” scenarios considered for Dual Enrollment eligibility:

- 1 class at SHS plus the number of college classes to equal 12 credit hours
 - 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. Data collected for eligibility includes MAP scores, PAWS scores, district assessment scores, teacher recommendation forms, grades, and specialized assessment scores such as the Arlin Test of Formal Reasoning or Otis Lennon School Ability Test depending on the content area. Student eligibility decisions are data-driven, and students are not placed in advanced programs at parent request. Because of the extensive and detailed nature of the eligibility process, we invite parents with questions to set up an appointment with the building principal.

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. Data collected for eligibility includes MAP scores, PAWS scores, district assessment scores, teacher recommendation forms, grades, and specialized assessment scores such as the Arlin Test of Formal Reasoning or Otis Lennon School Ability Test depending on the content area. Student eligibility decisions are data-driven, and students are not placed in advanced programs at parent request. Because of the extensive and detailed nature of the eligibility process, we invite parents with questions to set up an appointment with the building principal.

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

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

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

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

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

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

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

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

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

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

Selection Process: Each school building is required to have a Building Intervention Team (BIT Team) that is responsible for receiving and processing referrals for students who may be having severe difficulties academically and/or behaviorally that interfere significantly with academic learning. The BIT (Building Intervention Team) is responsible for collecting educational data on the student, including descriptions that specifically describe the student's difficulties. After the student's comprehensive assessment and evaluation is completed by the student's Multi-Disciplinary Assessment/Evaluation Team (MDAT), a school-based Individualized Education Plan (IEP) Team will meet to determine eligibility, develop goals, related services, and placement.

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

WRITING AND READING COURSES

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

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

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

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

HOME SCHOOL STUDENTS AT SHS

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

STUDENT ELECTRONIC ACCEPTABLE USE AGREEMENT

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

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

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

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

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

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

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

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

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

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

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

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

- Facilitating any illegal activity, including attempts to “hack” network or internet resources, disable or override virus or filter applications, or any other program intended to protect the computer applications and software of Sheridan School District #2.
- Using computers to threaten staff or students (including any form of harmful intent).
- Intentionally using personally owned computers or electronic devices 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. Unclaimed items are typically held for two weeks and then 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*:

Mike Swan, MS, LPC, NCC Counselor at Sheridan High School
MS in School Counseling from University of Wyoming

Becky Leno, LPC, NCC Counselor at Sheridan High School

Tom Schnatterbeck, Psy.D. Psychologist, Special Education

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

THE STUDENT PLANNING OFFICE AT SHERIDAN HIGH SCHOOL

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

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

PLANNING FOR POSTSECONDARY EDUCATION

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

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

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

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

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

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

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



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

“Will I Qualify for the Hathaway Scholarship Program?”

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

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

During the legislative session of 2014, the Wyoming Legislature passed a bill to increase all four levels of the Hathaway scholarship by 4%, beginning in the fall of 2014.

Coursework Requirements (By Scholarship Level):

Honors Level: \$1,680 per semester (for equivalent of 8 full time semesters - 4 can be used at a Wyoming community college)

GPA and ACT Required: **3.5 GPA and 25 ACT**

Coursework Required:

- **MATH** - Students must complete four years of math to include Algebra I, Algebra II, Geometry, and an approved additional math course (consult your counselor about approved courses)
- **LANGUAGE ARTS** (English) - Students must complete four years of Language Arts at the college or industry preparatory level in grades 9-12 to include standards in Reading, Writing, Listening and Speaking.
- **SCIENCE** - Students must complete any four of the following Science courses: Physical Science, Physics I, Physics II, Chemistry I, Chemistry II, Biology I, Biology II, Geology, Computer Science, plus an approved additional Science course (consult your counselor about approved courses)
- **SOCIAL STUDIES** - Students must complete three years of Social Studies to include a combination of the five Social Studies content areas: World History, American History, Geography, American Government, and Economic Systems & Institutions
- **FOREIGN LANGUAGE** - Students must complete two sequenced years of the same foreign language, one of which must be taken in grades 9-12. The native language of Eastern Shoshone or the Northern Arapahoe, or American Sign Language may be taken in fulfillment of this requirement.
- **IN ADDITION TO THE ABOVE COURSEWORK**, students must also complete two additional years of **FOREIGN LANGUAGE** courses (may be sequenced or non-sequenced different language), **-or-** two years of **FINE AND PERFORMING ARTS** courses, **-or-** two years of **CAREER-VOCATIONAL EDUCATION** courses.

Performance Level: \$1,260 per semester (for equivalent of 8 full time semesters - 4 can be used at a Wyoming community college)

GPA and ACT Required: **3.0 GPA and 21 ACT**

Coursework Required:

- **MATH** - Students must complete four years of math to include Algebra I, Algebra II, Geometry, and an approved additional math course (consult your counselor about approved courses)
- **LANGUAGE ARTS** (English) - Students must complete four years of Language Arts at the college or industry preparatory level in grades 9-12 to include standards in Reading, Writing, Listening and Speaking.
- **SCIENCE** - Students must complete any four of the following Science courses: Physical Science, Physics I, Physics II, Chemistry I, Chemistry II, Biology I, Biology II, Geology, Computer Science, plus an approved additional Science course (consult your counselor about approved courses)
- **SOCIAL STUDIES** - Students must complete three years of Social Studies to include a combination of the five Social Studies content areas: World History, American History, Geography, American Government, and Economic Systems & Institutions
- **FOREIGN LANGUAGE** - Students must complete two sequenced years of the same foreign language, one of which must be taken in grades 9-12. The native language of Eastern Shoshone or the Northern Arapahoe, or American Sign Language may be taken in fulfillment of this requirement.
- **IN ADDITION TO THE ABOVE COURSEWORK**, students must also complete two additional years of **FOREIGN LANGUAGE** courses (may be sequenced or non-sequenced different language), **-or-** two years of **FINE AND PERFORMING ARTS** courses, **-or-** two years of **CAREER-VOCATIONAL EDUCATION** courses.

Opportunity Level: \$840 per semester (for equivalent of 8 full time semesters - 4 can be used at a Wyoming community college)

GPA and ACT Required: **2.5 GPA and 19 ACT**

Coursework Required:

- **MATH** - Students must complete four years of math to include Algebra I, Algebra II, Geometry, and an approved additional math course (consult your counselor about approved courses)
- **LANGUAGE ARTS** (English) - Students must complete four years of Language Arts at the college or industry preparatory level in grades 9-12 to include standards in Reading, Writing, Listening and Speaking.
- **SCIENCE** - Students must complete four Science courses, three of which shall satisfy high school graduation requirements
- **SOCIAL STUDIES** - Students must complete three years of Social Studies to include a combination of the five Social Studies content areas: World History, American History, Geography, American Government, and Economic Systems & Institutions

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.

