

*Sheridan County School District #2*

# ***Board Meeting***



*Date: May 13, 2013*

*Time: 6:00 p.m.*

*Place: Central Office*

***Sheridan County School District #2***

**Board of Trustees Meeting**

Central Office – Board Room

May 13, 2013

6:00 p.m.

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**Agenda**

- I. Call to Order**
  - A. Pledge of Allegiance
- II. Recognition**
  - A. Wyoming School Boards Association (WSBA) Certificates of Appreciation – Craig Dougherty
  - B. Sheridan Junior High School PLC Model School Acceptance – Terry Burgess
  - C. Sheridan High School Silver Award – Terry Burgess
  - D. Sheridan High School Student Google Award Winner – Dirlene Wheeler
  - E. Sheridan High School SkillsUSA Medalists – Dirlene Wheeler
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
  - A. Approval of Minutes – April 8, 2013
  - B. Approval of Bills for Payment
- VI. Old Business**
  - A. Capital Construction Update (*Information*) – Craig Dougherty
  - B. Bid Award Recommendation for Story Renovation (*Action*) – Julie Carroll
  - C. Approval of Policies (*Action*) – Cody Sinclair
- VII. New Business**
  - A. Approval of Secondary Schools' Handbooks (*Action*) – Terry Burgess
  - B. Acceptance of Donations to Sheridan High School (*Action*) – Dirlene Wheeler
  - C. Anti-Bullying Program (*Information*) – Scott Stults with Kristina Nicholls
  - D. 2014-2015 School Calendar (*Information*) – Scott Stults
  - E. Approval of Board Goals for 2013-2014 School Year (*Action*) – Craig Dougherty
  - F. Special Education Update (*Information*) – Traci Turk
  - G. FY13 Quarterly Financial Information (*Information*) – Roxie Taft
  - H. FY14 Preliminary Budget (*Information*) – Roxie Taft
  - I. Request to Advertise to Bid Furniture, Fixtures, and Equipment (*Action*) – Julie Carroll
- VIII. Reports and Communication**
  - A. Board of Trustees
  - B. PTO/Parents/Students/Organizations
  - C. Site Administration and Staff
- IX. District Reports**

A. Superintendent

**X. Executive Session**

A. Personnel Matters

B. Legal Matters

**XI. Adjournment**

# ***Sheridan County School District No. 2***

## **Board of Trustees Regular Monthly Meeting**

Scott Hininger, Chairman

**April 8, 2013**

Craig Dougherty, Superintendent

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### **MINUTES OF MEETING**

#### **I. Call to Order**

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Monday, April 8, 2013, in the Board Room at the Central Administration Office. The presiding officer was Scott Hininger, Chairman. A quorum was determined to be present with the following attendees:

##### **Trustees:**

Scott Hininger, Chairman  
Ann Perkins, Vice-Chairman  
(Arrived at 7:40 pm)  
Wayne Schatz, Treasurer  
Marva Craft, Clerk  
Richard Bridger  
Hollis Hackman  
Erica O'Dell  
Jim Perkins  
Molly Steel

##### **Absent:**

##### **Administrators:**

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

##### **Absent:**

Tom Sachse, Assistant Superintendent  
Coree Kelly, Technology Director

#### **II. Recognition**

##### **A. Acceptance of Donation to Sheridan High School (*Action*) – Dirlene Wheeler**

Sheridan High School Principal Dirlene Wheeler explained that Kathleen Pilch's Marketing class has been selling pink t-shirts for the past three years, allowing them to give generous donations to Sheridan Memorial Hospital's Welch Cancer Center. In addition to their donation efforts, the class entered the Optimum Charity Champions contest and won \$1,000 for their charity and \$500 for Sheridan High School.

Ada Kirven, Sheridan Memorial Foundation director, and Jennifer Pfister, Welch Cancer Center manager, thanked Ms. Pilch and her marketing students for all their hard work on behalf of the Sheridan County Memorial Hospital Foundation.

Grace Henderson and Alexa Inchauspe, Sheridan High School juniors, spoke on behalf of the Marketing class and explained that over 700 shirts were sold this year. One of the ways that the class encouraged participation in the shirt sales was a “flash mob” dance during lunch one day.

Optimum’s Rocky Mountain Director of Government Affairs Eric Rasmussen and Optimum’s Rocky Mountain Area Director of Government Affairs Melissa Shannon thanked Representative Rosie Berger, Representative Kathy Coleman, Representative John Patton, and Senator Bruce Burns for all the work they do, and thanked them for their attendance at the meeting. Mr. Rasmussen also noted that Representative Berger donated twelve inches of her hair to “Locks of Love” during the last legislative session. Mr. Rasmussen also thanked the marketing class and the students for all of their extraordinary efforts and presented the Welch Cancer Center with a check for \$1,000. The donation was accompanied by \$500 donation for Sheridan High School.

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE DONATION TO SHERIDAN HIGH SCHOOL, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**B. Author Dana Wyatt – Mitch Craft**

Sheridan Junior High School principal Mitch Craft introduced Dana Wyatt, sixth-grade social studies teacher and author of recently published book, *Winter of the Wolf Cave*.

Ms. Wyatt explained that for years, she couldn’t find a story to share with her students to explain hunter-gatherers, so she created her own. She was afraid that she would not be able to remember her story year after year, so she recorded herself, and then wrote her story down. With the encouragement of her students, Ms. Wyatt decided to have her story published, along with the illustrations of seventh-grade English teacher Josh Hansen. She said that the excellent teachers and administrators in the District create the rich learning environment.

Mr. Craft explained that Ms. Wyatt has been teaching for 29 years and if she can’t find the resources that she needs, she creates them. Mr. Craft then presented each trustee with a signed copy of her book.

**III. Approval of Agenda**

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

**IV. Welcome--Audience Comments**

There were no audience comments.

**V. Consent Agenda Items**

**A. Approval of Minutes for March 4, 2013**

**B. Approval of Minutes for March 16, 2013**

**C. Approval of Bills for Payment**

General Fund	1,650,204.86
Federal Fund	135,537.09
Capital Fund	339,178.54
Major Maintenance Fund	3,421.22
<b>TOTAL:</b>	<b>\$2,142,428.71</b>

**D. Approval of Out-of-State Tuition**

Walter Alderson from Hardin School District #1  
 Eva Grywusiewicz from Hardin School District #1  
 Ira Grywusiewicz from Hardin School District #1  
 Lane Gibson from Hardin School District #1

**TRUSTEE STEEL 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**

District Superintendent Craig Dougherty explained that the drawings for Henry A. Coffeen Elementary School, Sheridan High School (SHS) renovation, and Story Elementary School renovation were on display preceding the board meeting. He explained that the entrance to the high school would be the first of its kind in the state, and will add square footage and safety to the building. Facilities director Julie Carroll will give regular updates in regard to the progress of the projects. The entrance to SHS may not be completed in time for school starting in May, because it is such a large project.

Story Elementary School plans are 95% complete and Ms. Carroll is working with Story Elementary School students, staff, and principal to begin the project as soon as possible. On April 27<sup>th</sup>, students will move into Grace Chapel Church, so that the Story project may begin in early May.

**B. Bid Award Recommendation for H. A. Coffeen Elementary School Construction and Demolition (*Action*) – Julie Carroll**

Facilities Director Julie Carroll explained that several bids were received for the H. A. Coffeen construction and demolition, and the bid award recommendation is for Delta Construction. In addition to being the low bidder, they were also the company that completed the construction on Meadowlark Elementary School. All of the work will be

funded through Capital Construction, except item #2, which would be paid from Capital Funds (money received from sale of real estate).

**TRUSTEE STEEL MADE A MOTION TO APPROVE THE BID AWARD RECOMMENDATION OF \$11,896,400 TO DELTA CONSTRUCTION AND APPROVE ALTERNATES ONE THROUGH FOUR FOR H. A. COFFEEN ELEMENTARY SCHOOL CONSTRUCTION AND DEMOLITION, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION.**

During discussion, Trustee Schatz asked about the construction timeline and readiness of the site. Ms. Carroll responded that Delta Construction would like to begin the demolition and construction as soon as possible after the bid award. Structural fill will be necessary for construction, but the building is ready for demolition.

Trustee Bridger asked for elaboration on the alternates. Ms. Carroll responded that the alternates are construction upgrades, the difference between standard materials and improvements.

**THE MOTION TO APPROVE THE BID AWARD RECOMMENDATION OF \$11,896,400 TO DELTA CONSTRUCTION AND APPROVE ALTERNATES ONE THROUGH FOUR FOR H. A. COFFEEN ELEMENTARY SCHOOL CONSTRUCTION AND DEMOLITION CARRIED WITH A UNANIMOUS VOTE.**

**C. Bid Award Recommendation for Construction Materials Testing and Inspection Service Provider (CMTISP) for Henry A. Coffeen Elementary School (*Action*) – Julie Carroll**

Facilities Director Julie Carroll explained that Sheridan-based RoeTech, Inc. had the low bid for all testing needed in the H. A. Coffeen project, and it is recommended that the bid be awarded to them.

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE BID AWARD TO ROETECH, INC. FOR CONSTRUCTION MATERIALS TESTING AND INSPECTION SERVICE PROVIDER (CMTISP) FOR HENRY A. COFFEEN ELEMENTARY SCHOOL, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION.**

During discussion, Trustee Bridger asked if all the testing would be done for \$39,360. Ms. Carroll responded that bid amount was based on her prediction of the number of tests that would be required, and the hourly rate would only be necessary if the number of anticipated tests is exceeded.

**THE MOTION TO APPROVE THE BID AWARD TO ROETECH, INC. FOR CONSTRUCTION MATERIALS TESTING AND INSPECTION SERVICE PROVIDER (CMTISP) FOR HENRY A. COFFEEN ELEMENTARY SCHOOL CARRIED WITH A UNANIMOUS VOTE.**

**D. Bid Award Recommendation for SJHS Old Gym Renovation and Early Building Doors – Julie Carroll**

Facilities Director Julie Carroll explained that the low bid for the Sheridan Junior High School old gym renovation and early building door replacement is Sheridan-based O'Dell Construction. They were the low bid at \$914,305.00. She recommended that the bid be awarded to O'Dell Construction, and asked that the alternate be held for 60 days to see if the major maintenance budget can afford this upgrade.

**TRUSTEE BRIDGER MADE A MOTION TO APPROVE BID AWARD RECOMMENDATION TO O'DELL CONSTRUCTION FOR SJHS OLD GYM RENOVATION AND EARLY BUILDING DOORS AND HOLD THE ALTERNATE FOR SIXTY DAYS, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION.**

During discussion, Trustee Schatz asked if the alternate would be brought back to the Board or if they would just proceed. Ms. Carroll responded that the alternate bid would be brought to the Board in May.

**THE MOTION TO APPROVE THE BID AWARD RECOMMENDATION TO O'DELL CONSTRUCTION FOR SJHS OLD GYM RENOVATION AND EARLY BUILDING DOORS AND HOLD THE ALTERNATE FOR SIXTY DAYS CARRIED WITH A UNANIMOUS VOTE.**

**TRUSTEE SCHATZ MADE A MOTION TO RECESS TO PUBLIC HEARING AT 6:32 PM. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**E. Public Hearing**

**1. Disposition of Beckton Facility – Julie Carroll**

Facilities Director Julie Carroll explained that the district has always had a great relationship with the owners of the Beckton property-- the Forbes family. The school was used as a one-room schoolhouse for years, and was closed as a school in 2005. The facility was kept in our inventory as a facility to host science related field trips, but the Beckton facility has only been used 10-20 days per year. The building maintenance costs outweigh the use of the building, and it is recommended that the lease be discontinued, and the building be removed from the District inventory.

Spike Forbes asked what would happen to the building, and asked if the school district would receive any compensation for the property. Ms. Carroll responded that the building and any site enhancements would revert back to the Forbes family without any compensation, as the lease states.

Chairman Hininger explained that the Beckton facility carries great sentimental value to many people and thanked the Forbes family for the many years of use.



**2. Disposition of Outlot A to WYDOT – Julie Carroll**

Facilities Director Julie Carroll explained that Outlot A of the Woodland Park property was retained in the event that the Wyoming Department of Transportation (WYDOT) needed the property for roadway enhancements. WYDOT is now prepared to receive the property, so it is recommended that the property be disposed to them.

**3. Facility Plan being Submitted to the Wyoming School Facilities Commission – Julie Carroll**

Facilities Director Julie Carroll explained that the facility plan is submitted to the Wyoming School Facilities Commission annually. She explained that she is requesting a complete renovation for Sagebrush Elementary School, funds for a new alternative school, the acquisition of the funds for the land purchase for a sixth elementary school, removal of Beckton from the district inventory, and renovation for the maintenance and transportation department.

**TRUSTEE SCHATZ MADE A MOTION TO RETURN TO REGULAR SESSION AT 7:05 PM. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**TRUSTEE CRAFT MADE A MOTION TO APPROVE THE DISPOSITION OF BECKTON FACILITY, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE DISPOSITION OF OUTLOT A TO WYDOT, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE FACILITY PLAN BEING SUBMITTED TO THE WYOMING SCHOOL FACILITIES COMMISSION, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION.**

During discussion, Trustee Hackman asked if the required 16:1 student-to-teacher ratio is being observed in the facility plan. Superintendent Dougherty responded that the district has submitted a waiver because the specialists in each building would skew the student-to-teacher ratio. The District has been granted the waiver due to the incredible success of our students.

**THE MOTION TO APPROVE THE FACILITY PLAN BEING SUBMITTED TO THE WYOMING SCHOOL FACILITIES COMMISSION CARRIED WITH A UNANIMOUS VOTE.**

**F. Approval of Policies – Cody Sinclair**

Human Resources Coordinator Cody Sinclair stated that seven policies are up for first reading, and they are recommended for approval individually.

Mr. Sinclair explained that Policy JLCD – Administering Medication to Students received updates changing “physician” to include other healthcare personnel. Also, it provided more information to nurses in regard to medication disposal timelines after student withdrawal.

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY JLCD – ADMINISTERING MEDICATION TO STUDENTS ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION.**

During discussion, Trustee O’Dell asked for more information in regard to school personnel seeking information from medical personnel. Mr. Sinclair responded that school personnel may ask for more information about the medication, particularly in the case that it could affect education. Superintendent Dougherty explained that it may be necessary to ask the medical personnel for information in administering the medication so that errors aren’t made. Director of Elementary Education Scott Stults explained that at times, the staff will get a directive from a parent, and it will be necessary to seek medical advice. An example of this is a parent who says that their child needs to receive medication in different doses or at different intervals.

**THE MOTION TO APPROVE JLCD – ADMINISTERING MEDICATION TO STUDENTS PASSED WITH A UNANIMOUS VOTE.**

Mr. Sinclair explained that Policy JLCD-E1 Authorization for Administration of Prescription Medication and Release of Liability is a form that parents fill out for their child to receive prescription medication at school. The form was updated based on the advice of the school nurses.

**TRUSTEE O’DELL MADE A MOTION TO APPROVE POLICY JLCD-E1 - AUTHORIZATION FOR ADMINISTRATION OF PRESCRIPTION MEDICATION AND RELEASE OF LIABILITY ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.**

Mr. Sinclair explained that Policy JLCD-E2 Authorization for Administration of Over the Counter Medication and Release of Liability was updated to request instructions for “other” over the counter medications.

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY JLCD-E2 - AUTHORIZATION FOR ADMINISTRATION OF OVER THE COUNTER MEDICATION AND RELEASE OF LIABILITY ON FIRST READING, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mr. Sinclair explained that Policy JLF - Reporting Child Abuse and JLF-P – Reporting Suspected Child Abuse were combined. Legislation was referenced and this policy was updated to meet state statutes.

**TRUSTEE CRAFT MADE A MOTION TO APPROVE POLICY JLF - REPORTING CHILD ABUSE ON FIRST READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION.**

During discussion, Trustee Bridger asked for more information about the child abuse claimant's exemption from liability. Mr. Sinclair responded that the liability exemption is intended as a good faith protection. Trustee Jim Perkins explained that school officials are required to make a report in the case of suspected child abuse, and the policy is intended to protect school officials in situations in which they are required to act.

**THE MOTION TO APPROVE POLICY JLF - REPORTING CHILD ABUSE PASSED WITH A UNANIMOUS VOTE.**

Mr. Sinclair explained that Policy JLF-P - Reporting Suspected Child Abuse is recommended for deletion because Policy JLF-P has been combined with Policy JLF.

**TRUSTEE SCHATZ MADE A MOTION TO DELETE POLICY JLF-P - REPORTING SUSPECTED CHILD ABUSE ON FIRST READING, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.**

Mr. Sinclair explained that wording clarifications were made to Policy JLF-E - Report of Suspected Child Abuse/Neglect Form.

**TRUSTEE O'DELL MADE A MOTION TO APPROVE POLICY JLF-E - REPORT OF SUSPECTED CHILD ABUSE/NEGLECT FORM ON FIRST READING, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mr. Sinclair explained that Policy JLIA - Supervision of Students was updated to include school personnel.

**TRUSTEE SCHATZ MADE A MOTION TO APPROVE POLICY JLIA - SUPERVISION OF STUDENTS ON FIRST READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND THE MOTION PASSED WITH A UNANIMOUS VOTE.**

**Policies – Second Reading**

Mr. Sinclair said that no changes were made to the policies up for second reading and recommended that the policies be approved collectively.

**TRUSTEE JIM PERKINS MADE A MOTION TO APPROVE POLICY IJNDC - EMPLOYEE USE OF SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES, POLICY JLCC - COMMUNICABLE/INFECTIOUS DISEASE, POLICY JLCC-A - HEAD LICE INFESTATION (PEDICULOSIS HUMANUS CAPITIS), POLICY**

**JRA-E3 - NOTIFICATION OF RIGHTS UNDER THE PROTECTION OF PUPIL RIGHTS AMENDMENT (PPRA), POLICY JRAC - STUDENT PRIVACY PROTECTION AND PARENTAL RIGHT OF INSPECTION TO CERTAIN MATERIAL ON SECOND READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT PASSED WITH A UNANIMOUS VOTE.**

**VII. New Business**

- A. Acceptance of Donation to Sagebrush Elementary School (*Action*) – Scott Stults**  
Director of Elementary Education Scott Stults explained that Mike Johnston of The Industrial Company (TIC) recently donated six bike racks to Sagebrush Elementary School. He asked that the Board approve this generous donation.

**TRUSTEE O'DELL MADE A MOTION TO APPROVE THE ACCEPTANCE OF DONATION TO SAGEBRUSH ELEMENTARY SCHOOL, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Chairman Hininger requested that Mr. Stults thank Mr. Johnston on behalf of the Board.

- B. Acceptance of Donation to Sheridan High School (*Action*) – Dirlene Wheeler**  
Sheridan High School Principal Dirlene Wheeler explained that Henrik Sarkissian recently donated \$5,000 to the Community Donation Fund. The donation was gifted in honor of Sheridan High School Orchestra teacher Razmick Sarkissian, so the money will be used at his discretion.

**TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE ACCEPTANCE OF DONATION TO SHERIDAN HIGH SCHOOL, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION.**

During discussion, Chairman Hininger asked if the donation was to be placed with scholarships. Business Manager Roxie Taft responded that the donation will be placed into the Community Donation Fund, within the Activity Fund.

Trustee Jim Perkins asked for clarification in regard to the Community Donation Fund. Sheridan High School principal, Dirlene Wheeler, responded that the high school receives financial assistance requests from students, families, or the community. School personnel decide if the request may be fulfilled from the Community Donation Fund. Examples of requests are students who cannot afford an item to complete a project, students that find themselves homeless, or students whose lunch account is in arrears.

**THE MOTION TO APPROVE THE ACCEPTANCE OF DONATION TO SHERIDAN HIGH SCHOOL CARRIED WITH A UNANIMOUS VOTE.**

Chairman Hininger requested that Ms. Wheeler thank Mr. Sarkissian on behalf of the Board.

**C. Request to Bid Bus Surveillance Equipment (*Action*) – Roxie Taft**

Business Manager Roxie Taft said that only six of the current forty school buses used by the district have digital cameras. It is recommended that all of the district buses have cameras, and she is requesting that the Board allow Transportation Director Steve Schlicting to bid for the remaining 36 cameras. Ms. Taft added that an additional 0.5 FTE will be discussed during the budget committee meeting on April 23, 2013 to assist in technology areas, including video surveillance and bus routing software.

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE REQUEST TO BID BUS SURVEILLANCE EQUIPMENT, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION.**

During discussion, Trustee Jim Perkins asked what the estimated cost of the software would be. Mr. Schlicting responded that the cost of the equipment could range widely.

Chairman Hininger said that he considers it beneficial to protect the bus drivers with the use of the cameras and GPS.

Trustee Hackman praised the transportation department and the bus drivers for their flexibility and hard work, especially with the CARE program at Henry A. Coffeen Elementary School. The program is incredibly beneficial to the students, and it relies on the transportation department for its success.

**THE MOTION TO APPROVE THE REQUEST TO BID BUS SURVEILLANCE EQUIPMENT CARRIED WITH A UNANIMOUS VOTE.**

**VIII. Reports and Communications**

**A. Board of Trustees**

Trustee Schatz said that he attended an orchestra concert last week, and it was outstanding. He commended Razmick Sarkissian for his hard work and dedication.

Chairman Hininger said that he recently attended the Parent Teacher Organization (PTO) meetings at Story Elementary School and Highland Park Elementary. He said that there were many attendees from Story, and they were very enthusiastic. At the Highland Park PTO meeting, the parents were concerned with classroom crowding issues. Chairman Hininger said that he is looking forward to the sixth elementary school to alleviate some of the crowding issues.

Trustee Craft said that she and Trustee Bridger recently attended the SHS Jazz Band concert. She said that the students are very talented and encouraged attendance at the concerts.

**B. PTO/Parents/Students/Organizations**

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

**C. Site/Administration/Staff**

Sheridan High School principal Dirlene Wheeler invited everyone to the high school band concert at 7:00 pm on Thursday, April 11, 2013.

**IX. District Administration Reports**

**A. Superintendent**

Superintendent Craig Dougherty said that the bus surveillance cameras were recommended during a recent Wyoming School Boards Association (WSBA) legal update presentation. The state will reimburse the district 100% for the cost incurred from the camera purchase, and the cameras are necessary for security and safety. He also thanked Transportation Director Steve Schlichting and Transportation Secretary Jackie Jackson for all of their hard work and dedication. They work hard year-round to be sure that their department runs smoothly.

On his last visit to Cheyenne, Governor Mead asked Superintendent Dougherty to be part of his education panel to work together to improve the public education system.

Superintendent Dougherty said that he will be visiting with Governor Matt Mead and the education panel on April 17, 2013. Superintendent Dougherty also presented at the Wyoming Leadership presentation on March 22<sup>nd</sup>, which went well. He explained that it is nice to share our successes and support Sheridan.

**TRUSTEE SCHATZ MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:43 PM. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**X. Executive Session:**

The Board went into Executive Session at 7:43 p.m. to cover personnel, legal, and real estate matters.

**TRUSTEE SCHATZ MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:45 PM. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting reconvened at 8:45 p.m.

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

**TRUSTEE ANN PERKINS MADE A MOTION TO APPROVE THE RENEWAL LIST OF CERTIFIED STAFF FOR THE 2013-2014 SCHOOL YEAR, AS PRESENTED. TRUSTEE O'DELL SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE HACKMAN ABSTAINED FROM VOTING.**

**TRUSTEE HACKMAN MADE A MOTION THAT THE SUPERINTENDENT, AFTER CONSULTATION WITH THE BOARD'S ATTORNEY, SEND A NOTICE OF RENEWAL AND EMPLOYMENT CONTRACT TO THE INITIAL CONTRACT TEACHERS THAT ARE BEING RENEWED FOR THE 2013-2014 SCHOOL YEAR. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

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

**TRUSTEE O'DELL MADE A MOTION TO APPROVE THE RENEWAL OF PRINCIPALS TO BE HIRED IN THE DISTRICT FOR THE 2013-2014 SCHOOL YEAR, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A MAJORITY VOTE. TRUSTEE CRAFT ABSTAINED FROM VOTING.**

**XI. Adjournment:**

**TRUSTEE STEEL MADE A MOTION TO ADJOURN THE MEETING AT 8:47 P.M. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

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Chairman

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Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2**  
**PERSONNEL REPORT**  
**April 8, 2013**

**ADMINISTRATIVE STAFF**

**Approvals:**

Brett Dahl Sheridan Junior High	Assistant Principal 205 days	Effective 7/1/13
Paige Sanders Woodland Park School	Principal 205 days	Effective 7/1/13

**CERTIFIED STAFF**

**Approvals:**

Erika Carlson Sheridan Junior High School	Teacher-Special Education 1.0 FTE	Effective 8/16/13
Janelle Dill Meadowlark School	Teacher-Kindergarten 1.0 FTE	Effective 8/16/13
Jennifer Duran Henry A. Coffeen School	Teacher-5 <sup>th</sup> Grade 1.0 FTE	Effective 8/16/13
Kimberly Fleck Sheridan Junior High School	Teacher-Special Education (R4) 1.0 FTE	Effective 8/16/13
Maureen Frauenholtz Henry A. Coffeen and Woodland Park Schools	Teacher-Physical Education 1.0 FTE	Effective 8/16/13
Nathan Gurtler Highland Park and Henry A. Coffeen Schools	Teacher-Music/Keyboarding 0.9 FTE	Effective 8/16/13
Kaylyn Ligget Henry A. Coffeen School	Teacher-Kindergarten 1.0 FTE	Effective 8/16/13



Charlie Reid Meadowlark School	Teacher-5 <sup>th</sup> Grade 1.0 FTE	Effective 8/16/13
Megan Ridings Henry A. Coffeen School	Teacher-3 <sup>rd</sup> Grade 1.0 FTE	Effective 8/16/13
Jade Thoenke Sheridan Junior High School	Teacher-Special Education 1.0 FTE	Effective 8/16/13

### **Changes/Transfers:**

Rebecca Adsit Sheridan Junior High School	Teacher-English/Instructional Facilitator 0.8 FTE to 1.0 FTE	Effective 8/20/13
Jessica Anderson Highland Park, Wright Place, and Fort Mackenzie Schools to Highland Park School	Teacher-Special Education 1.0 FTE	Effective 2/12/13
Shebree Moore Henry A. Coffeen School	Teacher-2 <sup>nd</sup> Grade to Teacher-Title I/ Reading Recovery 1.0 FTE	Effective 8/20/13
Debra Williams Henry A. Coffeen School	Teacher-2 <sup>nd</sup> Grade to 3 <sup>rd</sup> Grade 1.0 FTE	Effective 8/20/13

### **Resignations:**

Carla Dunham Henry A. Coffeen School	Common Core State Standards Literacy/ Math/Technology Specialist 0.44 FTE	Effective 6/3/13
Kathryn Flitner Wallop Sheridan High School	Teacher-English 1.0 FTE	Effective 6/3/13
Sean Yeager Sheridan Junior High and Sheridan High Schools	Teacher-Physical Education/Health 1.0 FTE	Effective 6/3/13

**CLASSIFIED STAFF****Approvals:**

Allen Mitcheltree Woodland Park School	Custodian 5.5 hours/day (195 days)	Effective 4/1/13
John Olson Sheridan High School	Custodian 8.0 hours/day	Effective 4/9/13

**Changes/Transfers:**

Elaine Avery Sheridan High School School	Paraprofessional-Special Education 6.0 hours/day to 7.0 hours/day	Effective 4/2/13
Jennifer Bower Facilities/Maintenance Department	Secretary-Building and Grounds to Warehouse Receiving/Buildings and Grounds Secretary 5.0 hours/day to 8.0 hours/day	Effective 6/10/13
Mary Jane Jensik Sheridan High School	Cook's Helper-Ala Carte 5.0 hours/day to 5.5 hours/day	Effective 4/4/13
Cheryl Heizer Sheridan High School	Cook's Helper-Hot Lunch (3.5 hours/day) to Cook's Helper-Hot Lunch (3.5 hours/ day)/Ala Carte (1.5 hours/day)	Effective 4/4/13

**Resignations:**

Jennifer J. Manor Highland Park School	Paraprofessional-Special Education 7.0 hours/day	Effective 5/1/13
Jacqueline A. Powell Sheridan High School	Cook's Helper 5.5 hours/day	Effective 3/21/13
Kelly T. Smith Transportation	Bus Driver-Rotator 2.0-4.0 hours/day	Effective 4/26/13

**Retirements:**

William Jordan Sheridan Junior High School	Activities Maintenance Custodian 8.0 hours/day	Effective 3/23/13
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**SAGEBRUSH ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM –  
BRIDGES FUNDING**

**Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Carly Hennig	Teacher (Student Teacher)
Megan Ridings	Teacher (Student Teacher)

**SHERIDAN HIGH SCHOOL AFTER SCHOOL PROGRAM – BRIDGES  
FUNDING**

**Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Alyssa Lyman	Teacher-Substitute



Craig Dougherty, Superintendent

Administrative Offices  
201 N. Connor, Suite 100  
P.O. Box 919  
Sheridan, WY82801  
Phone: 307-674-7405  
Fax: 307-674-5041

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DATE: May 6, 2013

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent  
Julie Carroll, Facilities Director

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

**Henry A. Coffeen Elementary School**

The old school has been completely demolished. Material haul-off will continue through this week. Imported fill is being hauled on site and delivery will continue for several weeks. Materials shop drawings have been arriving for approval, so that material orders can be placed. Rammed aggregate piers will begin installation the week after Memorial Day.

**Sheridan High School Entrance**

Construction drawings are currently available for bid. The bids will be received May 23<sup>rd</sup>. This will necessitate a special board meeting, towards the end of May, to approve this bid.

**Story Elementary School**

Construction documents are currently available for bid. The bids will be received May 10<sup>th</sup>. Hazardous material abatement has begun. It will continue through next week. (See the next memo.)



Craig Dougherty, Superintendent

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---

DATE: May 6, 2013

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: **Bid Award Recommendation for Story Renovation** (*Action*)

Bids will be received for Story on May 10<sup>th</sup>. I will have a bid award recommendation for action at the Board Meeting on May 13<sup>th</sup>.



Craig Dougherty, Superintendent

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**DATE:** May 7, 2013  
**TO:** Board of Trustees  
**FROM:** Cody Sinclair, Human Resources Coordinator  
**SUBJ:** **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

<b>EBB</b>	<b>First Aid and Safety Procedures</b>
<b>JLCE</b>	<b>First Aid and Emergency Medical Care (Delete)</b>
<b>JLF</b>	<b>Reporting Child Abuse (Returned to First Reading)</b>
<b>JLIB</b>	<b>Student Dismissal Precautions</b>
<b>JLIB-P</b>	<b>Student Dismissal Precautions</b>

The following policies are being recommended for second reading:

<b>JLCD</b>	<b>Administering Medication to Students</b>
<b>JLCD-E1</b>	<b>Authorization for Administration of Prescription Medication and Release of Liability</b>
<b>JLCD-E2</b>	<b>Authorization for Administration of Over the Counter Medication and Release of Liability</b>
<b>JLF-P</b>	<b>Reporting Suspected Child Abuse</b>
<b>JLF-E</b>	<b>Report of Suspected Child Abuse/Neglect Form</b>
<b>JLIA</b>	<b>Supervision of Students</b>

# ***Policies - First Reading***

**FIRST AID AND SAFETY PROCEDURES**

School nurses and/or other qualified staff members may, in emergency situations, render first aid or emergency treatment in cases of sudden illness or injury to a student or member of the staff. Further medical attention to students is the responsibility of the parent or guardian of the student. An accident report shall be filed with the principal in all cases of injury occurring under school jurisdiction.

Every school and every school vehicle used to transport students will be equipped with appropriate first aid equipment. Principals shall ensure that all employees in their building know where first aid supplies/equipment are kept.

Principals will ensure that students receive instruction in fire prevention and safety. Fire extinguishers will be kept in each building and district employees (instructional, operational, and cafeteria) will know where to find them and how to use them.

The school district will provide or make available periodic first aid, cardiopulmonary resuscitation (CPR), and AED training to designated staff members. The district may require some or all staff to acquire first aid, CPR, and AED training.

First aid training will also be included in the high school physical education/health curriculum.

First Reading: 6/22/09

Second Reading: 7/15/09



**~~FIRST AID AND EMERGENCY MEDICAL CARE~~**

~~No treatment of injuries, except emergency first aid, is permitted in the schools. For purposes of this policy, first aid is the immediate help given by the best qualified person at hand or on call in case of accident or sudden illness.~~

~~The school's obligation continues after the emergency until the injured person has been placed in the care of the family or of a physician with notification to the family.~~

~~Dressings put on by a physician should not be disturbed or second dressing applied at school. However, observation of discoloration or excessive swelling of the injury should be reported to the family or the family physician at once.~~

~~The school district will provide and maintain first aid kits in all schools and buses.~~

~~The school district will provide or make available periodic first aid training to staff members. The district may require some or all staff to acquire first aid training.~~

~~First aid training will also be included in the high school physician education curriculum.~~

~~See also policy:~~

~~—EB— Safety Program~~

~~First Reading: 1/14/97~~

~~Second Reading: 8/26/97~~

Clean Version

## REPORTING CHILD ABUSE

### DEFINITIONS:

The term "abuse" means "inflicting or causing physical or mental injury, harm or imminent danger to the physical or mental health or welfare of a child other than by accidental means, including abandonment, unless the abandonment is a relinquishment substantially in accordance with W.S. 14-11-101 through 14-11-109, excessive or unreasonable corporal punishment, malnutrition or substantial risk thereof by reason of intentional or unintentional neglect, and the commission or allowing the commission of a sexual offense against a child as defined by law."

Abuse: add definition from Statute

The term "neglect" means "a failure or refusal by those responsible for the child's welfare to provide adequate care, maintenance, supervision, education or medical, surgical or other care necessary for the child's well being. Treatment given in good faith by spiritual means alone, through prayer, by a duly accredited practitioner in accordance with the tenets and practices of a recognized church or religious denomination is not child neglect for that reason alone."

Neglect: add definition from Statute

Good Faith Reporting: add definition from Statute

As required by law, any school employee who knows or has reasonable cause to ~~believe or~~ suspect that a child has been abused or neglected or who observes any child being subjected to conditions or circumstances that would reasonably result in abuse or neglect, ~~or who observes any child being subjected to conditions or circumstances that would reasonably result in abuse or neglect,~~ shall immediately report the situation to the school principal and/or school counselor who will immediately cause a report to be made to the child protective agency (Department of Family Services) or local law enforcement agency ~~or cause a report to be made. Any school employee who is responsible for reporting child abuse or neglect as set forth above shall report the situation to his/her supervisor. The supervisor is then also responsible to make the report or cause the report to be made to the child protective agency (Department of Family Services) or local law enforcement agency.~~ Nothing stated herein is intended to relieve an employee of his/her obligation to report on his/her own behalf unless a report has been made or will be made.

Wyoming law provides that persons making a good faith report of

### REPORTING CHILD ABUSE (contd.)

suspected child abuse or neglect are immune from any civil or criminal liability that might otherwise result by reason of the report.

A supervisor (principal, superintendent, etc.) making or causing a report to be made as set forth herein shall also prepare a written report (JLF-E Report of Suspected Child Abuse/Neglect Form) for the superintendent or his/her designee. The supervisor will confirm in writing within five working days with the reporting employee when the report has been made as set forth herein. The report shall include the following:

- a. Name, age and address of the child.
- b. Name and address of the child's parents, guardians, and/or persons with whom he/she is living.
- c. The nature of the child's injury or condition; information on condition leading to abuse - all with dates as appropriate.
- d. Any other information that might be helpful in establishing the cause of the injuries or the conditions observed.

The written report shall not be made part of the child's educational records and no mention of the report shall be entered in the child's educational records.

After a report is made to the Department of Family Services or the local law enforcement agency, school district employees shall make themselves available for further communications concerning the matter. As the case is being investigated, the school may provide supportive aid and counseling services from school personnel for the child. An authorized District representative (i.e. guidance counselor, social worker, school nurse, principal or his/her designee) ~~will~~ may ~~(Is this in the statute? It doesn't always happen.)~~ be present at any meeting at school with the Department of Family Services personnel and the child.