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

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

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

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

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

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

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

SHS - SPO College Examination and Application Calendar ***Academic Year 2016-2017***

AUG 5	Fri		Registration Deadline for ACT Sept. 10	
SEPT 10	Sat	8:00 am	ACT Examination	
SEPT 15	Fri	3:35 pm	PSAT Examination Sign-Up Deadline	SPO
SEPT 16	Fri		Registration Deadline for ACT Oct. 22	Career Center/SPO
TBD	TBD	9:00-10:30 am	Post-High Planning Day	Sheridan College
OCT 19	Wed	8:00 am	PSAT/NMSQT Examination	SHS
OCT 22	Sat	8:00 am	ACT Examination	Sheridan College
NOV 4	Fri		Registration Deadline for ACT Dec 10	Career Center/SPO
NOV 5	Sat	8:00 am	SAT Exam & Subject Tests (Language w/Listening)	SHS Rm. B108
DEC 10	Sat	8:00 am	ACT Examination	Sheridan College
JAN 11	Wed	6:30 pm	Financial Aid Night	SHS
JAN 13	Fri		Registration Deadline for ACT Feb. 11	Career Center/SPO
JAN 28	Sat	8:00 am	SAT Exam & Subject Tests	SHS Rm. B108
FEB 11	Sat	8:00 am	ACT Examination	Sheridan College
MAR 1	Wed		Financial Aid Application Priority Deadline	Sheridan College
MAR 3	Fri		Registration Deadline for ACT Apr. 8	Career Center/SPO
MAR 20	Mon	4:00 pm	AP Examination – SHS Registration Deadline	SPO @ SHS
APR 8	Sat	8:00 am	ACT Examination	Sheridan College
APR 19	Wed	8:00 am	ACT Examination for all juniors	SHS
			PLAN/Explore tests	
MAY 3	Wed	8:00 am	Make up ACT Examination – Juniors	SHS
MAY 4	Fri		Registration Deadline for ACT June 10	
MAY 5	Sat	8:00 am	SAT & Subject Test Examinations	SHS
MAY 1-12		TBA	AP Exams	SHS
MAY 15	Mon	6:30 pm	Academic Honors Program @ Sue Henry Theater	SHS
JUNE 10	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

<i>Month</i>	Junior Year	Exams
September	<i>Enroll in courses that fulfill college requirements: check w/ your guidance counselor. Engage in clubs and artistic, athletic, and community service activities. Inventory yourself: use your Career Center Portfolio to set your strategy. Define your interests & the kind of higher education that you want and need.</i>	PSAT deadline Sept 16, 2016 ACT Sept 10, 2016
October	<i>Consult your parents for their ideas on college options. Take PSAT exam. STUDY! Junior year grades are the most important.</i>	PSAT/NMSQT Oct 19, 2016 ACT Oct 22, 2015
November	<i>STUDY MORE! High grades = more college choices & financial aid! Know your math. Read with a dictionary at hand.</i>	SAT Nov 5, 2016 @ SHS
December	<i>Search out colleges in reference books & online @ collegeview.com, wirescholar.com, collegeboard.org, etc. and visit college websites. Get leads from your counselor.</i>	ACT Dec 10, 2016
January	<i>Register for Spring ACT and SAT exams. Update your Portfolio in the SHS Career Center. Complete the SHS/SPO College Choice Inventory</i>	SAT Jan 28, 2017
February	<i>Ask the SHS Student Planning Office for information/advice. Build your personal postsecondary education strategy.</i>	ACT Feb 11, 2017
March	<i>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.</i>	
April	<i>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.</i>	ACT Apr 8, 2017 @ Sheridan College ACT Apr 19, 2017 @ SHS Required for all Juniors
May	<i>Discuss your college plans with your teachers. Confirm your academic plan for Senior year. Take the SAT I or SAT II and AP Examinations</i>	SAT May 5, 2017 @ SHS Advanced Placement May 1-12, 2017
June	<i>Schedule appointments for college campus visits. Think about where you will be going <u>next</u> year.</i>	ACT June 10, 2017 @ Sheridan College
Summer	<i>Read challenging books with a good dictionary handy. Visit many colleges, with your parents. Draft some practice essays for college applications.</i>	

SHS College Planning Calendar: Senior Year

<i>Month</i>	<i>Senior Year</i>	<i>Exams</i>
September	<p><i>"Enroll / Engage / Inventory / Define" again, as in Junior Year Calendar.</i></p> <p><i>Discuss your college plan with your parents/guardians & teachers/counselor.</i></p> <p><i>Consult the SHS Student Planning Office.</i></p> <p><i>Research colleges/universities. Compile your list of the ones you like.</i></p> <p><i>Obtain application materials (photocopy the forms for scratch work/backup.) Register for the ACT and SAT examinations.</i></p>	<p>ACT Sept 10, 2016 @ Sheridan College</p>
October	<p><i>Talk to Admissions Offices & visit the colleges.</i></p> <p><i>Drafts, then write, then rewrite application essays.</i></p> <p><i>Identify teachers best able to write recommendations.</i></p> <p><i>(Submit Early Action & Early Decision applications.)</i></p> <p><i>Take the ACT exam & have scores sent to colleges.</i></p>	<p>ACT Oct 22, 2016 @ Sheridan College</p>
November	<p><i>Take the SAT exams & have scores sent to colleges.</i></p> <p><i>Submit completed applications to selective colleges.</i></p> <p><i>Visit the colleges (in session) if you haven't already.</i></p>	<p>SAT Nov 5, 2016 @ SHS</p>
December	<p><i>Take ACT/SAT exams, if necessary.</i></p> <p><i>Prepare personal/family financial records for FAFSA.</i></p>	<p>ACT Dec 10, 2016@ Sheridan College</p>
January	<p><i>FAFSA: Free Application for Federal Student Aid - file \$ data</i></p> <p><i>Submit applications to regional colleges and state universities.</i></p> <p><i>(Keep a copy of everything you send!)</i></p>	<p>SAT Jan 28, 2017 @ SHS</p>
February	<p><u>Watch out for financial aid application deadlines!</u></p> <p><i>Confirm that filed FAFSA data is complete & correct.</i></p> <p><i>Confirm that Midyear Reports were sent by SHS.</i></p> <p><i>Inform colleges of any new honors or awards.</i></p> <p><i>Register for Advanced Placement examinations.</i></p>	<p>ACT Feb 11, 2017 @ Sheridan College</p>
March	<p><i>Receive acceptances/rejections & financial aid offers.</i></p> <p><i>Record acceptances/rejections & financial aid offers in SPO.</i></p>	
April	<p><i>Revisit top-choice campuses that remain options.</i></p> <p><i>Recalculate your higher education budget.</i></p> <p><i>Accept your admission at your chosen college.</i></p> <p><i>Notify other schools that you will not attend.</i></p>	<p>ACT Apr 8, 2017 @ Sheridan College</p>
May	<p><i>Keep Studying. You still must have the diploma.</i></p> <p><i>Apply to Open Admission colleges, as needed.</i></p> <p><i>Take Advanced Placement tests.</i></p>	<p>SAT May 5, 2017 @ SHS</p> <p>Advanced Placement Examinations May 1-12, 2017</p>
June	<p><i>Graduate! and verify that SHS sends your final transcript to your college.</i></p>	<p>ACT June 10, 2017 @ Sheridan College</p>

SHS ATTENDANCE POLICY

The Twelve-Day/84 Hour Limit: A maximum of twelve full days or 84 hours of non-school related absences will be allowed. Please be aware that if your student has ten (10) CONSECUTIVE days of absences, they will be automatically dropped from enrollment at SHS per state statute. The only exception to this would be if the student has been MEDICALLY excused by a physician. An absence count will begin with the student's first official day of enrollment in a class. No matter the length of the school day, a student is expected to attend. Students reaching the twelve full day/84 hour limit must have all future absences for the rest of the school year excused by a doctor's note or the absences(s) will be unexcused. Consequences for the unexcused absences will be lunch detention, after school detention, Saturday School, or In-School Suspension (ISS), or day(s) at the Behavior Center, depending on number of classes missed.

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

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

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

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

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

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

- School sponsored activities (ACT)
- Field trips (ACT)
- Out-of-School Suspension (OSS)
- Behavior Center (BC) In-School Suspension (ISS)
- 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 exceed 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
- 16+ tardies = Behavior Center In-School Suspension (ISS)

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

Unexcused absences include, but are not limited to:

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

Unexcused absences also count toward the twelve-day per year absence limit in each class. Unexcused absences will be counted consecutively from first semester through second semester. (They do not start over second semester.)

Teachers may not accept missed work as a result of unexcused absences. Failure to communicate with the school within two days after the student returns may result in an absence being recorded as unexcused.

Makeup Work - any activities, labs, assignments, tests, or quizzes that a student would have completed had the student not missed class. When a student is absent for any reason, it is the responsibility of the student to make arrangements for 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 the number of days absent, plus one day. Athletes and field trip participants need to make prior arrangements for makeup work in advance of their absence.