Before a report is made ~~Unless otherwise directed to do so,~~ ~~sehschool~~ district employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect unless directed to do so by the

**REPORTING CHILD ABUSE (contd.)**

superintendent or his/her designee. ~~It is not the responsibility of the school district employee to prove that the child has been abused or neglected.~~

Once a report of child abuse is given to the Department of Family Services or the local law enforcement agency, the responsibility for investigation and follow-up lies with that department. It is not the responsibility of the school staff to investigate the case. Therefore, school district employees shall not:

- a. Make home visits for investigative purposes.
- b. Take the child for medical treatment (this does not preclude taking action in an emergency situation).
- c. Convey messages between the agency and the parents or guardian.
- d. Take any other investigative action.

The School District shall adhere to the guidelines set forth in board policy with respect to disclosing records concerning the child.

No student may be removed from a school by an investigating agency except upon a valid court order or when there is reasonable cause to believe there exists imminent harm to the child's health or safety if the child is not taken into protective custody.

W.S. 14-3-201 et seq.

See also:

JLF-E - Report of Suspected Child Abuse/Neglect Form

First Reading: 4/8/13

Second Reading:

### STUDENT DISMISSAL PRECAUTIONS

No school or grade may be dismissed before the regular hour for dismissal except with the approval of the ~~office of the superintendent of schools~~.

No teacher may permit any individual student to leave school prior to the regular hour of dismissal except by permission of the principal or his/her designee.

No student may be permitted to leave school prior to the dismissal hour at the request of or in the company of anyone other than a school employee, police officer, court official, parent, or legal guardian of the child, unless the permission of the parent or legal guardian has been first secured. If any police or court official requests the dismissal of a student during school hours, parents should be notified as soon as possible.

First Reading: 1/14/97

Second Reading: 8/26/97

**STUDENTS DISMISSAL PRECAUTIONS AND PARENTAL RIGHTS**

Student dismissal precautions will be reviewed annually with administrative staff.

School officials will ~~presume~~ assume that each parent has equal authority to exercise rights of visitation, removal of the child from school, the right to inspect and review educational records, and all other rights and privileges extended to parents. Requests from one parents asking the school to restrict the visiting privileges of the other parent or to restrict , and restriction of disclosure of student records to the other parent will not be honored unless the School District is provided with ~~accompanied by~~ a court order or other legally binding document modifying the right of the parents with respect to the student which corroborates the request.

School officials will conform to court orders governing divorce, separation, custody, or other legally binding instruments which modify the natural rights of a parent.

~~Requests from parents asking the school to restrict visiting privileges, and restriction of disclosure of student records will not be honored unless accompanied by a court order or other legally binding document which corroborates the request.~~

See also policies:

JLIB - Student Dismissal Precautions

JOA - School Contacts with Noncustodial Parents

First Reading: 1/14/97

Second Reading: 8/26/97

***Policies -  
Second Reading***

## ADMINISTERING MEDICATION TO STUDENTS

### Definitions

a. "Asthma medication" means prescription or nonprescription inhaled asthma medication;

b. "Potentially life threatening conditions" includes, but is not limited to asthma, food allergies and insect bites;

c. "Medication required for potentially life threatening conditions" includes, but is not limited to asthma medication and prescription single dose epinephrine pens.

The following procedure must be followed for students to receive any type of medication during school hours:

1. A JLCD-E1 Sheridan County School District No. 2 Authorization for Administration of Prescription Medication form must be completed by a parent/legal guardian, and presented to appropriate school personnel (school nurse, school secretary, school principal, or his/her designee) prior to the dispensing of any medication. All medication must be presented to the school in its original container. School personnel may refuse to administer any prescription or other medication that is not in its original container.
2. A parent/legal guardian may authorize appropriate school personnel to administer over the counter medications by completing a JLCD-E2 Sheridan County School District No. 2 Authorization for Administration of Over the Counter Medication form.
3. Students taking medication prescribed by a licensed health care provider ~~physician~~ must present the medication in its original container, provided by the pharmacy, to the principal or his/her designee with the required form (JLCD-E1) signed by the parent/legal guardian. School personnel may seek a medical opinion or advice pertaining to situations in which they are asked to administer medications.
4. Except as otherwise allowed in this policy, students must take all medication (including over the counter medications) in the presence of designated school personnel.
5. Students not following the above guidelines will be subject to school disciplinary procedures.



# ADMINISTERING MEDICATION TO STUDENTS (contd.)

6. School personnel reserve the right to review all requests for administration of medication during school hours.
7. All medication will be stored in a designated area that is to remain locked when not in use. Before the end of the school year, the parent/legal guardian should pick up any leftover personal medication from the school. Medications not retrieved within five (5) calendar days of a student withdrawing from that particular school or the end of the school year will be discarded in an appropriate manner.
8. It should be understood that it will be the pupil's responsibility to come to the office to get the medication and that the school is under no obligation to seek out the child should he/she forget.
98. Notwithstanding the foregoing, students are permitted to possess and self-administer within any school of the district medication required for potentially life threatening conditions if a written statement is submitted to the district containing applicable:
  - (i) Parental verification that the student is responsible for and capable of self-administration and parental authorization for self-administration of medication required for potentially life threatening conditions;
  - (ii) Health care provider identification of the prescribed or authorized medication required for potentially life threatening conditions and verification of the appropriateness of the student's possession and self-administration of the medication required for potentially life threatening conditions.

The written statement shall be specified prescribed by the department of education, with the assistance of the department of health, and shall require the signatures of the parent or guardian of the student and the student's licensed health care provider physician or licensed health care provider's physician's representative.

~~As used in this section:~~

~~(i) "Asthma medication" means prescription or nonprescription inhaled asthma medication;~~

**ADMINISTERING MEDICATION TO STUDENTS (contd.)**

~~(ii) "Potentially life threatening conditions" includes, but is not limited to asthma, food allergies and insect bites;~~

~~(iii) "Medication required for potentially life threatening conditions" includes, but is not limited to asthma medication and prescription single dose epinephrine pens.~~

~~It should be understood that it will be the pupil's responsibility to come to the office to get the medication and that the school is under no obligation to seek out the child should he/she forget.~~

W.S. 21-4-310

First Reading: 4/8/13

Second Reading:

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2**  
**AUTHORIZATION FOR ADMINISTRATION OF PRESCRIPTION**  
**MEDICATION AND RELEASE OF LIABILITY**

The undersigned hereby designate:

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_ and \_\_\_\_\_  
 (Principal)/(Principal's Designee)/(Secretary)/(School Nurse)

and hereby authorize these personnel of Sheridan County School District No. 2, State of Wyoming, to administer the following medication to:

NAME OF CHILD: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

NAME OF MEDICATION: \_\_\_\_\_

DOSE TO BE ADMINISTERED AT SCHOOL: \_\_\_\_\_

INSTRUCTION FOR ADMINISTRATION: Given according to the licensed health care provider's ~~physician's~~ directions on the original container.

NAME OF PRESCRIBING LICENSED HEALTH CARE PROVIDER  
~~PHYSICIAN~~: \_\_\_\_\_

In consideration of District personnel administering such medicine, the undersigned hereby releases, indemnifies, and holds harmless said District and its personnel from all claims, demands and liabilities, direct and indirect, which may result or accrue by reason of the administration of such medicine, the failure to administer it, or the improper administration thereof.

I have read and understand this authorization, I hereby give my permission for \_\_\_\_\_ to take the above prescription at school as ordered. I understand that it is my responsibility to furnish this medication.

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Parent or Legal Guardian

**PARENT NOTE**

**PRESCRIPTION MEDICATION MUST BE BROUGHT TO SCHOOL IN ITS ORIGINAL CONTAINER, APPROPRIATELY LABELED BY THE PHARMACY OR LICENSED HEALTH CARE PROVIDER~~PHYSICIAN~~, STATING THE NAME OF THE MEDICATION AND THE DOSAGE.**

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2**  
**AUTHORIZATION FOR ADMINISTRATION OF OVER THE COUNTER**  
**MEDICATION AND RELEASE OF LIABILITY**

The undersigned—hereby designate:

\_\_\_\_\_/\_\_\_\_\_  
 (Principal) (Secretary) and \_\_\_\_\_  
 (School Nurse)

and hereby authorize these personnel of Sheridan County School District No. 2, State of Wyoming, to administer the following medication to:

NAME OF CHILD: \_\_\_\_\_

DATE OF BIRTH: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

GRADE: \_\_\_\_\_

NAME OF MEDICATION (**Check/mark those authorized to be administered to the above student**):

- \_\_\_\_ Acetaminophen (generic Tylenol)
- \_\_\_\_ Ibuprofen (generic Motrin/Advil)
- \_\_\_\_ Antacid tablets (generic Tums)
- \_\_\_\_ Diphenhydramine (generic Benadryl)
- \_\_\_\_ Other over the counter medication  
 (provided by parent/guardian in original  
 container with any necessary  
instructions)

INSTRUCTION FOR ADMINISTRATION: Given according to the manufacturer's directions on the original container and/or standardized dosing charts for pediatric age children.

In consideration of District personnel administering such medicine, the undersigned hereby releases, indemnifies, and holds harmless said District and its personnel from all claims, demands and liabilities, direct and indirect, which may result or accrue by reason of the administration of such medicine, the failure to administer it, or the improper administration thereof.

I have read and understand this authorization, I hereby give my permission for \_\_\_\_\_ to take the above over the counter medication at school.

\_\_\_\_\_  
 Date Parent or Legal Guardian

**REPORTING SUSPECTED CHILD ABUSE**

~~1. Any school employee who has reasonable cause to suspect that a child is subjected to abuse or conditions that might result in abuse (for example malnutrition, dangerous conditions, neglect) should immediately report the situation with documented evidence to the principal or assistant principal. The principal will then contact the Department of Family Services at once. A written report will then be sent by the Principal to the Superintendent.~~

~~2. The written report will include:~~

~~a. Name, age and address of the child.~~

~~b. Name and address of the child's parents, guardians, and/or persons with whom he is living.~~

~~c. The nature of the child's injury or condition; information on condition leading to abuse - all with dates as appropriate.~~

~~d. Any other information that might be helpful in establishing the cause of the injuries or the conditions observed.~~

~~The written report shall not be made part of the child's record and no mention of the report shall be entered in the child's record.~~

~~3. After the report is made to the Department of Family Services, District and school staff members will make themselves available for meetings with the department's representative to facilitate communication. The school will report any further incidents of abuse to the agency's representative.~~

~~4. As the case is being investigated the school will provide supportive aid and counseling services from school personnel for the child. An authorized District representative (i.e. guidance counselor, social worker, school nurse) will be present at any meeting at school with the Department of Family Services personnel and the child.~~

~~5. Once a report of child abuse is given to the Department of Family Services, the responsibility for investigation and~~

~~REPORTING SUSPECTED CHILD ABUSE (contd.)~~

~~follow-up lies with that department. It is not the responsibility of the school staff to investigate the case.~~

~~Therefore, the school staff will not:~~

~~a. Make home visits for investigative purposes.~~

~~b. Take the child for medical treatment (this does not preclude taking action in an emergency situation).~~

~~c. Convey messages between the agency and the parents or guardian.~~

~~d. Take any other investigative action.~~

~~6. Authorized school and District personnel may make available to the Department of Family Services personnel assigned to investigate instance of child abuse the health or other records of a student for such investigative purposes, only upon presentation of an order entered by a Court of Competent Jurisdiction allowing access to the records.~~

~~7. No student may be removed from a school by the investigating agencies except upon a valid Court order granting temporary protective custody or when there is reasonable cause to believe there exists imminent harm to the child's health or safety if the child is not taken into protective custody.~~

~~First Reading: 1/14/97~~

~~Second Reading: 8/26/97~~



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Provide any other information available to you which may be of assistance in establishing facts of this referral. It is not the responsibility of the school staff to investigate the case. Attach [a separate](#) page if necessary.

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First Reading:    4/8/13

Second Reading:



## **SUPERVISION OF STUDENTS**

| ~~Teachers~~ School personnel are responsible for the safety and welfare of all students assigned to them during the school day. Students are not to leave a classroom without the permission of the teacher or his/her adult designee and teachers are not to leave a class unattended except in an emergency.

No student activity is to be conducted under sponsorship of the school without proper faculty supervision at all times.

Any staff responsible for student supervision must not allow students to leave their area of supervision without permission.

The administration will make faculty assignments that will best provide for the full and proper supervision of students at all times, whether in the classroom or on activity trips.

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



Craig Dougherty, Superintendent

Administrative Offices  
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P.O. Box 919  
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Phone: 307-674-7405  
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DATE: May 3, 2013

TO: Board of Trustees

FROM: Terry Burgess, Assistant Superintendent of Instruction and Resources

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

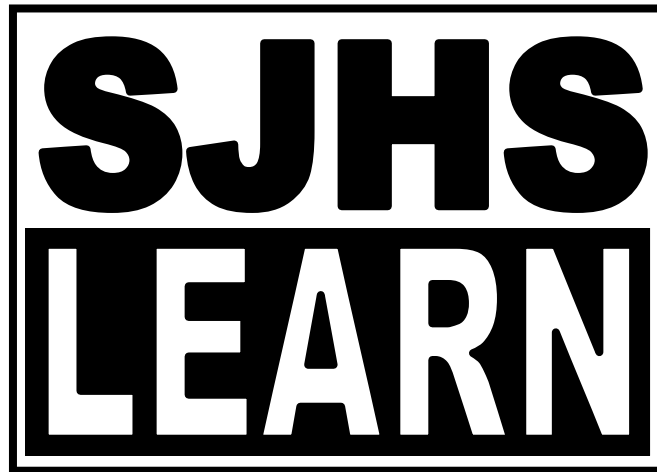
The handbooks were delivered in advance of the regular board packet to give Trustees more time to review larger manuscripts like these. At the May 13<sup>th</sup> board meeting, the principals will be available for questions. I would like you to take action at the meeting by approving these handbooks.

# Student Handbook

## 2013-2014

SHERIDAN JUNIOR HIGH SCHOOL

Name: \_\_\_\_\_



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

---

Sheridan Junior High School  
500 Lewis St.  
Sheridan, WY 82801  
307.672.9745 *phone*  
307.672.5311 *fax*  
[www.scsd2.com](http://www.scsd2.com)

Mitch Craft – Principal  
Kim Anderson – Assistant Principal/AD  
Brett Dahl – Assistant Principal  
Megan Magee – Counselor (7<sup>th</sup> Grade)  
Raili Emery – Counselor (8<sup>th</sup> Grade)  
Mary Barbula – Counselor (6<sup>th</sup> Grade)

[mitch.craft@scsd2.com](mailto:mitch.craft@scsd2.com)  
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# Sheridan Junior High School

## 2013-2014



**Dear Students and Families,**

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

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

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

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

**Have a great year!**

*Mitch Craft, Principal*

*Kim Anderson, Assistant Principal/Activities Director*

*Brett Dahl, Assistant Principal*



# Mission Statement--Sheridan County School District #2

*Sheridan County School District No. 2 faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success.*

*Our Vision: Through common purpose and rigorous attention to detail, this school district is committed to helping each and every student achieve in their future life's pursuit.*

## **BOARD GOALS:**

**Excellent Staff and Resources Goals:** SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

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

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

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

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



## **BRONCS SURVIVAL SKILLS**

**B**E PREPARED AND RESPONSIBLE

**R**ESPECT SELF AND OTHERS

**O**PERATE ON TIME AND ON TASK

**N**URTURE A POSITIVE ATTITUDE

**C**ONCENTRATE ON POSITIVE CHOICES

**S**TRIVE FOR SUCCESS

## **Sheridan Junior High School Purpose**

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

## **SJHS Commitments**

*We make the following commitments to student learning:*

### **Supporting Student Learning**

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

### **Communicating Effectively**

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

### **Maintaining a Professional Culture**

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

## **SJHS Values**

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

# SCHEDULE & SUPPORT SERVICES

## Office & School Personnel

### Administration

Principal .....	Mitch Craft
Assistant Principal/Activities Director .....	Kim Anderson
Assistant Principal .....	Brett Dahl

### Counselors

Sixth Grade .....	Mary Barbula
Seventh Grade .....	Megan Magee
Eighth Grade.....	Raili Emery

### Library Staff

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

### Support Staff

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

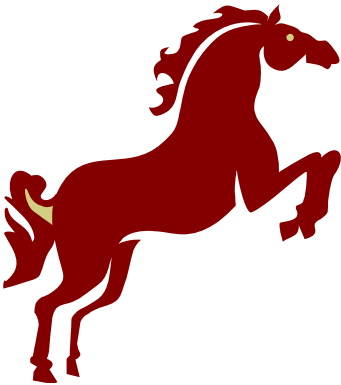
### Emailing Staff Members:

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

[firstname.lastname@scsd2.com](mailto:firstname.lastname@scsd2.com)

Example:

[john.doe@scsd2.com](mailto:john.doe@scsd2.com)





# Teaching Staff

## 6<sup>th</sup> Grade

### COPPER TEAM

Kyle Ewing – Lit, Comp  
Loretta Holloway – Lit, Comp  
Angela Romanjenko – Math  
Pam Fish – Science  
John Peyrot – History

### SILVER TEAM

Teresa Hunter – Lit, Comp  
Devon Johnston – Lit, Comp  
Pete Karajanis – Science  
Kaleb Brinkerhoff - Math  
Sue Wilson – Math  
Dana Wyatt – History

*Homework Hotline: 672-9745 x-7063*

## 7<sup>th</sup> Grade

### GOLD TEAM

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

### RED TEAM

Ann Lowe – Lit, Comp  
Cathy Wallace – Lit, Comp  
Cindy Dunham – Math  
Bob Tippie – Science  
Renel Ellis – History

*Homework Hotline: 672-9745 x-7072*

## 8<sup>th</sup> Grade

### ENGLISH

Rebecca Adsit  
Tim Doolin  
Kim Malin

### HISTORY

Timm Cooper  
David Peterson  
Lorna Poulsen

### MATH

John Best  
**TBD**  
Erin Osborne

### SCIENCE

Jennifer Doolin  
Ryan Fuhrman  
Nancy McCullough

## **Electives Staff/Specialists**

Jessie Anderson – Resource Specialist  
Amy Andrews – Resource Specialist  
Pat Best – Seminar English  
Chelsea Bestram – Ramp Up Math  
Sandy Birkholz – Family & Consumer Science  
Chris Bloomgren – Business Technology  
Kaleb Brinkerhoff – Math Lab  
Erica Carlson – Resource Specialist  
Mary Carroll – Resource Specialist  
Steve Davies – Business Technology  
Kimberly Fleck – Resource Specialist  
Michael Gonda – Spanish  
Mike Ibach – PE/Wellness  
Cathy Kelly – PE/Wellness  
Mary Lawson – Art  
Holly Legerski – Art  
Larry Ligocki – Business Technology  
Cyrita Martini – Resource Specialist  
Ryan McChesney – Industrial Technology  
Brent Moore – Aquatics Director  
Doug Moore – Band  
Nikki Perryman – French  
Kale Rager – PE/Wellness  
Kim Ryan – PE/Wellness  
Razmick Sarkissian – Orchestra  
Tony Sawyer – Choir/Music  
Fred Schubert – Resource Specialist  
Tyson Shatto – PE/Wellness  
Ron Slater – Resource Specialist  
Jade Thomke – Resource Specialist  
Julie Weitz – Librarian/Media Specialis  
**TBD – Resource Specialist**  
**TBD – Industrial Technology**

**Highly Qualified Staff:** All teachers 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	Time	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1 <sup>st</sup> Period	8:20 – 9:15				
2 <sup>nd</sup> Period	9:20 – 10:10				
3 <sup>rd</sup> Period	10:15 – 11:05				
4 <sup>th</sup> Period	11:10 – 12:00				
B Lunch	12:00 – 12:40				
A Lunch	11:05 – 11:45				
4 <sup>th</sup> Period	11:50 – 12:40				
5 <sup>th</sup> Period	12:45 – 1:35				
6 <sup>th</sup> Period	1:40 – 2:30				
7 <sup>th</sup> Period	2:35 – 3:30				

## Guidance & Counseling

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

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



## School Lunch



Lunch prices for the current school year are as follows: Student-\$2.75; Adult-\$4.50; Milk-\$0.30. Federal and State regulations make no provision for charging lunches; therefore, it is imperative that lunches are paid for in advance. Information regarding the free and reduced price lunch program is sent home to all families at the beginning of the school year. Please bring lunch money to the office before classes begin. We cannot accept cash or checks in the lunchroom. "Seconds" on salad bar items are available at no extra charge.

## School Breakfast

School breakfast is served daily from 7:45-8:10 am. Prices are: Student-\$1.25; Milk-\$0.30. Free and reduced prices apply.

## Library/Media Center

The Library Media Center exists to serve the reading and research needs of our school community. The goals of the SJHS Library are to encourage in all students the lifelong love of reading; to assist them in using appropriate, up-to-date sources for their research needs; and to provide a welcoming environment.

Library hours are from 7:45 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.

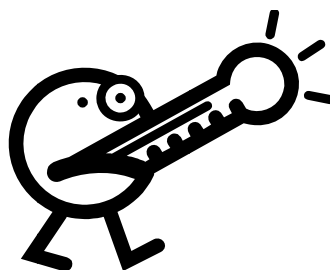
Students may check out up to five books at a time for a two-week period. We gladly renew books and do not charge overdue fees at this time. Students who do not return library books on time will lose the privilege of checking out books, until the overdue books are returned. Students will not be allowed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

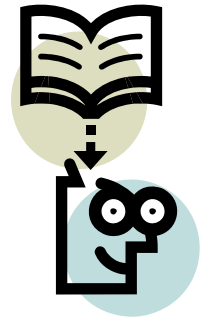


Parents are requested to keep children home from school, if they are ill. Students who become ill during the school day are to report first to the Office. Students must have office staff permission to call home. Phone calls regarding illness are not to be made from the classroom. Office personnel will 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. These learning goals should be mastered before the student moves on to other, more difficult, material. Each year, the student is promoted to the next grade level, the standards become more challenging. If the student is not passing current grade level standards, that student will have a very difficult time passing the next grade level standards. Therefore, students are expected to pass a majority of 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 passes all core classes; and
- Student demonstrates proficiency on common assessments in all core classes; and
- Student fails 4 or fewer quarters (includes all classes).

### Summer School

- Student fails 3 or more quarters in a single core class; and/or
- Student fails 5-8 quarters in any classes; and/or
- Student fails to demonstrate proficiency on common assessments in a core class, despite remediation and intervention.

### Retention

- Student fails 3 or more core classes for the year; and/or
- Student fails 9 or more quarters in any classes; and/or
- Unsuccessful completion of summer school.

### Single Class Retention

- Student fails to pass class and fails to successfully complete summer school.

## Grading/Proficiency

### Grading Scale

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

### Proficiency Scale

- 4 – Exceeds expectations
- 3 – Meets expectations
- 2 – Requires support to meet expectations
- 1 – Even with support, does not meet expectations



## Incomplete Grades

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

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

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

## Report Cards/Progress Reports

Report cards are issued and mailed home at the conclusion of each nine-week quarter. Midterm progress reports are also mailed home midway through each school quarter to all students. Some teachers issue grade reports every week or two for students to take home to parents. Parents are encouraged to examine the grade reports and to contact the teachers about any concerns. During the 2013-14 school year, SJHS will be piloting new reporting practices, including specific reporting of Respect and Responsibility. You may access your child's grades and attendance through the Infinite Campus Parent Portal. Go to [www.scsd2.com](http://www.scsd2.com); then click on *Academics* followed by *Infinite Campus Parent Portal*.



## Honor Roll

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

- Gold Honor Roll includes students who have a 4.0 GPA.
- Silver Honor Roll includes students who have a GPA between 3.5 and 3.99.
- Bronze Honor Roll includes students who have a GPA between 3.0 and 3.49.

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

## Homework

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

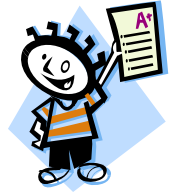
## Responsibility Interventions

The school provides a variety of responsibility interventions for students with missing assignments. All students whose learning and grades are compromised by missing work are required to participate in assigned interventions until their assignments are complete. Students will be notified, if they are required to participate. Interventions are supervised by certified teachers who are there to help students complete work and raise their levels of performance. These interventions include: Homework Café, Homework CPR, Principal's Palace, etc. **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, and Be Responsible are expectations that create SJHS as a place where students learn in a positive, safe, and secure environment. Students take responsibility for their actions at Sheridan Junior High School.



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

## Code of Respect

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

## Student Rights and Responsibilities

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

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

## Community Expectations

Area/Activity	Be Safe	Be Respectful	Be Responsible
<u>Community</u>	<ul style="list-style-type: none"><li>• Keep hands, feet, and objects to self</li><li>• Ask for help when needed</li><li>• Report unsafe actions to an adult</li></ul>	<ul style="list-style-type: none"><li>• Follow directions immediately</li><li>• Use kind words and actions</li><li>• Respect property of self and others</li><li>• Remove hats when indoors</li></ul>	<ul style="list-style-type: none"><li>• Follow school rules</li><li>• Take proper care of all personal belongings and school equipment</li><li>• Be honest</li><li>• Pick up trash and throw it away, even if it is not yours</li></ul>
<u>Hallways/ Stairwells</u>	<ul style="list-style-type: none"><li>• Walk at all times</li><li>• Keep hands and feet to self</li><li>• Walk facing forward</li><li>• Walk on the right side of the hallway and stairwell</li><li>• Take stairs one step at a time</li></ul>	<ul style="list-style-type: none"><li>• Use only your own locker</li><li>• Use quiet voices</li><li>• Use kind words and actions</li><li>• Be aware and respectful of classes in session</li></ul>	<ul style="list-style-type: none"><li>• Use hall/planner passes</li><li>• Move to class on time</li><li>• Use trash cans and recycling containers</li><li>• Use lockers appropriately</li><li>• Consume food or drink in Commons</li></ul>

## Community Expectations, cont.

Area/Activity	Be Safe	Be Respectful	Be Responsible
<u><b>Restrooms</b></u>	<ul style="list-style-type: none"> <li>• Wash your hands</li> <li>• Keep water in the sink</li> </ul>	<ul style="list-style-type: none"> <li>• Use quiet voices</li> <li>• Give privacy</li> <li>• Respect property</li> </ul>	<ul style="list-style-type: none"> <li>• Use a planner pass</li> <li>• Flush toilets after use</li> <li>• Return to class promptly</li> <li>• Report any problems to an adult</li> <li>• Keep restrooms clean</li> </ul>
<u><b>Arrival/Dismissal</b></u>	<ul style="list-style-type: none"> <li>• Once at school, stay at school</li> <li>• Stay in designated areas until bell rings</li> <li>• Pay attention to traffic and buses</li> <li>• Keep hands and feet to self</li> <li>• Carry skateboards/ scooters on school property</li> <li>• Walk bicycles and park them in provided stands</li> </ul>	<ul style="list-style-type: none"> <li>• Follow community rules</li> <li>• Follow directions of supervising teachers/staff</li> <li>• Respect others' property</li> <li>• Respect the personal space of others</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive on time and leave on time</li> <li>• Report to designated areas promptly</li> <li>• Obtain pass from front office if entering school early</li> <li>• Know and follow procedures for attendance passes</li> </ul>
<u><b>Commons Lunchtime</b></u>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Keep feet on floor</li> <li>• Remain seated while eating</li> <li>• Keep hands to self</li> <li>• Choose a table and stay there for the duration of lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Enter &amp; exit quietly and respectfully</li> <li>• Wait in line patiently</li> <li>• Use quiet voices</li> <li>• Allow anyone to sit next to you</li> <li>• Use "please" and "thank you"</li> </ul>	<ul style="list-style-type: none"> <li>• Clean your table before leaving</li> <li>• Return your trays and empty your trash as expected</li> <li>• Stay seated until dismissed</li> <li>• Recycle</li> </ul>
<u><b>Outside Lunchtime</b></u>	<ul style="list-style-type: none"> <li>• Follow directions immediately</li> <li>• Keep hands and feet to self</li> <li>• Ask permission to enter school building</li> <li>• Use appropriate snow behavior</li> <li>• Stay within boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate language</li> <li>• Include everyone</li> <li>• Play fair</li> </ul>	<ul style="list-style-type: none"> <li>• Return to class promptly and orderly</li> <li>• Ask for help when needed</li> <li>• Report any problems to an adult on duty</li> <li>• Return equipment promptly and appropriately</li> </ul>
<u><b>Assembly</b></u>	<ul style="list-style-type: none"> <li>• Walk into assembly as a class</li> <li>• Sit together as a class with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Stay seated</li> <li>• Use audience manners</li> <li>• Applaud appropriately</li> <li>• Keep feet off the back of chairs</li> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Remain quiet throughout assembly or presentation</li> <li>• Remain attentive to the performers</li> </ul>
<u><b>Classrooms, Gyms, &amp; Locker Rooms</b></u>	<ul style="list-style-type: none"> <li>• Keep hands/feet to self</li> <li>• Keep all legs of chair on floor</li> <li>• Use materials appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Use kind words</li> <li>• Follow directions immediately</li> <li>• Respect others' belongings</li> <li>• Keep a positive attitude</li> <li>• Take care of school property</li> </ul>	<ul style="list-style-type: none"> <li>• Be there, be ready, and be a learner</li> <li>• Complete assignments thoroughly and on time</li> </ul>
<u><b>Office</b></u>	<ul style="list-style-type: none"> <li>• Walk quietly</li> <li>• Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for your turn</li> <li>• Talk quietly and respectfully</li> <li>• Respect privacy</li> </ul>	<ul style="list-style-type: none"> <li>• Use planner passes</li> <li>• Follow attendance procedures in planner</li> <li>• Return to class promptly</li> </ul>
<u><b>Library &amp; Computer Labs</b></u>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Keep all legs of chairs on floor</li> </ul>	<ul style="list-style-type: none"> <li>• Respect library property</li> <li>• Follow instructions</li> <li>• Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>• Use planner passes</li> <li>• Use time wisely</li> <li>• Ask for help when needed</li> <li>• Return materials on time</li> </ul>



### 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, either during the absence or within two school days after the student returns, may result in the absence being recorded as unexcused.

### ***Unexcused Absences/Truancy***

An unexcused absence is an absence that the school considers non-compelling or avoidable. A student shall be considered truant when his/her absence is deemed unexcused by the principal. A truancy shall be considered an unexcused absence for any school day or part of any school day. The principal has the discretion to assign unexcused absences in any situation, including, but not limited to the following:

- Missing the bus;
- Appointments, other than medical/dental, that could be scheduled outside of school time;
- Vacations;
- Shopping trips;
- Haircuts;
- Car trouble, where and when a bus is available;
- Failure to get up on time in the morning;
- Babysitting siblings;
- "Ditching" 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 shall attempt to call the parent/guardian. If after two school days, the parent/guardian does not provide an acceptable reason for the absence, the absence(s) will be considered unexcused. 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:

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

Unexcused absences may result in school contact to Juvenile Justice in accordance with the Wyoming Compulsory Attendance Law. Medically excused absences (documented by a doctor or school nurse) and activities like athletic events do not count toward the excessive absences policy.

### **Make-up Work**

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



### **Checking in After an Absence**

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

### **Tardiness**

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

### **Pre-Arranged Absences**

For reasons other than illness or family emergencies, parents should prearrange absences in writing. To enable teachers a reasonable amount of time to prepare lessons, please request a prearranged absence at least two (2) days ahead of the actual event—a form is available in the front office. The student will take the prearranged absence form to all teachers for their signatures and return it to the office prior to the absence. Students are expected to complete all make-up work prior to the date of the absence, but could be allowed more time upon their return based at the discretion of the teacher. The following is the procedure for prearranging absences:

1. The parent fills out the Prearranged Absence Form, available at the front desk.
2. The student takes the form to all teachers for their signatures and assignments. A student's performance in class may determine if a prearranged will be approved.
3. The prearranged form is turned into the office prior to the absence.
4. Students are expected to complete all make-up work prior to the date of the absence unless otherwise arranged with the teacher.

For situations where students will be absent at the end of the school year and not return before summer break, please use the prearranged absence process. In these cases, all final exams and projects must be finished prior to the absence. *Please note that pre-arranged absences are not automatically excused.*

## School Closures



If any of the schools in District #2 are to be closed, dismissed, or delayed due to inclement weather or mechanical breakdown, that information will be broadcast on television channel 14 and over the following radio stations: KWOY (1410) and KROE (930). Parents are urged to develop plans with their children, so they will know procedures when school is dismissed early.

## Bullying/Harassment

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions by one or more other individuals. It is a negative action when someone intentionally inflicts, or attempts to inflict, injury or discomfort upon another. Bullying can take many forms:

- Verbal: taunting, name calling, teasing, threatening, and/or sexual comments
- Physical: pushing, kicking, restraining, pinching, and/or hitting
- Psychological: making faces, and/or making demeaning or dirty gestures
- Social: exclusion, isolation, and/or rumors
- Cyber: threatening or harassing emails, text messages, and/or web postings

All forms of intimidation are considered bullying. When you or someone you know is being bullied, please inform an administrator, counselor, or teacher. Students are encouraged to use the Stop, Walk, Talk method of combatting bullying. The school will provide instruction and information regarding bullying at the beginning of and periodically throughout the school year. Please see pages 21-22 for the district policy on Harassment, Intimidation, and Bullying.

## Sexual Harassment

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

## Cheating/Academic Dishonesty

Cheating will be considered the act or intent of gaining or giving knowledge for an assignment or test answer by fraudulent means. Plagiarism is considered cheating. To avoid plagiarism, a student must give credit whenever he/she uses: another person's idea, opinion, or theory; any facts, statistics, graphs, drawings – any piece of information – that are not common knowledge; quotations of another person's actual spoken or written words; or; a paraphrase of another person's spoken or written words. Students who are caught cheating in any fashion in the classroom or otherwise will face the following consequences:

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

## Lockers

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

## Prohibited Items

Students should refrain from bringing the following items to school. The listed items will be confiscated and consequences will be assigned for their possession: wallet chains; spikes on clothing, earrings, bags, etc.; dog collars; costumes; lighters; knives; multi-tools; weapons of any type; laser pointers; tobacco; alcohol; drugs; prescription medication; over-the-counter medication; and/or sharp objects such as needles. Items not listed above but considered dangerous or distracting may be confiscated at principal discretion. Administration reserves the right to determine whether any items are appropriate for school.

## Dress Code

**Boys:** Acceptable clothing for boys: pants or shorts that ride above the hips; shorts that reach past mid-thigh; shirts with sleeves; and shoes/sandals. *Things to avoid: bandanas; hats; sunglasses; visible undergarments; visible armpits; tank tops; pajamas; slippers; holes in jeans or shorts above mid-thigh; standing Mohawk haircuts; references to violence, alcohol, tobacco, drugs; clothing with offensive/sexual language or graphics.*

**Girls:** Acceptable clothing for girls includes: skirts, shorts, or dresses that reach past mid-thigh; pants and shorts that ride above the hips; modest shirts or blouses that touch the waistband when arms are at the sides; tops with straps 1" or wider; and shoes/sandals. Tights and leggings must be covered by shorts or skirts that reach mid-thigh. *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 will be considered non-compliance and disciplinary action will be assigned as follows:

- 1<sup>st</sup> offense: Warning, Parent call
- 2<sup>nd</sup> offense: After School Detention, Parent call
- 3<sup>rd</sup> offense: Saturday School / Parent, Student, and Principal Meeting / Behavior Contract
- 4<sup>th</sup> offense: Behavioral Center 1 day
- 5<sup>th</sup> offense and beyond: gross disrespect/defiance (see page 24 of this handbook)

## Coats/Backpacks/Bags

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

## Bikes & Skateboards

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

## Cell Phones & Electronics

Upon entering the building in the morning, students must turn off cell phones and place them in their lockers. If a student has a cell phone on his/her person or is using the cell phone in the building before 3:30 pm, it will be confiscated and returned to a parent only. Violating the cell phone rule is a Level 2 violation (see page 24). After 3:30 pm, students are allowed to use cell phones inside or outside the building. Other portable electronic devices, including iPods, MP3 players, CD players, cameras, and gaming systems must be kept in a locker, never on a student's person. *SJHS strongly discourages students from bringing such devices to school because of the risk of theft.* E-readers such as the Kindle or Nook are allowed in class for 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.