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

FRIDAY EARLY OUT (FEO)

Friday Early Out (FEO) was created to allow students with D's and F's to get help in classes and make up work during the school day. Those students with a D or F do not qualify for an early release and are required to stay until the regular dismissal time at 3:35pm on Fridays. Students with A's, B's and C's will not be required to leave, but must remain in the center of the building, library, or in a classroom if staying. Lists of students with A's, B's, and C's (those who may leave early) will be posted in strategic locations around the building. Administrators will assign consequences for those students with a D and/or an F who do not attend FEO. Each student will have a sign in and out sheet to account for and verify student attendance at the after-school help sessions. Students with D's and F's will be informed weekly of academic progress and whether they will need to stay on Friday. A phone message will be given to all parents on Thursday to inform them of the student's obligation to stay. Teachers may request that you stay for Friday Early Out. Missing early out without an excuse will result in Saturday School a school consequence.

DAILY SCHEDULES

**Monday through Thursday
(8:20-3:35 - 52 minute classes)**

Period 1.....8:20-9:12
Period 2.....9:17-10:09
Period 3.....10:14-11:06
Period 4
(9th Graders-1st Lunch)
1st Lunch.....11:11-11:47
Period 4 Class.....11:52-12:44
(10th-12th Grade-2nd Lunch)
Period 4 Class.....11:11-12:03
2nd Lunch.....12:08-12:44
Period 5.....12:49-1:41
Period 6.....1:46-2:38
Period 7.....2:43-3:35

**Early-Out Friday
(40 minute classes)**

Period 1.....8:20-9:00
Period 2.....9:05-9:45
Period 3.....9:50-10:30
Period 4
(9th Graders-1st Lunch)
1st Lunch.....10:35-11:11
Period 4 Class.....11:16-11:56
(10th-12th Grade-2nd Lunch)
Period 4 Class.....10:35-11:15
2nd Lunch.....11:20-11:56
Period 5.....12:01-12:41
Period 6.....12:46-1:26
Period 7.....1:31-2:11

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

PLAGIARISM

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

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

Students guilty of plagiarism will face the following consequences:

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

CHEATING

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

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

CLOSED CAMPUS/SENIOR AND LUNCH HONOR PASSES

All 10th - 12th grade students will earn the privilege for open campus lunch. SHS is a closed campus during the lunch period for 9th graders. 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 Counseling Office 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 23 on the ACT, have a 3.0 cumulative GPA, and 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 incidents or complaints should be referred to the School Resource Officer (SRO) first. The following driving behaviors are expected from all drivers using school district parking lots:

1. All drivers and passengers must wear seatbelts.
2. No driver shall text or talk on the phone while driving.

3. The speed limit is 10 mph and will be enforced.
4. If a student has a driving accident in the SHS parking lot, do not leave. Go to the main office to report it to the SRO or call the police if the SRO is unavailable at 672-2413 (no injuries) or 911 (if there are injuries). All accidents must be reported. A hit and run is illegal and will be investigated by the Sheridan Police Department (SPD).
5. Any careless, unsafe, or illegal activity will result in a fine and/or school consequence, plus be reported to law enforcement, if deemed necessary.
6. Depending on severity, the first offense or repeat offenses will result in loss of parking privileges at SHS.

VEHICLE REGISTRATION

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

PARKING AND PARKING VIOLATIONS

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

DRIVER'S EDUCATION

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

SHERIDAN HIGH SCHOOL CODE OF CONDUCT

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

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

SUPERVISED STUDY (SUPS)

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

SATURDAY SCHOOL (SS)

Students who violate school rules or accumulate truanies 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 IN-SCHOOL SUSPENSION (ISS)

The In-School Suspension program was developed to provide a safe, supervised environment in lieu of Out-Of-School Suspension (OSS). If a student is placed in ISS, they will eat lunch in the ISS room. They are able to bring their own lunch or purchase a lunch that will be delivered to them. Students will not be allowed to be in possession of their cell phones when assigned to ISS. They may leave them at home or turn them in to the ISS supervisor for the day. There may be infractions made by students that will lead to that student not being allowed on campus for extra-curricular activities as a participant as well as an observer. This decision will be at the discretion of the Administrator. There may be cases where it is necessary to assign a student to OSS as a result of the nature of their behavior. This decision will also be at the discretion of the Administrator.

DUE PROCESS

Students will be advised of the contents of the behavior referral and will be given the opportunity to present his/her side of the story. The charges against him/her will be provided. Written notice of the outcome will be provided to the student, and suspension may be given up to 10 days. Appeals may be requested by calling the Principal and a hearing will be scheduled so the parent/guardian may express their concern, and hear all the information that has been gathered regarding the disciplinary action. If the parent/guardian does not agree with the decision of the Principal, they can continue the appeal process to the Assistant Superintendent.

SEARCH AND SEIZURE

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

LOCKERS

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

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

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

STUDENT GRIEVANCE PROCEDURES

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

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

HARASSMENT, INTIMIDATION, AND BULLYING

(See SCSD2@.com for Policies JICFA)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

W.S. 21-4-314

First Reading: 11/8/10

Second Reading: 12/6/10

SEXUAL HARASSMENT

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

DRESS AND APPEARANCE

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

DANCE RULES

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

LUNCH

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

Some important things to remember about the lunch program:

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

CELL PHONES/ELECTRONIC DEVICES

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

VISITORS

Parents are always welcome to visit classes and are encouraged to do so. All visitors must report immediately to the school office upon arrival. Prior notice is always appreciated. Students visiting SHS are not allowed without prior approval by the Principal or Assistant Principal. In all cases, the administration reserves the right to refuse any visitor from attending classes.

ALCOHOL, DRUGS, AND TOBACCO

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

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

WEAPONS

(See SCSD2@.com for Policy JICI)

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

Consequences Chart

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

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

SCHOOL NURSE

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

SCHOOL INSURANCE

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

MEDICATION

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

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

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

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

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

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

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

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

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a person or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

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

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

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

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

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

First Reading: 9/10/12

Second Reading: 10/8/12

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

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

1. Consent before students are required to submit to a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or part by a program of the U.S. Department of Education (ED):
 - a. Political affiliations or beliefs of the student or student's parent;
 - b. Mental or psychological problems of the student or student's family;
 - c. Sex behavior or attitudes;
 - d. Illegal, antisocial, 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 nonemergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or dental screenings, or any physical exam or screening permitted or required under State law; and
 - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
 - a. Protected information surveys of students;
 - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
 - c. Instructional material used as part of the educational curriculum.

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

Sheridan County School District #2 has developed and adopted policy JRAC, in consultation with parents, regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The School District will directly notify parents/guardians of these policies at least annually at the start of each school year and after any substantive changes. The School District will also directly notify, such as through U.S. mail or email, parents/guardians of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent/guardian to opt his or her child out of participation of the specific activity or survey. The School District will make this notification to parents/guardians at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time.

For surveys and activities scheduled after the school year starts, parents/guardians will be provided reasonable notification of the planned activities and surveys listed below and are provided an opportunity to opt their child out of such activities and surveys. Parents/guardians will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

1. Collection, disclosure, or use of personal information for marketing, sales, or other distribution;
2. Administration of any protected information survey not funded in whole or part by ED
3. Any nonemergency, 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 Code 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 extracurricular 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 extracurricular activities for 25% of the games/contests scheduled for the extra-curricular activity that the student is participating in. The student must also attend the SHS Insight Counseling Service for a period of time as required by the Activities Director, attend all scheduled meetings and adhere to all recommendations set forth by the counseling service. In the alternative, the student may obtain counseling from an alternate professional service provided the counseling is approved by the Athletic Director and the student's parents/guardians pay for all costs and expenses of the alternate counseling. The student may practice during the suspension at the discretion of the coach, but may not travel, suit up for, or participate in contests. If the season finishes before the student completes the suspension, the suspension shall continue into the next extracurricular activity that the student-athlete participates in. If the student quits the extracurricular 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 extracurricular activities for 50% of the games/contests scheduled for the extra-curricular activity that the student is participating in. The student must also attend the SHS Insight Counseling Service for a period of time as required by the Activities Director, attend all scheduled meetings and adhere to all recommendations set forth by the counseling service. In the alternative, the student may obtain counseling from an alternate professional service provided the counseling is approved by the Activities Director and the student's parents/guardians pay for all costs and expenses of the alternate counseling. The student may practice during the suspension at the discretion of the coach, but may not travel, suit up for, or participate in contests. If the season finishes before the student completes the suspension, the suspension shall continue into the next extracurricular activity that the student-athlete participates in. If the student quits the extracurricular 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 extracurricular activities for the remainder of his/her high school career.

Broadcasting of School Activities

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

A. INDIVIDUAL SPONSOR RULES

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

B. CLASS ATTENDANCE

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

C. POLICY ON UNSPORTSMANLIKE CONDUCT AT A CONTEST

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

D. APPEARANCE

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

E. DUE PROCESS

A student shall be given oral or written notice of any violation against her/him and the proposed discipline. The student shall have the right to present his/her side of the story, before any disciplinary action is taken. The student may request a hearing, which will be attended by the student, the student's parent/guardian, and the head coach or activity sponsor. At the hearing, the charges against the student will be presented as well as the rule that the student has been accused of breaking. The student will then be allowed to present

his/her side of the story. The head coach/sponsor will make a decision on the charges at that time. The student or his/her parents may appeal a decision of suspension or dismissal, to the Activities Director or the Principal.

F. SCHOLASTIC ELIGIBILITY

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

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

ACTIVITIES/CLUBS

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

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

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

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

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

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

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

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

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

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

INTERACT CLUB is a service and social club for high school students. Interact stands for "international action" 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.

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).

SOURCES OF STRENGTH: Our mission is to provide the highest quality evidence-based prevention for suicide, violence, bullying and substance abuse by training, supporting, and empowering both peer leaders and caring adults to impact their world through the power of connection, hope, help and strength. Our focus is to create positive messaging through campaigns and other school activities that help bring awareness to these important topics and help create a positive school culture.

SPEECH AND DEBATE is an extracurricular 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
Cheerleading
Cross Country
Football
Golf
Soccer
Swimming
Tennis
Track – Indoor
Track – Outdoor
Volleyball
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.



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: May 2, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **2016-2017 Preliminary Budget** *(Information)*

Wyoming statute requires a preliminary budget to be presented to the Board for the upcoming fiscal year prior to May 15th. The 2016-2017 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 2016-2017 budget at your July board meeting.

2016-2017 Preliminary Budget - by fund

Special Revenue

- This fund is utilized to account for all of our local, state, & federal grants. Use of these funds is restricted by the grantor.

2015-2016 Approved Budget \$6,000,000

2016-2017 Preliminary Budget \$6,000,000

Capital Fund

- This fund is utilized to account for our construction projects & our depreciation reserve monies. The Legacy Funds (locker room monies) and the Humanities Funds (auditorium monies) are accounted for in this fund group.

2015-2016 Approved Budget \$10,250,000

2016-2017 Preliminary Budget \$6,000,000

Major Maintenance

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

2015-2016 Approved Budget \$2,096,786

2016-2017 Preliminary Budget \$2,000,000

Enterprise Fund

- This fund is utilized to account for all of the revenues and expenditures associated with our food service program & with the revenue and expenses incurred by our administration of the Child Nutrition Cooperative.

2015-2016 Approved Budget \$1,650,000

2016-2017 Preliminary Budget \$1,750,000

Memorial Fund

- This fund is utilized to account for all revenues and expenses associated with our scholarship program.

2015-2016 Approved Budget \$140,000

2016-2017 Preliminary Budget \$140,000

Activity Fund

- This fund is utilized to account for all student activities & the summer institute revenue and expenses.

2015-2016 Approved Budget \$830,000

2016-2017 Preliminary Budget \$830,000

Early Retirement Fund

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

2015-2016 Approved Budget \$305,000

2016-2017 Preliminary Budget \$360,000

General Fund

- This fund is utilized to account for all unrestricted revenues and expenditures.
2015-2016 Approved Budget \$49,968,237
2016-2017 Preliminary Budget \$49,168,237
- Budget notes:
 - Includes the addition of 1 Elementary Teacher
 - Includes educational movement for staff
 - Includes the cancellation of our Long Term Disability Policy
 - Includes the cost savings realized by joining the Wyoming School Board Association's School Risk Retention Pool
 - Includes leasing our new buses over a 5 year period versus outright purchasing
 - Includes a 10% reduction in building budgets
 - Includes the cost savings realized by restructuring our in-school suspension program
 - Includes the 2% increase in our health/dental insurance costs (employer impact)
 - Includes the savings realized by central office personnel changes
 - Includes deleting the French program at SHS
 - Includes reducing 1 secretarial position at SHS
 - Includes cost saving realized by changes in the technology integration program
- Current unknowns
 - Currently the budget reduction for school district for 2017-2018 is 1.4%. However, given the most recent CREG forecast and the governor's call for additional cuts to State Agency budgets of 8% I am worried that we may see an increase to this 1.4% slated cut.
 - The Joint Appropriations Interim Committee is studying K-12 transportation funding in the interim in addition to making a recommendation on the K-12 ECA as is annually required.
 - The Joint Revenue Interim Committee is considering revenue options for providing funding for facilities & major maintenance.
 - The Joint Education Interim Committee is undertaking the study of school finance, including review of revenue & expenditures necessary for the operation and construction of schools and mechanisms available to generate cost savings targeted for public education. The studies will include the 100% reimbursement of transportation costs.



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: May 2, 2016

TO: Board of Trustees

FROM: Cody Sinclair, Human Resources Coordinator

SUBJ: **Approval of Discontinuation of Long-Term Disability (LTD) Coverage** *(Action)*

In an attempt to improve benefits and reduce costs to the District, a request for services was posted this spring for Life, Dependent Life, Supplemental Life, Accidental Death and Dismemberment (AD&D), and Long-Term Disability (LTD) group coverage. The District received just one proposal from the current LTD coverage provider.

In the process of requesting proposals for services, we looked closely at each coverage and have concerns about the cost versus benefit of providing LTD coverage. At the May 9th board meeting I will ask the Board of Trustees to approve continuation of the current Life, Dependent Life, Supplemental Life, and AD&D coverage. I will also ask the Board to discontinue LTD coverage due to the concerns with services provided and the high costs (paid premiums) and low benefits (paid claims) of LTD coverage.



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

DATE: May 2, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **2015-2016 Quarterly Financial Update** *(Information)*

Attached are the quarterly financial statements for the third quarter of fiscal year 2015-2016. These statements represent monies received and expenses incurred between January 1, and March 31, 2016.

The cash in the bank is in line with expectations for this time of year. The district has received 83.91% of our revenue budget thus far, and expended 61.01% of our expenditure budget.

The general fund revenues report, as a total is in line with expectations for this time of the year.

- Per statute, §21-13-313, districts receive 15% of their foundation entitlement in August and then 10% of the remaining balance each month September - May. This is reflected in the percentage received from state sources.
- Annually, during the month of October, the district receives the large distribution from the county for motor vehicle registration fees. This receipt is reflected in both the local and county sources. In January, we received an additional distribution in this area and our motor vehicle receipts have now exceeded our budget by \$300,000. This money is considered a local revenue and will be deducted from next year's guarantee.

The general fund expenditure report is in line with expectations for this time of the year.

These financial statements are presented for information only, so no action is needed.