# 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 if they desire to participate in athletics and activities. The school maintains clear expectations for eligibility, as well as a Code of Conduct for student-athletes. Current versions of these documents are available at the school website, through our activities director, or at the school counseling office.

## Activities

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

- Kid Witness News
- Student Council
- National Junior Honor Society
- Spelling Bee
- Geography Bee
- After School Program/Homework Club
- After School Math Program
- After School Literacy Program
- Yearbook
- Intramural Sports
- Weight Lifting/Fitness
- Destination Imagination
- Tech Club/Sound & Lighting
- Gaming Club
- Orchestra
- Band
- Choir

## Interscholastic Athletics



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

**6<sup>th</sup> Grade** – Track, Wrestling, Swimming, Cross Country

**7<sup>th</sup>/8<sup>th</sup> Grade** – Track, Wrestling, Swimming, Cross Country Skiing, Basketball, Football, Volleyball

# Citation Examples (MLA 7)

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

## Print Sources

### Magazine article:

#### Format:

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

#### Example:

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

### Newspaper article:

#### Format:

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

#### Example:

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

### Book with one author:

#### Format:

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

#### Example:

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

### Book with two authors:

#### Example:

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

### Book without an author:

#### Format:

*Title*. City published: Publisher, Date.

#### Example:

*More Fun with Origami*. New York: Vintage Books, 1982. Print.

### Encyclopedia:

#### Format:

Author of article. "Title of article." *Title of Encyclopedia*, city: publisher, Date. Print.

#### Example:

Matney, Julie. "Kittens." *World Book Encyclopedia*. Chicago: World Book, 2009. Print.

### Textbook:

#### Format:

*Title*. City: Publisher, date. Page #'s used. Print.

#### Example:

*Creating America*. Evanston, IL: McDougall Littell, 2005. 195-98. Print.

## Music or audio

### Format:

Name of artist or band. "Name of song." Album. Publication Date.  
Recording type or file.

### Example:

Michael Jackson. "Billie Jean." *Thriller*. 1982. CD.

## Electronic Sources

### Online magazine article

#### Format:

Author. "Title of article." Title of online publication. Date of Publication. Date accessed . web address.

#### Example:

Shuler, Susanne. "Chocolate Desserts." *Sunset Magazine*. March 2011.: Web. 30 Apr. 2012. <sunset.com>.

### Online newspaper article:

#### Format:

Author, "Name of article." *Newspaper* Date Published, Web. Date accessed.

#### Example:

Hill, Jim. "Bears on Kendrick Hill." *Sheridan Press* 25 April 2012, Web. 30 Apr. 2012.

### eBook:

#### Format:

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

#### Example:

Fleming, Thomas. *The American Revolution*. New York: Viking, 2007. eBook.

### Website

#### Format:

*Name of website*. Sponsor of website. Web. Date accessed.  
<web address>.

#### Example:

*American Kennel Club*. American Kennel Club. Web. 01 May 2012.  
<<http://www.akc.org/>>.

### Online Database:

#### Format:

Author. "Title of article." Title of publication (date): page #. *Name of Database*. Date accessed.

#### Example:

Hurteau, Dave. "Trout Fishing." *Field & Stream* (2002): 38. *MAS Ultra - School Edition*. Database. 30 Apr 2012.

### Online encyclopedia:

#### Format:

Author of article. "Title of article." *Title of Encyclopedia*. Publication date. Web., date accessed.

#### Example:

Sanders, Sam. "Shark." *World Book*, 2012. Web. 24 Apr. 2012.

### Online images & clipart

#### Format:

*Description or title of Image*. Digital image type. *Title of website*. Date of download. <Web address>.

#### Example:

*Canada Goose*. Photograph. South Dakota Birds and Birding. Web. 30 Apr 2012. <[sdakotabirds.com](http://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, 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

**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 filespace 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

### Sheridan Junior High School –2013-14

Behaviors	Lunch or After School Detention (ASD)	Saturday School	BC 1 day	BC 3 days	BC 5 days	BC 10 days	Expulsion Recommendation
<b>Level 1</b> 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; etc.	Level 1 Behaviors are teacher-managed using the STEP Plan. Teachers will make a parent/guardian contact for each behavior incident. Four STEPS in a classroom equal a Level 2 behavior referral.						
<b>Minor Referrals</b> <b>Level 2</b> 4 STEPS; cell phone/electronics use; public display of affection; profanity; class disruption; throwing food; minor disrespect/defiance; skipping; etc.	1 <sup>st</sup> offense	2 <sup>nd</sup> offense	3 <sup>rd</sup> offense	4 <sup>th</sup> offense	5 <sup>th</sup> offense	6 <sup>th</sup> offense	
<b>Major Referrals</b> <b>Level 3</b> bullying/threats/harassment; insubordination; gross disrespect/defiance; profanity directed at staff; computer misuse; tobacco use/possession; major class disruption; etc.			1 <sup>st</sup> offense	2 <sup>nd</sup> offense	3 <sup>rd</sup> offense	4 <sup>th</sup> offense	
<b>Level 4</b> alcohol/drug possession/use; fighting; theft; sexual harassment; vandalism					1 <sup>st</sup> offense	2 <sup>nd</sup> offense	
<b>Level 5</b> providing/selling drugs or alcohol; false alarms/ bomb threats; assault/battery; weapon possession/use							1 <sup>st</sup> offense

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

Referral to a school counselor may accompany any consequence.

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

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

# **Fort Mackenzie High School the Wright Place Middle School**



**620 Lewis Street  
Sheridan, WY 82801  
[www.scsd2.com](http://www.scsd2.com)  
(307) 673-8730  
Fax (307) 673-8732**

## **Vision**

**RESPECT, ACCEPTANCE,  
PERSONAL and ACADEMIC GROWTH,  
are the standards we strive to uphold  
as a dedicated school community.**

**STUDENT HANDBOOK 2013-2014**

## ***SHERIDAN COUNTY SCHOOL DISTRICT #2***

### ***SCHOOL BOARD GOALS***

**Excellent Staff and Resources Goals:** SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

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

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

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

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

For a more detailed goals report, go to [SCSD2.com](http://SCSD2.com).

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# **FORT MACKENZIE HIGH SCHOOL/the WRIGHT PLACE MIDDLE SCHOOL GENERAL INFORMATION**

## **Introduction**

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

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

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

Our two schools are located on the same campus.

## **Mission Statement**

**To educate each individual based on needs and abilities;  
meeting high standards and academic excellence.**

## **Building Hours**

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

### *The Wright Place Students*

Students attending the Wright Place Middle School will enter the building through the east entrance. Students must remain in the lobby of the school until directed by school staff. **Remember: FMHS students are in class!**

### *Fort Mackenzie Students*

Students will enter the building using the east entrance.

## **Quarters**

### *Fort Mackenzie Students*

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

## **Academic Hours**

### *Fort Mackenzie Students*

FMHS students attend school from 8:00 a.m. to 3:20 p.m. Monday through Thursday, and Fridays from 8:00 a.m. to 12:30 p.m.

### *The Wright Place Students*

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

### **Student Vehicles**

#### *Fort Mackenzie Students*

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

### **Medications**

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

### **Student Phone Calls/Messages**

- Students are to use the telephone only between classes.
- If a student becomes ill, they must have a pass to use the office 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**

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

### **Busing/School Sponsored Trips**

Students riding buses will arrive in front of Fort Mackenzie High School and the Wright Place. Students are required to go directly to Fort Mackenzie High School or the Wright Place immediately after arriving on campus.

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

### **Fines**

Students will be held accountable for damaged and/or lost school property. Fines must be paid and/or materials must be returned to SHS or SJHS, before enrollment occurs.



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

### Netbook and Internet Use

All students enrolled at Fort Mackenzie/ the Wright Place will be granted access to the internet and other programs. The internet usage policy (1-to-1 Handbook) must be reviewed and signed by parents and students before computer access is permitted. The use of the school and district's networks must be in support of education, research, and the educational goals and objectives of Sheridan County School District #2. Anyone using computers linked to the district network is individually accountable at all times. It is a benefit to use computers and the internet. At no time are students to be in "chat" rooms, checking e-mail, or to be representing Fort Mackenzie/ the Wright Place in any manner while on the internet. See appendix for Individual Computer Use Agreement and Media Permission Form. See 1-1 Laptop Handbook for specific computer use rules and regulations. See Appendix for Individual Computer Use Agreement Form and Media Permission Form.

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

### Fort Mackenzie High School GRADUATION REQUIREMENTS

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

1. Complete a Career Portfolio
2. Earn 26 credits in grades 9-12.
3. Meet standards mastery in at least five of the nine core areas.
4. Be proficient in the principles of the Wyoming Constitution and complete American Government.
5. Take the ACT, with the exception of students who move to SCSD2 after the state mandated test date.
6. Complete **four (4)** years of English, **three (3)** years of Mathematics, Science and Social Studies; **one (1)** year of PE and **(.5)** Health and Safety class.

### REQUIRED STANDARDS MASTERY CLASSES

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

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

### THE CAREER PORTFOLIO

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

The Career Portfolio requirements are as follows:

- 1) Face-to-face interviewing techniques
- 2) Creation of a digital portfolio at [www.kudernavigator.com](http://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:

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

### Remediation Friday

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 12:30 p.m. on Friday. *All early released students must leave campus, including the Sheridan Junior High School campus, by 1:00 p.m.*
- Students **not passing** with 70% or above will attend remediation classes on Friday afternoon. At FMHS, students will attend from 12:30 to 2:00 p.m.
- Three consecutive Remediation Fridays will result in a Problem Solving Contract (Three Problem Solving Contracts will result in dismissal from FMHS).

### School Programs

## Fort Mackenzie High School

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

### Discovery Program

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

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

**All new FMHS students are required to take Discovery** prior to entering into the regular classroom. Along with the social skills units and activities, students are required to improve writing skills, social and cultural concepts, as well as developing awareness and the means to maintain a healthy lifestyle.

- *Students are on a probationary cycle during this time. If students do not successfully complete the Discovery Program, they are immediately asked to withdraw from FMHS.*

**All Wright Place students will attend daily Discovery** classes to learn social skills, as well as social and cultural concepts to develop and maintain a healthy lifestyle.

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

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

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

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

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

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

**Step up to Writing** teaches students to write clear and organized paragraphs, reports, and essays. The program raises overall writing assessment scores, creates writing opportunities in which students experience success, and much more!

### **Fort Mackenzie High School Grading**

Students will receive grades and credits based on performance. Students may be required to complete assigned work in or out of the class. Work that does not meet minimum expectations of at least a “C” will be marked “F” for failure. An “I” (incomplete) will be given in extenuating circumstances at the discretion of the teacher and/or administration. An “I” means work will be completed within a specified time, usually within ten days. Our grading scale is on a 10-point system.

**A = 90-100**

**B = 80-89**

**C = 70-79**

**F = 69 and below**

### **Class Information**

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

### **Course Sequence**

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

### **The Wright Place: Promotion and Retention**

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

### **The Wright Place Grading Scale**

**A = 90-100**

**B = 80-89**

**C = 70-79**

**D = 60-69**

**I or F = 59 or Below**

## Guidance and Counseling

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

### PLANNING FOR POSTSECONDARY EDUCATION (COLLEGE PLANNING)

As early as possible, students need to think ahead toward life after high school. Over one-half of FMHS graduates go directly to a two-year community college or a four-year college or university. The remaining students go directly into the workforce, the military, or to a technical training school. The individual student's plan will depend on his or her own needs and goals. The sooner she/he can define these, the better prepared the student will be to make important educational choices.

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

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

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

Scholarship	Amount Per Semester (Full-Time Student)	GPA	Minimum ACT Score
Provisional Opportunity	\$800	2.5	17 or WorkKeys of 12 pts*
Opportunity	\$800	2.5	19
Performance	\$1,200	3.0	21
Honors	\$1,600	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. Students apply for the Hathaway Scholarship directly to Wyoming community colleges or the University of Wyoming – those institutions will determine final eligibility.

The Class of 2011 and beyond will need to meet all components of the Success Curriculum in order to be eligible for this scholarship. See next page for the Hathaway Success Curriculum.

# Hathaway Scholarship High School Requirements for 2011 and Beyond



## **Provisional Opportunity Level (\$800/semester) High School GPA: 2.50 ACT: 17 OR WorkKeys: 12**

Beginning with the class of 2011, high school students must meet the following requirements for the Career Level scholarship:

**Math** – Students must meet H.S. graduation requirements that must include at least two years of Algebra I; and/or Algebra II; and/or Geometry.

**Language Arts** – Students must meet High School graduation requirements.

**Science** – Students must meet High School graduation requirements.

**Social Studies** – Students must meet High School graduation requirements.

**Foreign Language** – Students must demonstrate proficiency on the state standards for the foreign language cultures and languages common core of knowledge requirements.

## **Opportunity Level (\$800/semester) High School GPA: 2.50 ACT: 19**

Beginning with the class of 2011, high school students must meet the following requirements for the Opportunity Level scholarship:

**Math** – Students must complete four years of math to include Algebra I, Algebra II, Geometry, and an approved Additional Math Course.\*\*

**Language Arts** – Students must complete four years of Language Arts at the college or industry preparatory level in grades 9-12 to include Reading, Writing, Listening, and Speaking.

**Science** – Students must complete four years of Science, three of which shall satisfy H.S. 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.

**Foreign Language** - Students must demonstrate proficiency on the state standards for the foreign language cultures and languages common core of knowledge requirements.

## **Performance or Honors Level (\$1200/semester; \$1600/semester)**

**Performance – High School GPA: 3.0 / ACT: 21 Honors – High School GPA: 3.5 / ACT: 25**

Beginning with the class of 2011, high school students must meet the following requirements for the Performance & Honors Level scholarships:

**Math** – Students must complete four years of math to include Algebra I, Algebra II, Geometry, and an approved Additional Math Course.\*\*

**Language Arts** – Students must complete four years of Language Arts at the college or industry preparatory level in grades 9-12 to include Reading, Writing, Listening, and Speaking.

**Science** – Students must complete four years of Science to include any of the following courses and an approved Additional Science Course: Physical Science, Physics I, Physics II, Chemistry I, Chemistry II, Biology I, Biology II, Geology I, Computer Science I. \*\*

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

\*There are five different categories within the Hathaway Success Curriculum. They are Math, Language Arts, Science, Social Studies, and Foreign Language.

**\*\*Please ask your H.S. Counselor or Curriculum Director for a list of Hathaway approved Additional Math and/or Science courses.**

### **FMHS Planning Calendar**

FMHS will assist students by:

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

### **College Applications**

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

### **College Examinations**

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

Remember that state law requires all 11<sup>th</sup> 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 22, 2014). A student may take these exams more than one time. Additional ACT exam fees will be the responsibility of the student. The ACT requires pre-registration by designated deadlines. Registration and study materials are available in the Counseling Office.

### **Post-Secondary Financial Aid**

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

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

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

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

## 2013-2014 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 21, 2013
October	Consult your parents & school personnel for their ideas on college options. STUDY! Junior year grades are very important.	ACT - Oct 26, 2013
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 14, 2013
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 8, 2014
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 12, 2014  ACT – April 22, 2014 <b>Required for all Juniors - given at Fort Mackenzie High School</b>
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 14, 2014



## 2013-2014 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 21, 2013
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 26, 2013
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 14, 2013
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 8, 2014
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 12, 2014
May	Keep Studying! You still must have the diploma. Graduate!	
June	Verify that FMHS sends your final transcript to your college.	ACT - June 14, 2014

## ***FMHS - College Examination and Application Calendar Academic Year 2013-2014***

AUG 23	Fri		Registration Deadline for ACT Sep 21 <sup>st</sup> Test	
SEP 21	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
SEP 27	Fri		Registration Deadline for ACT Oct 26 <sup>th</sup> Test	
OCT 26	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
NOV 8	Fri		Registration Deadline for ACT Dec. 14 <sup>th</sup> Test	
DEC 14	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
JAN 10	Fri		Registration Deadline for ACT Feb. 8 <sup>th</sup> Test	
FEB 8	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
MAR 1	Sat		FAFSA Priority Deadline	
MAR 7	Fri		Registration Deadline for ACT April 12 <sup>th</sup> Test	
APR 1	Tues		Sheridan College Scholarship (STARS) Priority Deadline	
APR 12	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>
APR 22	Tues		ACT Examination for Juniors	<i>FMHS</i>
MAY 6	Tues		ACT Make-up Session	<i>FMHS</i>
MAY 9	Fri		Registration Deadline for ACT June 14 <sup>th</sup> Test	
JUNE 14	Sat	8:00 am	ACT Examination	<i>Sheridan College</i>

## 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 at Fort Mackenzie High School and the Wright Place Middle School:

### Enrollment Procedures:

1. Complete the application process.
2. Attend the required screening interview.
3. Decide if Ft. Mackenzie/the Wright Place Middle School meets your educational needs.
4. Complete all necessary school forms, and attend any additional required meetings with staff.
5. A valid withdrawal form, including proof of all fines paid, from your previous school must be presented before enrolling in Ft. Mackenzie. If you choose to attend Ft. Mackenzie High School/the Wright Place Middle School and it is just before the end of a quarter, you must wait for admittance until the next quarter.
6. **Student Fees:** A \$40 activity fee will be charged each academic year. **Fees will be collected before students are permitted to register for classes.** A receipt is required before students may register.
7. **Student and Parent Compact**  
The Ft. Mackenzie/the Wright Place Middle School Student and Parent Compact agreements list student expectations for attendance, productivity, and behavior. The student and parent(s) must sign the Compact.
8. **Parents/Adult Involvement**  
Parents must commit to:
  - Parents must attend a seven week Adult Discovery class. These two-hour training sessions are held each Thursday evening from 7-9 pm. The parent/adults must pay a fee of \$25 for session materials to Ft. Mackenzie/the Wright Place Middle School. *The parents'* participation in the Discovery Classes is a component of a student's continued eligibility to attend Fort Mackenzie High/the Wright Place Middle School.
  - A student's continued eligibility to attend Fort Mackenzie will be affected by 12 hours school service per year

To fill this responsibility, Parents for Academic Student Success (P.A.S.S.) and Tribe teachers have developed project committees. Each tribe and the students' parents will be working on one of our schools' events/projects during the school year. Activity/Event list is located in the registration packet for enrolling in school.