Sheridan County School District #2

Report on Cash

Processing Month 03/2016

	To Date
GENERAL FUND	18,447,225.16
FEDERAL FUND	877,481.14
CAPITAL CONSTRUCTION FUND	125,734.87
HOT LUNCH FUND	332,500.88
MEMORIAL FUND	1,357,426.89
MISC ACTIVITY FUND	109,152.65
SHS ACTIVITY ACCOUNT	228,256.01
MAJOR MAINTENANCE FUND	555,223.03
SHS LEGACY ACCOUNT	53,405.18
SHS HUMANITIES PROJECTS	2,005,742.78
DEPRECIATION & BUILDING REPAIR RESERVE	2,199,540.80
EARLY RETIREMENT FUND	<u>750,218.39</u>
Grand Total:	27,041,907.78

Sheridan County School District #2

GENERAL FUND REVENUE REPORT

Processing Month 03/2016

	Budget	To Date	% of Budget	Budget Balance at EOM
REVENUE FROM LOCAL SOURCES	9,624,000.00	7,386,893.21	76.75	2,237,106.79
REVENUE FROM COUNTY SOURCES	2,720,000.00	2,094,707.42	77.01	625,292.58
REVENUE FROM STATE SOURCES	36,776,852.00	31,736,542.09	86.29	5,040,309.91
OTHER SOURCES	5,000.00	5,225.00	104.50	(225.00)
Grand Total:	49,125,852.00	41,223,367.72	83.91	7,902,484.28

Sheridan County School District #2
GENERAL FUND EXPENDITURE BY FUNCTION
Processing Month 03/2016

Function	Budget to Date	To Date	% of Budget	Budget Balance at EOM
1110 ELEMENTARY INSTRUCTION	11,396,846.00	6,534,536.09	57.34	4,862,309.91
1120 JR HIGH/MID SCH INSTRUCTION	4,989,057.00	2,899,906.77	58.14	2,089,150.23
1130 SECONDARY INSTRUCTION	5,940,139.55	3,442,515.27	57.99	2,497,624.28
1135 CONCURRENT ENROLLMENT	100,000.00	0.00	0.00	100,000.00
1210 SPECIAL EDUCATION	5,349,852.00	3,012,682.81	56.31	2,337,169.19
1233 GIFTED AND TALENTED	194,400.00	109,116.55	56.13	85,283.45
1250 TUITION FOR STUD WITH DISABIL	600,000.00	569,944.47	94.99	30,055.53
1270 LIMITED ENGLISH PROFICIENT	287,700.00	141,153.30	49.06	146,546.70
1280 HOMEBOUND PROGRAMS	39,950.00	1,818.39	4.55	38,131.61
1290 OTHER SPECIAL PROGRAMS	316,435.00	88,317.05	27.91	228,117.95
1420 MIDDLE/JR HIGH ACTIVITIES	283,804.00	191,781.77	68.20	92,022.23
1421 SJHS INTRAMURALS	22,500.00	6,068.94	44.57	16,431.06
1430 HIGH SCHOOL ACTIVITIES	1,109,139.00	755,425.99	68.11	353,713.01
1520 VOC INSTRUCTION MS/JH	9,000.00	8,983.99	99.82	16.01
1530 VOC INSTRUCTION HIGH SCHOOL	1,011,765.45	603,729.81	59.67	408,035.64
1000 INSTRUCTION	31,650,588.00	18,365,981.20	58.06	13,284,606.80
2110 GUIDANCE	520,715.00	305,424.47	58.65	215,290.53
2112 COUNSELING SERVICES	821,326.00	475,579.01	57.90	345,746.99
2115 STUDENT INFORMATION SYSTEMS	272,200.00	188,471.16	69.24	83,728.84
2117 ASSESSMENT SERVICES	109,900.00	54,440.26	49.54	55,459.74
2123 SOCIAL WORK SERVICES	95,905.00	55,574.12	57.95	40,330.88
2130 HEALTH SERVICES	332,329.00	199,926.07	60.62	132,402.93
2140 PSYCHOLOGICAL SERVICES	462,100.00	287,130.93	62.14	174,969.07
2152 SPEECH PATHOLOGY SERVICES	467,300.00	298,968.02	63.98	168,331.98
2153 AUDIOLOGY SERVICES	79,050.00	39,865.27	50.65	39,184.73
2171 OCCUPATIONAL THERAPY	131,200.00	75,603.91	57.62	55,596.09
2172 PHYSICAL THERAPY	60,000.00	43,966.25	73.28	16,033.75
2190 OTHER SUPPORT SERVICES	300,000.00	127,887.77	42.63	172,112.23
2213 STAFF DEVELOPMENT SERVICES	226,150.00	142,306.74	62.93	83,843.26
2220 EDUCATIONAL MEDIA SERVICES	644,711.00	383,476.78	60.40	261,234.22
2230 SPECIAL EDUCATION SUPERVISION	205,000.00	145,704.37	71.08	59,295.63
2240 TECHNOLOGY INTEGRATION	190,400.00	106,100.76	55.73	84,299.24
2000 INSTRUCTIONAL SUPPORT	4,918,286.00	2,930,425.89	59.74	1,987,860.11
3310 CENTRAL ADMINISTRATION	575,407.00	433,199.64	75.29	142,207.36
3311 ASST SUPT & DIR OF ELEM ED	497,010.00	323,860.19	65.16	173,149.81
3320 SCHOOL ADMINISTRATION	2,255,115.00	1,484,487.30	65.84	770,627.70
3330 BUSINESS ADMINISTRATION	550,700.00	392,697.84	71.31	158,002.16
3350 BOARD OF EDUCATION SERVICES	160,000.00	85,102.53	53.19	74,897.47
3410 SUP OF OP & MAINT OF PLANT SVC	530,891.00	457,368.08	86.15	73,522.92
3420 OPERATING BUILDINGS SERVICES	4,164,950.00	2,809,037.84	67.53	1,355,912.16
3430 CARE & UPKEEP OF GROUNDS SERV	339,600.00	222,066.10	65.39	117,533.90
3460 SECURITY SERVICES	64,200.00	44,522.28	69.35	19,677.72
3510 PUPIL TRANS - TO/FROM SCHOOL	2,047,100.00	1,383,576.00	68.77	663,524.00
3520 ACTIVITY TRANSPORTATION	201,800.00	130,055.26	64.45	71,744.74
3590 TRANSPORTATION-OTHER	55,900.00	51,049.59	91.32	4,850.41
3830 ASST SUPT INST/PERSONNEL	457,600.00	311,231.54	68.01	146,368.46
3850 TECHNOLOGY COORDINATION	914,100.00	626,845.61	68.58	287,254.39
3000 GENERAL SUPPORT	12,814,373.00	8,755,099.80	68.54	4,059,273.20
6200 FUND TRANSFERS	584,990.00	390,600.90	66.77	194,389.10
6000 OTHER USES	584,990.00	390,600.90	66.77	194,389.10
Grand Total:	49,968,237.00	30,442,107.79	61.01	19,526,129.21



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: May 2, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **Approval of Audit Firm for the Fiscal Year Ending 06/30/16** *(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 2015-16 financial statements. The audit fee will increase from \$38,000 to \$39,500.

I recommend engaging the Porter, Muirhead, Cornia & Howard for the purpose of conducting our 2015-16 audit.



PORTER, MUIRHEAD, CORNIA & HOWARD

(A Corporation of Certified Public Accountants)

123 West First Street Suite 800 P.O. Box 2750 Casper, Wyoming 82602 (307) 265-4311 Fax (307) 265-5180

April 25, 2016

Sheridan County School District #2
C/o Roxie Taft, Business Manager
P.O. Box 919
Sheridan, WY 82801

The following represents our understanding of the services we will provide Sheridan County School District #2.

You have requested that we audit the financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Sheridan County School District #2 (the District), as of June 30, 2016, and for the year then ended, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In addition, we will audit the District's compliance over major federal award programs for the year ended June 30, 2016. We are pleased to confirm our acceptance and our understanding of this audit engagement by means of this letter. Our audits will be conducted with the objectives of our expressing an opinion on each opinion unit and on compliance regarding the District's major federal award programs.

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, budgetary comparison information, and pension schedules be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to management's discussion and analysis and pension schedules in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist primarily of inquiries of management regarding their methods of measurement and presentation, and comparing the information for consistency with management's responses to our inquiries. We will not express an opinion or provide any form of assurance on the required supplementary information (RSI). The following RSI is required by accounting principles generally accepted in the United States of America. This RSI will be subjected to certain limited procedures but will not be audited:

- 1) Management's discussion and analysis
- 2) Schedule of changes in net pension liability, ratios, and contributions

We will subject the budgetary comparison information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. The following RSI is required by accounting principles generally accepted in the United States of America. We intend to provide an opinion on the following RSI in relation to the financial statements as a whole:

- 1) Budgetary comparison schedules for the General Fund and any major Special Revenue Funds (other RSI)

Supplementary information other than RSI accompanying the District's basic financial statements will be presented for purposes of additional analysis and is not a required part of the financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the basic financial statements and perform certain additional procedures, including comparing and reconciling the supplementary information to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on the following supplementary information in relation to the financial statements as a whole:

- 1) Budgetary comparison schedules for other funds
- 2) Schedule of expenditures of federal awards

Schedule of Expenditures of Federal Awards

We will subject the schedule of expenditures of federal awards to the auditing procedures applied in our audit of the basic financial statements and certain additional procedures, including comparing and reconciling the schedule to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and additional procedures in accordance with auditing standards generally accepted in the United States of America. We intend to provide an opinion on whether the schedule of expenditures of federal awards is presented fairly in all material respects in relation to the financial statements as a whole.

Data Collection Form

Prior to the completion of our engagement, we will complete the sections of the Data Collection Form that are our responsibility. The form will summarize our audit findings, amounts and conclusions. It is management's responsibility to submit a reporting package including financial statements, schedule of expenditures of federal awards, summary schedule of prior year audit findings and corrective action plan along with the Data Collection Form to the federal audit clearinghouse. The financial reporting package must be text searchable, unencrypted, and unlocked. Otherwise, the reporting package will not be accepted by the federal audit clearinghouse. We will assist you in the electronic submission and certification. You may request from us copies of our report for you to include with the reporting package submitted to pass-through entities.

The Data Collection Form is required to be submitted within the earlier of 30 days after receipt of our auditors' reports or nine months after the end of the audit period, unless specifically waived by a federal

cognizant or oversight agency for audits. Data Collection Forms submitted untimely are one of the factors in assessing programs at a higher risk.

The Objective of an Audit

The objective of our audit is the expression of opinions as to whether your basic financial statements are fairly presented, in all material respects, in conformity with generally accepted accounting principles and to report on the fairness of the RSI supplementary information referred to in the above paragraphs when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and will include tests of the accounting records and other procedures we consider necessary to enable us to express such opinions. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or to issue a report as a result of this engagement.

Audit of the Financial Statements

We will conduct our audit in accordance with auditing standards generally accepted in the United States of America (U.S. GAAS), the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States of America; the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to error, fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Internal Control Audit Procedures

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, an unavoidable risk that some material misstatements or noncompliance may not be detected exists, even though the audit is properly planned and performed in accordance with U.S. GAAS and Government Auditing Standards of the Comptroller General of the United States of America and the Uniform Guidance.

In making our risk assessments, we consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. However, we will communicate to you in writing concerning any significant deficiencies or

material weaknesses in internal control relevant to the audit of the financial statements that we have identified during the audit.

Reporting

We will issue a written report upon completion of our audit of the District's basic financial statements. Our report will be addressed to the Superintendent and Board of Trustees. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions, add an emphasis-of-matter or other-matter paragraph(s), or withdraw from the engagement.

In accordance with the requirements of *Government Auditing Standards*, we will also issue a written report describing the scope of our testing over internal control over financial reporting and over compliance with laws, regulations, and provisions of grants and contracts, including the results of that testing. However, providing an opinion on internal control and compliance over financial reporting will not be an objective of the audit and, therefore, no such opinion will be expressed.

Compliance with Laws and Regulations

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the District's compliance with the provisions of applicable laws, regulations, contracts, and agreements. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion.

Audit of Major Program Compliance

Our audit of the District's major federal award program(s) compliance will be conducted in accordance with the requirements of the Single Audit Act, as amended; the Uniform Guidance, and will include tests of accounting records, a determination of major programs in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such an opinion on major federal award program compliance and to render the required reports. We cannot provide assurance that an unmodified opinion on compliance will be expressed. Circumstances may arise in which it is necessary for us to modify our opinion or withdraw from the engagement.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the entity has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major federal award programs. Our procedures will consist of determining major federal programs and performing the applicable procedures described in the U.S. Office of Management and Budget OMB Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of the entity's major programs. The purpose of those procedures will be to express an opinion on the entity's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to Uniform Guidance.

Also, as required by Uniform Guidance, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each of the entity's major federal award programs. However, our tests will be less in scope than would be necessary to render an opinion on these controls and, accordingly, no opinion will be expressed in our report.

We will issue a report on compliance that will include an opinion or disclaimer of opinion regarding the entity's major federal award programs, and a report on internal controls over compliance that will report any significant deficiencies and material weaknesses identified; however, such report will not express an opinion on internal control.

Management's Responsibilities

Our audit will be conducted on the basis that management and the Board of Trustees acknowledge and understand that they have responsibility:

1. For the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America;
2. For the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error fraudulent financial reporting, misappropriation of assets, or violations of laws, governmental regulations, grant agreements, or contractual agreements;
3. For safeguarding assets;
4. For identifying all federal awards expended during the period including federal awards and funding increments received prior to December 26, 2014, and those received in accordance with the Uniform Guidance generally received after December 26, 2014;
5. For preparing the schedule of expenses of federal awards (including notes and noncash assistance received) in accordance with the Uniform Guidance requirements;
6. For the design, implementation, and maintenance of internal control over compliance;
7. For identifying and ensuring that the District complies with laws, regulations, grants, and contracts applicable to its activities and its federal award programs;
8. When applicable, for following up and taking corrective action on reported audit findings from prior periods and preparing a summary schedule of prior audit findings;
9. When applicable, for following up and taking corrective action on current year audit findings and preparing a corrective action plan for such findings;
10. For submitting the reporting package and data collection form to the appropriate parties;
11. For making the auditor aware of any significant vendor relationships where the vendor is responsible for program compliance;
12. To provide us with:
 - a. Access to all information of which management and the Board of Trustees is aware that is relevant to the preparation and fair presentation of the financial statements, and relevant to federal award programs, such as records, documentation, and other matters;
 - b. Additional information that we may request from management for the purpose of the audit; and
 - c. Unrestricted access to persons within the District from whom we determine it necessary to obtain audit evidence.
13. For adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the current year period(s) under audit are immaterial, both individually and in the aggregate, to the financial statements as a whole; and
14. For confirming your understanding of your responsibilities as defined in this letter to us in your management representation letter.
15. For including the auditor's report in any document containing financial statements that indicates that such financial statements have been audited by the entity's auditor.

With regard to the supplementary information referred to above, you acknowledge and understand your responsibility: (a) for the preparation of the supplementary information in accordance with the applicable criteria; (b) to provide us with the appropriate written representations regarding supplementary information; (c) to include our report on the supplementary information in any document that contains the supplementary information and that indicates that we have reported on such supplementary information; and (d) to present the supplementary information with the audited financial statements, or if the supplementary information will not be presented with the audited financial statements, to make the audited financial statements readily available to the intended users of the supplementary information no later than the date of issuance by you of the supplementary information and our report thereon.

As part of our audit process, we will request from management and the Superintendent, written confirmation concerning representations made to us in connection with the audit.

Other

We understand that your employees will assist in preparing all confirmations we request and will locate any documents or invoices selected by us for testing.

If you intend to publish or otherwise reproduce the financial statements and make reference to our firm, you agree to provide us with printers' proofs or masters for our review and approval before printing. You also agree to provide us with a copy of the final reproduced material for our approval before it is distributed.