Our Parents for Academic Student Success organization meets on a monthly basis. Parental engagement and support is welcomed and needed.

Our schools' tradition is that parents are required to attend school activities/events.

## STUDENT ATTENDANCE PROCEDURES (See SCSD2.com for policies JH and JHP)

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

Students hold the primary responsibility for daily attendance. Parents or guardians are expected to call daily if their son or daughter is absent. Parents or guardians will be given 48 hours to deliver a note to the front office verifying any non-school related absence. Administration will address attendance 48 hours after an absence (unv). Consequences will be given if absences (unv) are determined to be unexcused (unx). Our Attendance Secretary can be reached by dialing this

number: 673-8730, extension 5829. A message can be left 24 hours a day to verify an absence. The Attendance Secretary will make daily calls home for absences each day.

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

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

**The Twelve-Day Limit (12)** - 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.

### 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 (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 (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: (ILL, OTH)

- 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 = One 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 the teachers' discretion whether to accept missed work as a result of unexcused absences or not.*

Unexcused absences include, but are not limited to:

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

**Makeup Work** - Activities, labs, assignments, tests, or quizzes that a student would have completed had the student not missed class. When a student is absent for any reason, it is the responsibility of the student to make arrangements for make-up work. If the student knows ahead of time that she/he will be absent, arrangements should be made to complete work before they leave. Makeup work will be required for all absences. If no graded work was done in class that day, the student will be required to get the notes, hand-outs, read the assigned material, or complete any activity, and then show the teacher the work or material. Some assignments may require work outside the regular class time. The student will be given assigned time to make up work, which is 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. Again, teachers may not accept missed work as a result of unexcused absences.

## DISCIPLINE

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

## **Wyoming Education Code Expulsion Policy**

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

### **Student Discipline and State Law**

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

- Continued willful disobedience or open defiance of the authority of school personnel;
- Willful destruction or defacing of school property;
- Any behavior which in the judgment of the local Board of Trustees is clearly detrimental to the education, welfare, safety, or morals of other students; or
- Torturing, tormenting, or abusing a pupil or in any way maltreating a pupil or teacher with physical violence.

### **Parent Concerns Regarding Discipline**

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

### **Harassment, Intimidation, Bullying**

Harassment, intimidating, or bullying of students at school is prohibited.

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

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

"Written" acts include, but are not limited to handwritten or typed communications, e-mails, text messages, blogs, social media, 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.

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 required to report that conduct to a teacher, the 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

SCSD #2 Policy JICFA

### **Weapons**

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

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

### **Fighting**

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

The Discovery curriculum provides discipline guidelines and creates the school culture at FMHS/tWP. Please refer to pg. 7 for a more complete description of the Discovery Program.

### **Definitions of Discipline Terms**

**Problem Solving Contract** (see attachment)

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

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

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

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

### **No Tobacco/Smoking Policy**

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

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

### **Drugs and Alcohol**

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

**Consequences:**

1. Referral to local authorities, suspension, and/or expulsion. Urine analysis and/or drug screen as determined by administration/staff (within a four-hour period).
2. Refusal of testing is considered an admission of guilt, and the student will be expelled immediately.
3. If the urine analysis is negative, an apology will be issued to the student and parents. Sheridan County School District #2 will reimburse the parent for the cost of the U.A. only. The student will not be penalized for time lost or work missed and any reference to the incident will be expunged from the discipline record.
4. Recommendation to parents for referral to drug/alcohol treatment program.
5. Individual cases will be considered if treatment is sought by the student.
6. Drug dogs will be used to search lockers, back packs, and vehicles.

## **DRESS CODE REGULATIONS**

### **GENERAL POLICIES**

We believe our school dress code promotes a sense of pride in our school and solidarity between students and that a clean, neat image reduces distractions and promotes student learning; therefore. . .

1. School clothing is expected to fit students appropriately and to adhere to the styles designated by the school.
2. The school may designate non-dress code days when deemed beneficial to do so.



## Dress Code

- A. Pants must:
- be solid-colored, casual dress or dress pants with belt loops
  - fit appropriately (neither too loose nor too tight)
  - be worn at the natural waistline with a belt
  - not be low-rise, bagging, sagging, or dragging
  - not be jeans (of any color); leggings, tights, skinny pants; nor sweatpants
- B. Shorts/Skirts must:
- conform to the fit and style guidelines for pants
  - must be knee-length or longer when standing
- C. Shirts must:
- be polo-style, short or long sleeve shirts
  - fit appropriately (neither too loose nor too tight)
  - not promote drugs, alcohol, sex, or violence (in all ways, must be school appropriate)
  - be tucked in; no low necklines permitted
  - Sweatshirts/Sweaters/Light jackets may be worn over polo shirts if they do not promote drugs, alcohol, sex, or violence (in all ways, must be school appropriate)
- D. Shoes must be worn and must:
- be athletic, casual, dress shoes or boots (no slippers)
- E. Belts and accessories must:
- be school appropriate
- F. Fridays:
- Students may wear jeans (worn to conform to Pants standards above)

## CONSEQUENCES

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

### ***First Offense:***

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

### ***Second Offense:***

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

### ***Third Offense:***

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

### ***Fourth and subsequent offense:***

- *Further noncompliance will be treated as flagrant insubordination.*

## Electronic Devices

**Cell phones must be placed in the locker upon arrival at school and may only be used after school, which includes parent conversations.** If they are visible or heard during the school day, consequences will be given. Absolutely no cell

phone use is allowed during a “Lockdown”. Students who need to use a telephone may access one in the front office with phone calls limited to one minute, and only before and after school and at lunch. Privacy should not be expected in hallways or parking areas under the surveillance of our security system.

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

### **Search & Seizure**

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

### **Student Grievance Procedures**

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

### **Nondiscriminatory Statement**

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

### **Finance and Governance**

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

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

**Ms. Traci Turk**

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

or

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

## **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

### **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.

SCSD2 Policy JRA-E2

## 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. 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

**Fort Mackenzie High School/the Wright Place Middle School  
Student/Parent/School Compact  
2013-2014**

**Mission Statement**

***To educate each individual based on needs and abilities; meeting high standards and academic excellence.***

**Student's Responsibility**

**I will:**

1. Treat others with dignity, respect, and courtesy at all times, in school and within the community as well.
2. Apply concepts learned in the Discovery Program, specifically the 6 P's to everything I do.
  - Polite
  - Prompt
  - Prepared
  - Positive Mental Attitude
  - Participate
  - Produce
3. Work to resolve conflicts in positive, non-violent ways.
4. Maintain a 70% or above in all classes. If I am not passing all of my classes, I will be required to attend before or after school remediation.
5. Maintain a 93% daily attendance. I understand that if I do not maintain this, I will be placed on an attendance contract.
6. Stay clean and sober on campus and come to school free of alcohol and other drugs. If I am suspected of drug use, I will submit to a drug test.
7. Not bully anyone, and report any instances of bullying to an adult if this occurs.

**Student signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Parents' Responsibility**

**I/We will:**

1. Prepare our child for the day
  - Appropriate Rest
  - Breakfast
  - Good Hygiene
  - Dress Code
2. Provide medical/doctor attention when needed.
3. Support school academic excellence.
  - Provide time and a place for homework
  - Provide 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.
5. Communicate with school personnel in a variety of ways:
  - Parent Discovery
  - Parent/Teacher Conferences
  - PTO/PASS
  - School Functions

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**\* Your signature commits your participation in the above activities, and is a sign of your commitment to your student's education.**

**School/Teacher Responsibility**

1. Abide by the school's mission statement to the best of our ability.
2. Support and foster high standards of 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 your Child.

I, \_\_\_\_\_, hereby allow the Wright Place/Fort Mackenzie High School and its staff to provide appropriate Title I services to my child, \_\_\_\_\_, for the 2013-2014 school year.

---

**Parent/Guardian Signature**

---

**Date**

**Fort Mackenzie High School/the Wright Place Middle School  
Problem-Solving Contract (PSC)**

**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 FOLLOW DIRECTIONS.**

- ❖ Write an essay addressing the prompts below.
- ❖ When writing responses use appropriate/learned skills in grammar, sentence structure and essay development.
- ❖ The student is responsible for the content and the quality of his/her contract.

Describe the problem or situation that occurred that caused you to be removed from the classroom. Use the steps to effective problem solving, and complete all the prompts 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 misuse
- ☐ Dishonesty
- ☐ Disrupting Class
- ☐ Dress Code
- ☐ Excessive Tardiness
- ☐ Inappropriate Display of Affection
- ☐ Inappropriate Language (Vulgarity)
- ☐ Plagiarism
- ☐ Trespassing on SJHS property
- ☐ Other \_\_\_\_\_

**MAJOR**

- ☐ Open Defiance
- ☐ Skipped Supervised Studies
- ☐ Truancy
- ☐ Alcohol
- ☐ Drugs
- ☐ Bullying
- ☐ Cyber Bullying
- ☐ Fighting
- ☐ Harassment
- ☐ Theft
- ☐ Tobacco
- ☐ Vandalism
- ☐ 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
- ☐ Behavior Center Placement
- How many days \_\_\_\_\_
- Dates: \_\_\_\_\_
- ☐ Bus Suspension
- ☐ Expulsion
- ☐ Friday Remediation
- ☐ Alternative Placement by Hearing Officer
- ☐ Withdraw
- ☐ Other \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Teacher Signature:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_





Administrative Offices  
201 North 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 extra-curricular 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 extra-curricular 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.

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**

7-08

## **Agreement to Abide By Rules**

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

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

**RULES AGREEMENT: We have read and understand the Agreement and agree to abide by the rules.**

\_\_\_\_\_  
**Parent/Guardian Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Student Signature**

\_\_\_\_\_  
**Date**

# **Individual Computer Use**

## **Fort Mackenzie High School and the Wright Place Middle School**

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

### **Rules and Regulations**

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

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

### **Prohibitions**

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

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

### **Network Etiquette (Manners)**

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

### **Security**

Never reveal your full name, home address, or phone number, and do not reveal someone else's name, address, or phone number. If you identify a security problem in the building or district networks, notify the system administrator at once. Never demonstrate the problem to other users. Never tell anyone else

(Individual Computer Use Continued)

your password, and never use another individual's account, with or without their permission.

### **Vandalism**

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

### **Consequences for Intentional Misuse of Building Computers**

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

### **Web Page Publication**

Fort Mackenzie HS/the Wright Place MS may in the future wish to publish videos and pictures of the students in various school activities on the school webpage. Doing this would make the videos and pictures accessible to anyone on the Internet. No names will be used, just general descriptions.

**Please indicate whether or not you wish for your child to be included in this.**

- ☐ Yes, include my student in these publications  
☐ No, DO NOT include my student in these publications

**I agree to the stipulations set forth in the Fort Mackenzie HS/the Wright Place MS, in the 1:1 Laptop Handbook including the Laptop Policy, Procedures, and Information; the Acceptable Use Policy; Laptop Protection Plan, the Student Pledge for Laptop Use, and Web Page Publications.**

**Student Name (Please Print):** \_\_\_\_\_

**Student Signature:** \_\_\_\_\_

**Parent Name (Please Print):** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

### **Wyoming Hathaway Scholarship Program**

The State of Wyoming provides Hathaway Merit and Need Scholarships to Wyoming students attending the University of Wyoming and Wyoming Community colleges. Every Wyoming student who meets the merit requirements can earn a Hathaway Merit Scholarship. Contact your school counselor for more information. The District meets the provisions of the Federal "No Child Left Behind" Act with regards to highly qualified teachers.

**Revised 3/7/2013**

**SHERIDAN COUNTY SCHOOL DISTRICT #2**  
**MEDIA PERMISSION FORM**

Dear Parent/Guardian,

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

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

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

**Please 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**

# Sheridan High School

## 2013-2014

1056 Long Drive  
Sheridan Wyoming 82801  
(307) 672-2495 ext. 2000  
Fax (307) 672-8071  
[www.scsd2.com](http://www.scsd2.com)

### SHS MISSION STATEMENT

The Sheridan High School community will work to empower all students to attain skills, have positive attitudes, and seek knowledge to be successful in a changing world.

Dear Bronc Students and Parents;

**Welcome to SHS for the 2013-2014 school year!** Whether you are new to the high school or you have been with us before as one of the Broncs, we sincerely hope that you have an outstanding year.

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

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

SHS Administration and Staff

NAME: \_\_\_\_\_ GRADE: \_\_\_\_\_

## SCSD2 SCHOOL BOARD GOALS

**Excellent Staff and Resources Goals:** SCSD #2 will continue to recruit and retain quality teachers and staff. A model professional development program will be used to train and upgrade our teachers and staff. SCSD #2 will continuously monitor the financial aspects of the District.

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

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

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

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

### SHERIDAN HIGH SCHOOL PHONE NUMBERS

**307-672-2495**

Receptionist ..... Marilyn Pettit..... ext 0 or 2000

#### ADMINISTRATION

Principal..... Dirlene Wheeler ..... ext. 3108  
Assistant Principal ..... Scott Cleland..... ext. 3107  
Assistant Principal ..... Jeff Mowry..... ext. 4103  
Activities Director..... Don Julian ..... ext. 3106  
Asst Activities Director/Admin Asst ..... Peter Hawkins..... ext.3105  
Discipline Assistant..... Ryan Murner..... ext. 4101

#### GUIDANCE COUNSELORS

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

#### SUPPORT STAFF

Principal's Secretary/Office Manager ..... Linda Trimmer ..... ext 2002  
Activities Secretary..... Debbie Hanson ..... ext. 2001  
Attendance Secretary..... Debbie Leibach ..... ext. 2003  
Discipline Paraprofessional ..... Marjorie Allred ..... ext. 4102  
Guidance Secretary ..... Gayle Wells..... ext. 3116  
Guidance/Data Secretary ..... Molly Will..... ext. 3121



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## GRADUATION REQUIREMENTS

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

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

### REQUIRED STANDARDS MASTERY CLASSES

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

<u>Core Content</u>	<u>Standards Mastery Courses</u>
English .....	English 10 or Applied English 10, English 11 or Applied English 11, GTE 10 & 11
Mathematics .....	Algebra I, Algebra 1B, and Standards Math or Geometry
Science .....	Integrated Science, Biology
Social Studies.....	World History, American Government, and American History or AP U.S. History
Health.....	Health & Safety
P.E.....	Individual & Team Activities
Fine Arts .....	Any Music or Studio Art 1
Career & Tech Ed.....	Career Development
Foreign Language .....	Spanish or French I

### THE CAREER CENTER AT SHERIDAN HIGH SCHOOL

The SHS Career Center provides current information to help students:

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

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

Career Center resources offered for students' use include:

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

See our website: [www.scsd2.com](http://www.scsd2.com) – click School Sites, then SHS, then “Postsecondary Planning”.

### THE CAREER PORTFOLIO

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

The Career Center requirements are as follows:

- 1) Face-to-face interviewing techniques
- 2) Three letters of recommendation
- 3) Creation of a digital portfolio at [www.kudernavigator.com](http://www.kudernavigator.com) – “N” (verification) code required. See Career Center Coordinator.
  - a. Personality, Skills and Values Assessments
  - b. College/Military or World of Work Research
    - i. Application
    - ii. Test scores (ACT/SAT/ASVAB) need to reflect post-secondary options
    - iii. Research three college, military or employment scenarios
  - c. Career Search
    - i. Research paper or PowerPoint on your final career choice
    - ii. Complete in depth comparison of three career goals

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

#### **ENROLLMENT**

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

#### **PROMOTION**

In order to be classified as:

- A 10<sup>th</sup> grader, you must have passed six 9th grade classes.
- An 11<sup>th</sup> grader, you must have twelve credits.
- A 12<sup>th</sup> 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 I.D., activity pass for all home athletic events, parking privileges and sticker, school assemblies, and Drug and Alcohol Programs.

#### **ACADEMIC LETTERING**

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

#### **HONOR ROLL/GPA/CLASS RANK**

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

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

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

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

## ACADEMIC PROGRESS

Academic progress is checked weekly, with teachers updating grades by Thursday at 2:00 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 25<sup>th</sup>, December 11<sup>th</sup>, February 19<sup>th</sup>, and April 30<sup>th</sup>. 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 lunch tutoring during both lunches Monday – Thursday, 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 or lunch tutoring will result in a consequence:

**1=Reschedule 2-4=Saturday School 5-7=Behavioral Center (BC) 1 day 8+=Group 3 Referral**

## 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. Students whose intellectual capacity and academic achievement require services are identified through MAP scores, State assessment, and teacher recommendations.

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

**FRESHMEN LEARNING COMMUNITIES (FLC):** To better meet the needs of 9<sup>th</sup> grade students and help them adjust and adapt to high school, Sheridan High School upper classmen mentors will be conducting FLC's 1<sup>st</sup> semester during lunch. These 15-minute 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 9<sup>th</sup> 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.

## 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 9<sup>th</sup> 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. For consequences, see the progression chart on page 24.

Students will work cooperatively and collaboratively with peers and others when using technology.

### Group 1 Minor misuse of electronic devices including computers:

Students will not:

- Waste school resources by printing excessively, or using network bandwidth.
- Access e-mail/personal accounts without a teacher's permission and only if it pertains to schoolwork.
- Access unauthorized games, files, music, blogs, chat rooms, instant messaging, twitter, social networking sites, or other electronic material. Give out passwords or personal information, including names, addresses, phone numbers, or e-mail pertaining to yourself or any other person without appropriate staff supervision.
- Change properties or settings.
- And will demonstrate positive, social and ethical behaviors when using technology.

### Group 2 Serious misuse of computers:

Students will not:

- Engage in (or store) offensive or inflammatory communication (e.g., hate-mail, offensive pictures, or crude jokes).
- Destroy or otherwise disrupt the work or accounts of others.