As part of our services, we will also draft the financial statements and related notes and propose journal entries to convert the budgetary basis trial balance to the modified accrual and full accrual basis for presentation in the financial statements. The objective of these services is to create financial statements efficiently using software created for that purpose. In addition we will enter the data collection information on the Federal Clearing House website for your convenience. With respect to any nonattest services we perform, the District's management is responsible for (a) making all management decisions and performing all management functions; (b) assigning a competent individual to oversee the services; (c) evaluating the adequacy of the services performed; (d) evaluating and accepting responsibility for the results of the services performed; and (e) establishing and maintaining internal controls, including monitoring ongoing activities. Signing the engagement letter is acknowledgement of the acceptance of your responsibilities in nonattest services.

Government Auditing Standards require that we document an assessment of the skills, knowledge, and experience of management, should we participate in any form of preparation of the basic financial statements and related schedules or disclosures as these actions are deemed a non-audit service.

In accordance with the requirements of *Government Auditing Standards*, we have attached a copy of our latest external peer review report of our firm for your consideration and files.

Provisions of Engagement Administration, Timing and Fees

During the course of the engagement, we may communicate with you or your personnel via fax or e-mail, and you should be aware that communication in those mediums contains a risk of misdirected or intercepted communications.

The estimated timing of our audit will be scheduled for performance and completion as follows:

	<i>Begin</i>	<i>Complete</i>
Document internal control and preliminary tests	June 27, 2016	June 27, 2016
Mail confirmations	June 30, 2016	June 30, 2016
Perform year-end audit procedures	September 26, 2016	October 7, 2016
Issue audit reports	October 10, 2016	December 15, 2016

Alexandra Wilkinson is the engagement shareholder for the audit services specified in this letter. Her responsibilities include supervising Porter, Muirhead, Cornia & Howard's services performed as part of this engagement and signing or authorizing another qualified firm representative to sign the audit report.

Our fee for fiscal year 2016 is \$39,500 which includes all costs necessary to complete the engagement including out-of-pocket costs. Our fees for consulting services, if any, will be based on our actual number of hours times an hourly rate depending on the staff involved. Our rates range from \$90 to \$250. We may submit interim billings on the engagement as the work progresses. Invoices are payable upon presentations. We will notify you immediately of any circumstances we encounter that could significantly affect our services under this contract. Whenever possible, we will attempt to use District personnel to assist in the preparation of schedules and analyses of accounts. This effort could substantially reduce our time requirements and facilitate the timely conclusion of the audit. Invoices will be rendered every month and are payable upon presentation.

Further, we will be available during the year to consult with you on financial management and accounting matters of a routine nature.

During the course of the audit we may observe opportunities for economy in, or improved controls over, your operations. We will bring such matters to the attention of the appropriate level of management, either orally or in writing.

We agree to retain our audit documentation or work papers for a period of at least five years from the date of our report.

At the conclusion of our audit engagement, we will communicate to the Superintendent and Board of Trustees the following significant findings from the audit:

- Our view about the qualitative aspects of the District's significant accounting practices;
- Significant difficulties, if any, encountered during the audit;
- Uncorrected misstatements, other than those we believe are trivial, if any;
- Disagreements with management, if any;
- Other findings or issues, if any, arising from the audit that are, in our professional judgment, significant and relevant to those charged with governance regarding their oversight of the financial reporting process;

- Material, corrected misstatements that were brought to the attention of management as a result of our audit procedures;
- Representations we requested from management;
- Management's consultations with other accountants, if any; and
- Significant issues, if any, arising from the audit that were discussed, or the subject of correspondence, with management.

The audit documentation for this engagement is the property of Porter, Muirhead, Cornia & Howard and constitutes confidential information. However, we may be requested to make certain audit documentation available to state or federal agencies providing funding pursuant to authority given to it by law or regulation, or to peer reviewers. If requested, access to such audit documentation will be provided under the supervision of Porter, Muirhead, Cornia & Howard's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to state or federal agencies or to peer reviewers. The state or federal agencies or peer reviewers may intend, or decide, to distribute the copies of information contained therein to others, including other governmental agencies.

Please sign and return the attached copy of this letter to indicate your acknowledgment of, and agreement with, the arrangements for our audit of the financial statements and compliance over major federal award programs including our respective responsibilities.

We appreciate the opportunity to be your financial statement auditors and look forward to continuing working with you and your staff.

Respectfully,

Porter, Muirhead, Cornia & Howard
 Porter, Muirhead, Cornia and Howard
 Certified Public Accountants

RESPONSE:

This letter correctly sets forth our understanding.

Acknowledged and agreed on behalf of Sheridan County School District #2 by:

Title: _____

Date: _____



CERTIFIED PUBLIC ACCOUNTANTS
AND CONSULTANTS

SYSTEM REVIEW REPORT

May 8, 2013

To the Shareholders of
Porter, Muirhead, Cornia & Howard
and the Peer Review Committee of the Nevada Society
of Certified Public Accountants

We have reviewed the system of quality control for the accounting and auditing practice of Porter, Muirhead, Cornia & Howard (the firm) in effect for the year ended December 31, 2012. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants. As a part of our peer review, we considered reviews by regulatory entities, if applicable, in determining the nature and extent of our procedures. The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review. The nature, objectives, scope, limitations of, and the procedures performed in a System Review are described in the standards at www.aicpa.org/prsummary.

As required by the standards, engagements selected for review included audits performed under *Government Audit Standards* and audits of employee benefit plans.

In our opinion, the system of quality control for the accounting and auditing practice of Porter, Muirhead, Cornia & Howard in effect for the year ended December 31, 2012, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Porter, Muirhead, Cornia & Howard has received a peer review rating of *pass*.

A handwritten signature in black ink that reads "Brady Martz".

Brady Martz and Associates, P.C.



Draft
Personnel
Action
Report

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
May 9, 2016

PROFESSIONAL STAFF

Approvals:

John Camino Administration Building	Assistant Business Manager 1.0 FTE (261 days)	Effective 7/1/16
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CERTIFIED STAFF

Approvals:

Rachael Esh Sheridan Junior High School	Teacher-Science 1.0 FTE (187 days)	Effective 8/19/16
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Rachel Howerton Henry A. Coffeen and Meadowlark Schools	Teacher-Art 1.0 FTE (187 days)	Effective 8/19/16
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Mark Lane Fort Mackenzie and the Wright Place School	Teacher-Physical Education/Health 1.0 FTE (187 days)	Effective 8/19/16
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Michael Murray Sheridan High School	Teacher-Science 1.0 FTE (187 days)	Effective 8/19/16
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Scott Soderstrom Sheridan High School	Teacher-Industrial Technology 1.0 FTE (187 days)	Effective 8/19/16
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Changes/Transfers:

Kaylee Nygren Sagebrush and Highland Park Schools to Sagebrush School	Teacher-Strength in Numbers 0.5 FTE (185 days)	Effective 8/23/16
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Ashton Longhofer Sagebrush School to Sagebrush and Highland Park Schools	Teacher-3rd Grade (1.0 FTE) to Teacher-Title I (0.5 FTE)/Strength in Numbers (0.5 FTE) 185 days	Effective 8/23/16
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SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
May 9, 2016

Alison Vold Sheridan High School	Teacher-Spanish (1.0 FTE) to Teacher-Spanish (0.4 FTE)/Instructional Facilitator (0.6 FTE) 185 days	Effective 8/23/16
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CLASSIFIED STAFF

Approvals:

Jennifer Rizer Sheridan High School	Secretary-Principal 8.0 hours/day (220 days)	Effective 7/1/16
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Retirements:

Steve Chavez Sheridan Junior High School	Custodian 8.0 hours/day (261 days)	Effective 8/26/16
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Gary Hittle Transportation Department	Bus Driver 4.0 hours/day (175 days)	Effective 6/3/16
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EXTRA DUTY 2015-2016

Approvals:

<u>Name</u>	<u>Position</u>
Kathy Barker	CNA Coordinator (Clinical Time with Students)-SHS
Curt Mayer	Weight Room-4th Quarter-SHS