### **Group 3 Severe Misuse**

Students will not:

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

### **Group 4 Extreme Misuse of Computers**

Students will not:

- Engage 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.
- Engage in fraudulent activity (e.g., change, destroy or manipulate student, staff or district material, programs or hardware).
- Access terroristic and weapons sites.

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

### **Group 5 Unlawful Activity/Harm**

Students will not:

- Facilitate 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.
- Use computers to threaten staff or students (including any form of harmful intent).
- Intentionally use 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. Such items are typically held until claimed. Unclaimed items will be held for one month and then be donated to charity. The school is not responsible for lost items.

### **GUIDANCE SERVICES**

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

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

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

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

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

information communicated as described above, in the absence of an expressed waiver of the privilege, except in the following circumstances:

1. Where abuse or harmful neglect of children, the elderly or disabled or incompetent individuals is known or reasonably suspected;
2. Where the validity of a will of a former client is contested;
3. Where such information is necessary to defend against a malpractice action brought by the client;
4. Where an immediate threat of physical violence against the self or a readily identifiable victim is disclosed to the person licensed or otherwise authorized to practice under this act;
5. In the context of civil commitment proceedings, where an immediate threat of self-inflicted harm is disclosed to the person licensed or certified to practice under this act;
6. Where the client alleges mental or emotional damages in civil litigation or is issue in any judicial or administrative proceeding concerning child custody or visitation;
7. Where the client is examined pursuant to court order; or
8. In the context of investigation and hearing brought by the client and conducted by the board, where violations of this act are at issue. The board shall inspect information that is deemed to be of a sensitive nature and the board shall determine whether or not the information shall become part of the record and subject to public disclosure.

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

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

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

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

MS in School Counseling from University of Wyoming

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

#### **THE STUDENT PLANNING OFFICE AT SHERIDAN HIGH SCHOOL**

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

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

#### **PLANNING FOR POSTSECONDARY EDUCATION**

As early as possible, students need to think ahead toward life after high school. About one-third of Sheridan High School graduates go straight to a four-year college or university, one-third enter two-year community colleges, and one-third 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 both sides of this form to **estimate** your status with regard to the Hathaway Scholarship Program. Note that the Success Curriculum on page 13 is shortened and incomplete and is to be used for estimation only. See your counselor for more details. If you plan on attending a Wyoming Community College or the University of Wyoming, filling in this form will help keep you on track to participate in this program.

**Using the information above, locate your position in the table below; this is your current estimate.**

Scholarship Level	NOT ELIGIBLE	PROVISIONAL OPPORTUNITY Two years only	OPPORTUNITY	PERFORMANCE	HONORS
<b>ACT SCORE</b>	Below 17	17 (or WorkKeys 12)	19	21	25
<b>GPA</b>	Below 2.5	2.50	2.50	3.00	3.50
\$ semester	\$0	\$800	\$800	\$1,200	\$1,600
\$ four years	\$0	(\$3,200)	(\$6,400)	(\$9,600)	(\$12,800)
<b>Success Curriculum</b>		See <b>page 12</b> for required classes	See <b>page 12</b> for required classes	See <b>page 12</b> for required classes	See <b>page 12</b> for required classes
<b>Circle one</b>	Not On track	On-track  Completed	On-track  Completed	On-track  Completed	On-track  Completed

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

## Honors and Performance Levels ~ Success Curriculum

Subject	Wyoming Graduates
Math	THREE required classes plus a FOURTH year of math
Language Arts	FOUR years of language arts in grades 9 through 12, to include: Reading, Writing, Listening, and Speaking
Science	THREE required classes, plus a FOURTH science class
Social Studies	THREE years of social studies in grades 9 through 12 to include a <i>combination</i> of: World History, American History, Geography, American Government, and Economic Systems and Institutions
Foreign Language	TWO sequenced years of foreign language; need not be taken consecutively, but one year must be in 9-12 grades

## Opportunity Level ~ Success Curriculum

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

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

# Hathaway Success Curriculum Changes for 2016 Graduates and Beyond

Success Curriculum Content Area	Provisional Opportunity (\$800/semester) 2.5 GPA / 17 ACT or 12 WorkKeys	Opportunity (\$800/semester) 2.5 GPA / 19 ACT	Honors (\$1600/semester) Honors 3.5 GPA / 25 ACT Performance (\$1200/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. <b>or</b>	Two sequenced years of the same Foreign Language One of which is required to be taken in grades 9-12. <b>or</b>	Two additional years of Foreign Language courses May be sequenced or non-sequenced different language <b>or</b>
Fine and Performing Arts	Two years of Fine and Performing Arts courses <b>or</b>	Two years of Fine and Performing Arts courses <b>or</b>	Two years of Fine and Performing Arts courses <b>or</b>
Career-Vocational Education	Two years of Career-Vocational Education courses	Two years of Career-Vocational Education courses	Two years of Career-Vocational Education courses

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

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

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

The SPO will assist students by:

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

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

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

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

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 Reasoning and Subject Tests, which must be taken on separate test days. The **SHS High School Examination Code is 510-395**. This code must be accurately entered in a student's exam registrations for scores to be recorded on her/his official SHS transcript.

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

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

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

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

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

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

## ***SHS - SPO College Examination and Application Calendar*** ***Academic Year 2013-2014***

AUG 23	Fri		Registration Deadline for ACT Sept. 21	
SEPT 20	Fri	3:35 pm	PSAT Examination Sign-Up Deadline	SPO
SEPT 21	Sat	8:00 am	ACT Examination	
SEPT 27	Fri		Registration Deadline for ACT Oct. 26	Career Center/SPO
TBA			Post-High Planning Day	Sheridan College
OCT 16	Wed	8:00 am	PSAT/NMSQT Examination	SHS
OCT 26	Sat	8:00 am	ACT Examination	Sheridan College
NOV 2	Sat	8:00 am	SAT Exam & Subject Tests (Language w/Listening)	SHS Rm. B108
NOV 8	Fri		Registration Deadline for ACT Dec 14	Career Center/SPO
DEC 14	Sat	8:00 am	ACT Examination	Sheridan College
JAN 10	Fri		Registration Deadline for ACT Feb. 8	Career Center/SPO
JAN 23	Thurs	6:30 pm	Financial Aid Night	SHS
JAN 25	Sat	8:00 am	SAT Exam & Subject Tests	SHS Rm. B108
FEB 8	Sat	8:00 am	ACT Examination	Sheridan College
MAR 1	Sat		Financial Aid Application Priority Deadline	Sheridan College
MAR 7	Fri		Registration Deadline for ACT Apr. 12	Career Center/SPO
MAR 19	Wed	4:00 pm	AP Examination – SHS Registration Deadline	SPO @ SHS
APR 12	Sat	8:00 am	ACT Examination	Sheridan College
APR 22	Tues	8:00 am	ACT Examination for all juniors	SHS
			PLAN/Explore tests	
MAY 3	Sat	8:00 am	SAT I & SAT II Examinations	SHS
MAY 5-14		TBA	AP Exams	SHS
MAY 9	Thurs		Registration Deadline for ACT June 14	
MAY 19	Mon	7:00 pm	Academic Honors Program @ Sue Henry Theater	SHS
JUNE 14	Fri	8:00 am	ACT Examination	Sheridan College

### **SHS COLLEGE PLANNING CALENDAR**

#### **Sophomore Year (10<sup>th</sup> Grade)**

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

## SHS College Planning Calendar: Junior Year

Month	Junior Year	Exams
September	<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 &amp; the kind of higher education that you want and need.</i>	PSAT deadline Sept 20, 2013 ACT Sept 21, 2013
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 16, 2013 ACT Oct 26, 2013
November	<i>STUDY MORE! High grades = more college choices &amp; financial aid! Know your math. Read with a dictionary at hand.</i>	SAT Nov 2, 2013 @ SHS
December	<i>Search out colleges in reference books &amp; online @ collegeview.com, wiredscholar.com, collegeboard.org, etc. and visit college websites. Get leads from your counselor.</i>	ACT Dec 14, 2013
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 25, 2014
February	<i>Ask the SHS Student Planning Office for information/advice. Build your personal postsecondary education strategy.</i>	ACT Feb 8, 2014
March	<i>Refer to books &amp; 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 12, 2014 @ Sheridan College ACT April 22, 2014 @ SHS <b>Required for all Juniors</b>
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 3, 2014 @ SHS Advanced Placement May 6-17, 2013
June	<i>Schedule appointments for college campus visits. Think about where you will be going <u>next</u> year.</i>	ACT June 14, 2014 @ 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

Month	Senior Year	Exams
<b>September</b> SPO deadline Sept 30 Early Action/Decision college applications!	<i>"Enroll / Engage / Inventory / Define" again, as in Junior Year Calendar.</i> <i>Discuss your college plan with your parents/guardians &amp; teachers/counselor.</i> <i>Consult the SHS Student Planning Office.</i> <i>Research colleges/universities. Compile your list of the ones you like.</i> <i>Obtain application materials (photocopy the forms for scratch work/backup.) Register for the ACT and SAT examinations.</i>	ACT Sept 21, 2013 @ Sheridan College
<b>October</b> School Report forms due in SPO	<i>Talk to Admissions Offices &amp; visit the colleges.</i> <i>Draft, then write, then rewrite application essays.</i> <i>Identify teachers best able to write recommendations.</i> <i>(Submit Early Action &amp; Early Decision applications.)</i> <i>Take the ACT exam &amp; have scores sent to colleges.</i>	ACT Oct 26, 2013 @ Sheridan College
<b>November</b> School Report forms due in SPO	<i>Take the SAT exams &amp; have scores sent to colleges.</i> <i>Submit completed applications to selective colleges.</i> <i>(Keep a copy of everything you send!)</i> <i>Visit the colleges (in session) if you haven't already.</i>	SAT Nov 2, 2013 @ SHS
<b>December</b>	<i>Take ACT/SAT exams, if necessary.</i> <i>Prepare personal/family financial records for FAFSA.</i>	ACT Dec 14, 2013@ Sheridan College
<b>January</b>	<i>FAFSA: <u>Free Application for Federal Student Aid</u> - file \$ data</i> <i>Submit applications to regional colleges and state universities.</i> <i>(Keep a copy of everything you send!)</i>	SAT Jan 25, 2014 @ SHS
<b>February</b>	<b><u>Watch out for financial aid application deadlines!</u></b> <i>Confirm that filed FAFSA data is complete &amp; correct.</i> <i>Confirm that Midyear Reports were sent by SHS.</i> <i>Inform colleges of any new honors or awards.</i> <i>Register for Advanced Placement examinations.</i>	ACT Feb 8, 2014@ Sheridan College
<b>March</b>	<i>Receive acceptances/rejections &amp; financial aid offers.</i> <i>Record acceptances/rejections &amp; financial aid offers in SPO.</i>	
<b>April</b>	<i>Revisit top-choice campuses that remain options.</i> <i>Recalculate your higher education budget.</i> <i>Accept your admission at your chosen college.</i> <i>Notify other schools that you will not attend.</i>	ACT Apr 12, 2014 @ Sheridan College
<b>May</b>	<i>Keep Studying.</i> You still must have the diploma. <i>Apply to Open Admission colleges, as needed.</i> <i>Take Advanced Placement tests.</i>	SAT May 3, 2014 @ SHS Advanced Placement Examinations May 5-14, 2014
<b>June</b>	<i>Graduate!</i> and verify that SHS sends your final transcript to your college.	ACT June 14, 2014 @ Sheridan College

## SHS ATTENDANCE POLICY

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

Consequences for unexcused absences will be lunch detentions, Saturday School, or day(s) at Behavioral Center, depending on number of classes missed.

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

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

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

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

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

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

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

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

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

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

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

These absences permit a student to make up work.

**Tardy** - being on time is an important academic and work related skill. Tardy is defined only as: not being in the threshold of the classroom door when the tardy bell rings. Tardiness to any class will result in lunch detention. 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
- 16-20 tardies = Behavior Center
- 21+ tardies = Behavior Center

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



- Missing over ten minutes of class
- Shopping trips
- Oversleeping
- Missing the bus, speeding tickets, or slow moving trains
- Hair, nail, or tanning appointments
- 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 "an habitual truant" and the parent to have "willfully failed, neglected, or refused to comply with the provisions of the compulsory attendance law."

#### FRIDAY EARLY OUT (FEO)

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

#### DAILY SCHEDULES

Monday through Thursday (8:20-3:35 – 52 minute classes)	Early-Out Friday (40 minute classes)
Period 1..... 8:20 – 9:12	Period 1 .....8:20 – 9:00
Period 2..... 9:17 – 10:09	Period 2 .....9:05 – 9:45
Period 3..... 10:14 – 11:06	Period 3 .....9:50 – 10:30
Period 4	Period 4
(9 <sup>th</sup> Graders—1 <sup>st</sup> Lunch)	(9 <sup>th</sup> Graders—1 <sup>st</sup> Lunch)
1 <sup>st</sup> Lunch ..... 11:11 – 11:47	1 <sup>st</sup> Lunch.....10:35 – 11:11
Period 4 Class .... 11:52 – 12:44	Period 4 Class.....11:16 – 11:56
(10 <sup>th</sup> -11 <sup>th</sup> -12 <sup>th</sup> Graders—2 <sup>nd</sup> Lunch)	(10 <sup>th</sup> -11 <sup>th</sup> -12 <sup>th</sup> Graders—2 <sup>nd</sup> Lunch)
Period 4 Class .... 11:11 – 12:03	Period 4 Class.....10:35 – 11:15
2nd Lunch..... 12:08 – 12:44	2nd Lunch .....11:20 – 11:56
Period 5..... 12:49 – 1:41	Period 5 .....12:01 – 12:41
Period 6..... 1:46 – 2:38	Period 6 .....12:46 – 1:26
Period 7..... 2:43 – 3:35	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. 9<sup>th</sup> 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 or paper or attend Saturday School.

### **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 test.
2. The second offense will yield a zero, plus Saturday School.
3. The third offense will yield a zero, plus one day at the Behavior Center.

### **CLOSED CAMPUS/SENIOR AND LUNCH HONOR PASSES**

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

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

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

### **PARKING / TRANSPORTATION**

Students at Sheridan High School are required to register their vehicles in the office to be eligible to park in the parking lot. Each student must include his or her license plate number on the registration form. At registration, students will be issued a parking tag, which is to be placed on the rear view mirror. Cars not bearing a tag will be ticketed, excluding visitor vehicles. Free additional tags will be issued if there is a change of vehicles or damage to the old tag. New drivers, or those with a change of vehicles, need to register as soon as possible. Staff members and substitutes have all been assigned specific parking spaces at the north end of the east parking lot, and they can be identified by the painted numbering system. Students may not park in these designated faculty spaces, nor should they park in the visitors area along the curb, red-curbed fire lanes, bus unloading areas, behind the building, or in handicapped parking spots. Cars in violation will be ticketed.

The following parking lot violations will result in fines, and could lead to the vehicle being towed at the owner's expense.

1. Parking inappropriately (in visitor, faculty, substitute, bus, or fire lanes)
2. Careless driving

Each violation will result in a fine or a ticket from the police, with the 5<sup>th</sup> violation resulting in: Supervised Study, suspension, loss of parking privileges.

## **SHERIDAN HIGH SCHOOL CODE OF CONDUCT**

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

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

### **SUPERVISED STUDY (SUPS)**

Students who have four or more D's and F's, three or more F's, or violate school rules and regulations may be assigned to "supervised study", at lunch or after school on Tuesday and Wednesday. Students need to check in first, and will be allowed to get their lunches when lines are short. These study sessions are closely monitored periods of time served at lunch or after school. The supervisors have been given administration and supervisory responsibilities. If a student conducts herself/himself in an inappropriate manner while serving a supervised study, the supervisors may take reasonable measures to stop or prohibit such behavior.

### **SATURDAY SCHOOL (SS)**

Students who violate school rules or accumulate truancies will be assigned Saturday School, which runs from 8:00 am to 11:00 am at the Sheridan High School library. Students will be expected to do homework or read during this time. Those missing Early Out Assistance on Friday will be assigned a Saturday School, unless grades are "C" or better. Anyone can attend Saturday School for tutoring help or to access computers, but must abide by school rules.

### **BEHAVIOR CENTER (BC)**

The Behavior Center was developed at the request of parents to provide a safe, supervised environment in lieu of out-of-school and in-school suspension. The Behavior Center Program, developed by Volunteers of America, requires a parent release that must be turned in before a student may go to the Behavior Center. Students may take a sack lunch with no liquids, and study materials. Students must provide their own transportation or ride the bus, and arrive at the old Woodland Park School between 8:10 and 8:25 am. Students arriving after 8:25 am will be sent home and another day will be assigned. Students may not be on school property until they fulfill the Behavior Center obligations.

### **DUE PROCESS**

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

### **SEARCH AND SEIZURE**

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

### **LOCKERS**

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

- Students should keep their locker combination to themselves.
- Students should not bring expensive items to school. The school is not financially responsible for lost or stolen items.

- Students should report any problems with their lockers to the office immediately.
- Students should keep their lockers looking clean and neat. Defacing lockers may result in consequences.
- Do not leave locks pre-dialed on the first two numbers or rigged to save time.

#### **STUDENT GRIEVANCE PROCEDURES**

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

#### **HARASSMENT, INTIMIDATION, AND BULLYING**

Harassment, intimidation, or bullying of students at school 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, social media, 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 student.

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.

### **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 entered. Visitor passes will be required for students not enrolled at SHS. No offensive or "dirty" dancing will be allowed.

### **HALLWAY RULES**

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

### **LUNCH**

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

Some important things to remember about the lunch program:

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

### **CELL PHONES/ELECTRONIC DEVICES**

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

### **VISITORS**

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

### **ALCOHOL, DRUGS, AND TOBACCO**

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

### **WEAPONS**

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

## Consequences Chart

OFFENSES	Formal Warnings	Supervised Study(SUPS) Lunch After School		Behavior Ctr (BC) or Study Tables 1-3 days	Saturday School (SS) BC 3-5 days	SS/BC 5-7 days	Out of School Susten. (OSS) 7 days	10 days OSS Pending Expulsion
<b>GROUP I</b> Presence in unauthorized area; littering; property damage; traffic violation; inappropriate display of affection; nuisance items; ***excessive tardiness; dress code violation; not checking out; food or drinks on carpeted areas; *computer misuse	1st offense	2nd offense	3rd offense	4th offense	5th offense	6th offense	7th offense	8th offense
<b>GROUP II</b> Truancy; disrespect; harassment/intimidation; disrupting class; skip detention; forgery/tamper with school records; profanity; violation of bus rules; *serious computer misuse; cell phones/electronic devices			1st offense and 2nd offense	3rd offense	4th offense	5th offense	6th offense	7th offense
Truancy			1st-2nd offense	3rd-5th offense	6th offense	7th offense	8th offense	9th offense
<b>GROUP III</b> 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
<b>GROUP IV</b> Possession of drug paraphernalia/facsimile; possess/consume drugs/alcohol/intoxicating inhalants; *extreme computer misuse; hacking; system damage						1st offense		2nd offense
<b>GROUP V</b> 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**

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, 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.