SUMMER STEM PROGRAM STAFF - 2016

Changes:

<u>Name</u>	<u>Position</u>
Robert Winn to Emily Swinyer	Teacher

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
May 9, 2016

SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) STAFFING - 2016

Approvals:

<u>Name</u>	<u>Position</u>
Kathy Andrews	Paraprofessional-SHS
Anne Baures	Speech Language Therapist
Victoria Benedict	Paraprofessional-Henry A. Coffeen
Jennifer Black	Speech Language Therapist
Hesid Brandov-Ysreal	Paraprofessional-SJHS
Kerry Brannan	Paraprofessional-Henry A. Coffeen
Stephany Carrillo	Paraprofessional-SJHS
Colleen Charlson	Paraprofessional-SHS
Aaron Cleare	Teacher-SJHS
Rachel Clemensen	Teacher-Sagebrush
Tyler Cooper	Paraprofessional-Meadowlark
Jacqueline Coulter	Teacher-Meadowlark
Donna Creel	Paraprofessional-Woodland Park
Nita Daniels	Paraprofessional-SJHS
Sue Destefano	Paraprofessional-SHS
Charla Graves	Paraprofessional-Meadowlark
Daveya Green	Paraprofessional-SHS
Lisa Haugen	Teacher-Woodland Park
Michele Hoistad	Teacher-SJHS
Elizabeth Husske	Paraprofessional-SHS
Barb Jowett	Paraprofessional-Meadowlark
Kimberly Laird	Teacher-Meadowlark/Henry A. Coffeen
Helen Manor	Paraprofessional-Henry A. Coffeen
Kelsi Martinez	Speech Language Therapist
Cyrta Martini	Teacher-SJHS
Gretchen McCafferty	Teacher-SHS
Stacie McFadden	Teacher-Highland Park
Morgan Mines	Teacher-Woodland Park
Meg Montgomery	Teacher-SHS
Mary "MV" Morton	Teacher-SHS
Rebecca Motsick	Teacher-SJHS
Dana Orum	Paraprofessional-Woodland Park
Elizabeth Orum	Paraprofessional-Meadowlark
Paul Phillips	Teacher-Sagebrush/Henry A. Coffeen
Alicia Rath	Teacher-Meadowlark
Loni Rieger	Paraprofessional-Woodland Park

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
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May 9, 2016

Michelle Robinson	Paraprofessional-Woodland Park
Heidi Schnieder	Paraprofessional-Sagebrush
Stephanie Smith	Paraprofessional-SHS
Joannie Thelen	Teacher-Woodland Park
Sherri Tremain	Teacher-Sagebrush
Andrew Wallenkamp	Teacher-SJHS/Henry A. Coffeen

EXTRA DUTY 2016-2017

Approvals:

<u>Name</u>	<u>Position</u>
Art Baures	Cross Country-Head Coach-SHS
Art Baures	Track-Indoor Assistant Coach-SHS
Art Baures	Track-Outdoor Assistant Coach-SHS
Alexander Bradfield	Track-Indoor Assistant Coach-SHS
Alexander Bradfield	Track-Outdoor Assistant Coach-SHS
Joanne Brewster	Summer Sports Medicine-SHS
Danette Brinkerhoff	Volleyball-Assistant Coach-SHS
Clayton Christensen	Career-Technical Education Student Organization (Agriculture)-SHS
Ward Cotton	Career-Technical Education Student Organization (Agriculture)-SHS
Ward Cotton	Student Council Sponsor-SHS
David "DJ" Dearcorn	Football-Assistant Coach-SHS
Sharon Deutscher	Career-Technical Education Student Organization (FBLA)-SHS
Sharon Deutscher	Class Sponsor-Senior-SHS
Tyson Emborg	We the People Sponsor-SHS
Janine Evenson	Class Sponsor-Freshman-SHS
Janine Evenson	Link Leaders Leader-SHS
Kyle Ewing	Wrestling-Assistant Coach-SHS
Robert Faurot	Tennis-Head Coach-SHS
Eric Frey	Track-Indoor Assistant Coach-SHS
Eric Frey	Track-Outdoor Assistant Coach-SHS
Kasey Garnhart	Weight Room-Summer-SHS
Kasey Garnhart	Wrestling-Assistant Coach-SHS
Rita Geary	Department Co-Chair-SHS
Rita Geary	National Honor Society Sponsor-SHS
Darin Gilbertson	Football-Assistant Coach-SHS
Kathy Good	Department Chair-Fine Arts/Foreign Language-SHS
Aaron Gray	Football-9th Grade B Coach-SHS
Helen Grutkowski	Class Sponsor-Senior-SHS
Corey Hamrick	Department Chair-Physical Education/Health-SHS
Robert Hanchett	Football-9th Grade A Coach-SHS

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
May 9, 2016

Tracey Hewitt-Adams	Academic Challenge-SHS
Matthew Johnson	Soccer-Boys Head Coach-SHS
Matthew Johnson	Volleyball-9th Grade B Coach-SHS
Don Julian	Football-Head Coach-SHS
Taylor Kelting	Track-Indoor Head Coach-SHS
Taylor Kelting	Track-Outdoor Head Coach-SHS
Diane Knutson	Music-Band-SHS
Erin Kranz	Drama-SHS
Toby Laird	Tennis-Assistant Coach-SHS
Ashley Lecholat	Music-Vocal-SHS
LaDonna Leibrich	Destination Imagination
LaDonna Leibrich	Knowledge Master Sponsor-SHS
James A. Lowe	Department Chair-Science-SHS
Mallery Marshall	Soccer-Girls Head Coach-SHS
Jeffrey Martini	Department Co-Chair-Social Studies-SHS
Jeffrey Martini	Football-Assistant Coach-SHS
Larry Martoglio	Golf-Head Coach-SHS
Curt Mayer	Class Sponsor-Junior-SHS
Curt Mayer	Football-9th Grade B Coach-SHS
Gretchen McCafferty	Class Sponsor-Juinior-SHS
Marshall McEwen	Football-Assistant Coach-SHS
Marshall McEwen	Track-Indoor Assistant Coach-SHS
Marshall McEwen	Track-Outdoor Assistant Coach-SHS
Maureen McEwen	Volleyball-Head Coach-SHS
Huntley McNab	Tennis-Assistant Coach-SHS
Megan Mohr	Basketball-Girls 9th Grade B Coach-SHS
Mary "MV" Morton	Student Council Sponsor-SHS
Jeffrey Mowry	Football-Assistant Coach-SHS
Stephen Mullins	Yearbook Sponsor-SHS
Stephanie Penrose	Volleyball-9th Grade A Coach-SHS
Jessica Pickett	Basketball-Girls Head Coach-SHS
Kathleen Pilch	Career-Technical Education Student Organization (Skills USA)-SHS
Jennifer Reed	Department Co-Chair-English-SHS
Andrea Rice	Basketball-Girls 9th Grade A Coach-SHS
Heidi Richins	Career-Technical Education Student Organization (Skills USA)-SHS
Heidi Richins	Department Chair-Vocational-SHS
Brian Rizer	OCK Newspaper Sponsor-SHS
D. Kevin Rizer	Department Co-Chair-Social Studies-SHS
D. Kevin Rizer	Football-Assistant Coach-SHS
Razmick Sarkissian	Music-Orchestra-SHS
Tyson Shatto	Wrestling-Head Coach-SHS
Cody Sinclair	Basketball-Girls Assistant Coach-SHS
Gale Smith	Department Chair-Math-SHS

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
May 9, 2016

Michael Swan
Jory Turk
Jory Turk
Stephanie Vela
Wendy Vigil
Charles Walters
Alyssa Yada

Department Chair-Counseling-SHS
Swimming-Boys Assistant Coach-SHS
Swimming-Girls Assistant Coach-SHS
Cheerleading Sponsor
Swimming-Girls Assistant Coach-SHS
Track-Outdoor Assistant Coach-SHS
Basketball-Girls Assistant Coach-SHS

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