#### **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 part by a program of the U.S. Department of Education (ED):
  - a. Political affiliations or beliefs of the student or student's parent;
  - b. Mental or psychological problems of the student or student's family;
  - c. Sex behavior or attitudes;
  - d. Illegal, anti-social, self-incriminating, or demeaning behavior;
  - e. Critical appraisals of others with whom respondents have close family relationships;
  - f. Legally recognized privileged relationships;
  - g. Religious practices, affiliations, or beliefs of the student or parents; or
  - h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
  - a. Any other protected information survey, regardless of funding;
  - b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or dental screenings, or any physical exam or screening permitted or required under State law; and
  - c. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.
3. Inspect, upon request and before administration or use:
  - a. Protected information surveys of students;
  - b. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes, and
  - c. Instructional material used as part of the educational curriculum.

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

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

provide an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

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

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

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

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

#### **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, 2<sup>nd</sup> 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. 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 products, Alcohol, Drugs, or controlled substances:

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

First offense:

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

Second offense:

Suspension from participation in extra-curricular activities for 50% of the games/contests scheduled for the extra-curricular activity that the student is participating in. The student must also attend the SHS Insight Counseling Service for a period of time as required by the Activities

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

Third offense:

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

#### Broadcasting of School Activities

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

#### **A. INDIVIDUAL SPONSOR RULES**

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

#### **B. CLASS ATTENDANCE**

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

#### **C. POLICY ON UNSPORTSMANLIKE CONDUCT AT A CONTEST**

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

#### **D. APPEARANCE**

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

#### **E. DUE PROCESS**

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

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

**F. SCHOLASTIC ELIGIBILITY**

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

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

**ACTIVITIES/CLUBS**

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

**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.

**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.

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

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

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

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

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

**Selection Procedure:**

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

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

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

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

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

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

**SPORTS**

Basketball  
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.



Craig Dougherty, Superintendent

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

---

DATE: May 1, 2013

TO: Board of Trustees

FROM: Dirlene Wheeler, Sheridan High School Principal

SUBJ: **Acceptance of Donations to Sheridan High School** (*Action*)

The Witzel Family Foundation recently donated \$520 to Sheridan High School. This donation is to purchase tickets to attend a drama presentation at Casper College.

First Interstate Bank recently donated \$1,000 to Sheridan High School. This donation is for Destination Imagination.

The B.F. & Rose H. Perkins Foundation recently donated \$1,000 to Sheridan High School for Destination Imagination. They had offered the donation to Tongue River High School, but the coach of Tongue River High School asked that the donation be shared among the local high schools. The generosity of both The B.F. & Rose H. Perkins Foundation and Tongue River High School has made this donation possible.

The Sheridan WYO Rodeo donated \$1,000 to the FFA for service performed during the Sheridan WYO Rodeo.

The Sheridan WYO Rodeo Gold Buckle Club donated \$1,000 to the FFA for officers to attend a Leadership Camp.

Please accept these generous donations to Sheridan High School.





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DATE: May 6, 2013

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Anti-Bullying Program** (*Information*)

For the second year, Sagebrush has invited third through fifth grade girls and their mothers to attend an anti-bullying program called "Girls Night Out." Kristina Nicholls will present a brief summary of the program and its intended outcomes at your Board meeting.



Craig Dougherty, Superintendent

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

DATE: May 6, 2013

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **2014-2015 School Calendar** (*Information*)

The Calendar Committee met and is proposing two calendar options for the 2014 – 2015 school year, and I will explain the rationale for each option on Monday, May 13th. The details for these calendars are as follows:

Option A

- Students begin Monday, August 25<sup>th</sup>;
- Students last day is Friday, May 29<sup>th</sup>;
- New teachers report Friday, August 15<sup>th</sup>;
- All teachers report Tuesday, August 19<sup>th</sup>;
- Parent-Teacher Conferences November 6<sup>th</sup>-7<sup>th</sup> and February 19<sup>th</sup>-20<sup>th</sup>;
- Labor Day, Thanksgiving (3 days), Christmas (2 weeks), Spring Break (1 week March 23<sup>rd</sup>-March 27<sup>th</sup>), and Memorial Day are vacation days;
- Good Friday is an early release day;
- Teacher in-service days: August 19<sup>th</sup>-22<sup>th</sup>, October 13<sup>th</sup>, January 19<sup>th</sup>-20<sup>th</sup>, and June 1<sup>st</sup>.

Option B

- Students begin Monday, August 25<sup>th</sup>;
- Students last day is Friday, May 29<sup>th</sup>;
- New teachers report Friday, August 15<sup>th</sup>;
- All teachers report Tuesday, August 19<sup>th</sup>;
- Parent-Teacher Conferences November 6<sup>th</sup>-7<sup>th</sup> and February 19<sup>th</sup>-20<sup>th</sup>;
- Labor Day, Thanksgiving (3 days), Christmas (2 weeks), Spring Break (1 week March 30<sup>th</sup>-April 3<sup>rd</sup>), and Memorial Day are vacation days;
- Teacher in-service days: August 19<sup>th</sup>-22<sup>th</sup>, October 13<sup>th</sup>, January 19<sup>th</sup>-20<sup>th</sup>, and June 1<sup>st</sup>.

Please review and provide me any feedback as it is our intent to place these two options on our web site for staff and parents to cast their votes.

## August 2014

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## September 2014

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## October 2014

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## November 2014

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## December 2014

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## January 2015

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New Teacher



Teacher In-Service Days (No School)



Vacation



Snow Days



Begin/End of School Year/End of Quarter



Early Dismissal Day

The first day of school will be a full day.

8/15 First Day New Teachers

8/19 First Day Teachers

8/19-22 Teacher In-Service (NO SCHOOL)

8/25 School Begins (Full Day)

9/1 Labor Day

10/13 Teacher In-Service (NO SCHOOL)

11/6 K-12 Parent/Tchr Conf. (early dismissal)

11/7 K-12 Parent/Teacher Conferences

11/26-28 Thanksgiving Break

12/22-1/2 Christmas Break

1/19-20 Teacher In-Service (NO SCHOOL)

2/19 K-12 Parent/Tchr Conf. (early dismissal)

2/20 K-12 Parent/Teacher Conferences

3/23-27 Spring Break

4/3 Good Friday (early dismissal)

5/23 Fort Mackenzie Graduation

5/24 SHS Graduation

5/25 Memorial Day

5/29 School Ends

6/1 Teacher In-Service (NO SCHOOL)

6/2 & 6/3 Snow Days

**185 Teacher Days**

**175 Student Days**

1<sup>st</sup> Quarter Ends 10/28 - 45 days

2<sup>nd</sup> Quarter Ends 1/16 - 44 days

3<sup>rd</sup> Quarter Ends 3/20 - 42 days

4<sup>th</sup> Quarter Ends 5/29 - 44 days

## February 2015

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## March 2015

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## April 2015

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## May 2015

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## June 2015

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## July 2015

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August 2014

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September 2014

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October 2014

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November 2014

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December 2014

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January 2015

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New Teacher



Teacher In-Service Days (No School)



Vacation



Snow Days



Begin/End of School Year/End of Quarter



Early Dismissal Day

The first day of school will be a full day.

8/15

First Day New Teachers

8/19

First Day Teachers

8/19-22

Teacher In-Service (NO SCHOOL)

8/25

School Begins (Full Day)

9/1

Labor Day

10/13

Teacher In-Service (NO SCHOOL)

11/6

K-12 Parent/Tchr Conf. (early dismissal)

11/7

K-12 Parent/Teacher Conferences

11/26-28

Thanksgiving Break

12/22-1/2

Christmas Break

1/19-20

Teacher In-Service (NO SCHOOL)

2/19

K-12 Parent/Tchr Conf. (early dismissal)

2/20

K-12 Parent/Teacher Conferences

3/30-4/3

Spring Break

4/3

Good Friday

5/23

Fort Mackenzie Graduation

5/24

SHS Graduation

5/25

Memorial Day

5/29

School Ends

6/1

Teacher In-Service (NO SCHOOL)

6/2 & 6/3

Snow Days

**185**

**Teacher Days**

**175**

**Student Days**

1<sup>st</sup> Quarter Ends 10/28 - 45 days

2<sup>nd</sup> Quarter Ends 1/16 - 44 days

3<sup>rd</sup> Quarter Ends 3/20 - 44 days

4<sup>th</sup> Quarter Ends 5/29 - 44 days

February 2015

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March 2015

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April 2015

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May 2015

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June 2015

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July 2015

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Craig Dougherty, Superintendent

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DATE: May 6, 2013

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

SUBJ: **Approval of Board Goals for 2013-14 School Year** (*Action*)

Following the input received at the Board Retreat, please find attached the Board Goals for the 2013-2014 school year. I will ask that you take action on them at the May 13<sup>th</sup> Board meeting.



### Excellent Staff and Resources

- Deepening our Professional Learning Communities
- Continuing to Provide Competitive Salary/Benefits
- Continuing to Monitor Internal Controls and Procedures
- Retaining 90% of Initial Contract Teachers
- Refining the Use of our Evaluation System

### Governance & Leadership

- Refining Policy Input Process
- Continuing Board Governance Development
- Building Community Collaboration
- Improving Professional Development of Trustees

### Research-Based, Best Practices

- Implementing Research-Based Curriculum
- Evaluating Program Fidelity
- Reporting Monthly on Educational Research

## Excellence and Accountability

### Communicating High Expectations

- Acknowledging and Rewarding Student Excellence
- Reporting on Successful Programs
- Communicating to a Variety of Community Groups and Stakeholders

### Student Learning

- Achieving SMART Goals
- Responding to Accountability Demands
- Advocating to the State Legislature

## **COMMUNICATING HIGH EXPECTATIONS BOARD GOAL**

**Communicating High Expectations Goal:** SCSD #2 will consistently and continuously communicate the District expectations for academic excellence and behavioral norms.

**Discussion:** The Board of Trustees believes that as a public entity, the District needs to be clear about the academic potential that each student can reach and provide the educational programming to help each student reach their potential. There are two obvious opportunities for implementing this communication goal: one involves setting the board meeting agenda and board work sessions with an emphasis on conveying those expectations, and the second involves asking district staff to communicate those expectations in a variety of venues.

### **2013-2014 Projections:**

1. The Board will celebrate students, staff, and others who demonstrate they have reached high expectations in a variety of pursuits--academic and otherwise.
2. The Board will receive reports from district staff on programs that help children meet high academic expectations.
3. District administration will communicate to a variety of community groups about the high expectations held for students by the Board of Trustees.
4. District administration will report by October 2013 on the percentage of students who meet high academic expectations, with the goal of improving academic proficiency and graduation rate. \*

\*SMART Goal

## **EXCELLENT STAFF AND RESOURCES BOARD GOAL**

**Excellent Staff and Resources 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. The District has established and will continue to improve its training programs for all teachers as a support system and to meet the No Child Left Behind mandates for highly qualified teachers. SCSD #2 will continuously monitor the financial aspects of the District.

**Discussion:** SCSD#2 believes that continuing to develop our teachers and other staff to their highest potential must be a primary goal of the District. Focusing efforts on effective staff development programs and methods will provide significant long-term benefits to the District. The Excellent Staff and Resources Goal will be used to strengthen teacher and staff performance.

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

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

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

### **2013-14 Projections:**

1. The District will continue to partner with the University of Wyoming and other universities in supporting pre-service teachers at the elementary and secondary level. These partnerships will continue to be fostered with the understanding that we accept only top performing pre-service teachers.
2. Professional Learning Communities (PLCs) continue to be a focus in every building in the District. Our Instructional Facilitators and teaching staff collaborate weekly to invest in ongoing, sustained, classroom-focused programs for professional growth related on student learning. With the onset of implementing the Common Core State Standards and Assessment, we will have staff attending conferences and integrating the Common Core State Standards (CCSS) into our standards and collaborating on new assessments. Our PLC work has been audited by Anthony Muhammad that will help



drive our school improvement plan for next year. As a following to those plans, Tim Kanold will visit the district and ratchet up our PLC program, relative to the Common Core.

3. Teachers and principals will begin developing priorities for the five days of professional development for the 2013-14 school year. The focus will continue to be in balanced literacy, reading, writing, math, PLCs, and a special focus on elective curriculum. In addition, the CCSS are a major focus for our Instructional Facilitators and technology will continue to grow in all of the buildings.
4. The Board will continue to celebrate those teachers that reach continuing contract status. Our goal, as we track the new staff from 2011-2012, is to continue to use our new teacher induction program, mentor teachers, and principal support and evaluation to reach 90% retention for those first three years. When hiring new teachers and administrators, we will advertise broadly, recruit intensively, and screen carefully by utilizing an upgraded on-line application system to hire the most outstanding applicants possible. \*
5. The District will be adopting a new software program for our principals to update their evaluation process. We continue to work on inter-rater reliability among principals and ensure that the assessment of teaching leads to real improvement in practice.
6. The Board will continue to monitor revenues and expenditures with a goal of maintaining an 15-20% cash reserve level. \*
7. The Board Budget Committee will continue to work closely with the Business Manager to provide a competitive salary and benefit package to maintain the thirty-year earning power of the certified salary schedule in the top ten school districts in the state, as published by the WEA. \*
8. The Board will continue to monitor legislation that may affect the finances or operations of the District.

\*SMART Goal

## **GOVERNANCE AND LEADERSHIP BOARD GOAL**

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

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

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

### **2013- 2014 Projections:**

1. The Board will continue its progress through policy review and approval, emphasizing public and staff awareness and input.
2. The Board will continue its participation in state and National School Board Association matters to maintain its focus on governance and leadership.
3. The Board will achieve the goal of 75% of its members realizing the priority of reaching 50 hours of school board professional development by arranging for locally available training opportunities.\*
4. The Board will continue its advocacy with the state legislature on matters of vital interest to the District (eg., adopting the Smarter Balanced Assessment Consortium).
5. The Board will receive reports from district administration regarding implementation of the recommendations by the North Central Accreditation external review team.
6. The Board will undertake specific projects to build community collaboration on topics, such as early childhood education and improving graduation rates.

\*SMART Goal

## **RESEARCH-BASED, BEST PRACTICES BOARD GOAL**

**Research-Based, Best Practices Goal:** SCSD #2 will operate all its programs—academic, co-curricular, and operational with a priority on using the most effective practices as demonstrated by rigorous research in the field.

**Discussion:** The Board of Trustees believes that research and development in education has improved dramatically in the past decade. Research is more focused. Development work is more effectively evaluated in terms of actual results. And, educational programs are formally evaluated in terms of effectiveness and accountability.

The District has worked to establish its own mechanism for ensuring that all programs are optimal for educating the students of SCSD #2. The District has also worked hard to seek out programs that are research-based and effective. Examples include, but are not limited to: Reading Recovery, Math Recovery, Ramp Up to Mathematics, Ramp Up to Algebra, Navigator Mathematics, Step Up to Writing, Rebecca Sitton Spelling, Fountas and Pinell Phonics, etc.

In addition to classroom programs, the District has adopted a variety of research-based programs in the area of human resources. Our induction program has been modeled after the best practices of Harry Wong and Bob Marzano; our professional development program has taken advantage of the research of the DuFours' model of Professional Learning Communities, and our teacher evaluation system is based on the pioneering work of Charlotte Danielson and is considered a model for the state.

To be sure, our co-curricular programs are modeled on best practice. Our football team has been to the state championship three of the last four years, winning twice. In fall 2012, three district teams won their respective state championships. Our concerts and plays have won community acclaim. Our academic competitions, such as We the People and Academic Challenge, have top place finishers. Even our Technology and Facilities departments and Food Service program use the latest research to inform purchases and priorities.

### **2013- 2014 Projections:**

1. The Board will prioritize fiscal expenditures that are consonant with research and best practice, including professional development opportunities that promote staff understanding of new developments in the field.
2. The Board and District staff will evaluate the overall educational enterprise to ensure effectiveness and programs adopted are used uniformly and with fidelity.
3. The Board will receive reports from district administration regarding aspects of educational research or best practices in board meetings during the 2013 – 2014 academic year. \*
4. The Board will receive reports from district staff regarding research-based programs and how such programs are implemented consistently in schools.

\*SMART Goals

## **STUDENT LEARNING BOARD GOAL**

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

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

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

### **2013-2014 Projections:**

1. The District will maintain its ordinal position as first among large (4A) school districts in the state in 2014.\*
2. The District will progress towards reaching its academic (SMART) goals in all of our schools in 2014.\*
3. The Board will continue its advocacy with the state legislature to fund school districts that demonstrate the priority for student learning.
4. The Board will monitor the effectiveness of district administration in evaluating teachers based on effective measures of student learning.
5. The Board will receive regular reports from district administrators on the degree to which students demonstrate progress towards academic proficiency.

\*SMART Goals



Craig Dougherty, Superintendent

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Date: May 6, 2013  
TO: Board of Trustees  
FROM: Traci Turk, Director of Special Education  
SUBJ: **Special Education Update** (*Information*)

The Wyoming Department of Education (WDE) Special Programs Unit was in our district completing the follow-up Compliance Agreement Visit on February 5-7, 2013. This visit was a culmination to the Verification Visit in January of 2012; they completed file reviews and staff interviews to share data on the areas of improvement. The areas of improvement were:

- Least Restrictive Environment – Cleared
- Free Appropriate Public Education (FAPE) Low Incidence Disabilities – Cleared
- FAPE Educational Benefit – Cleared

The dedication to continued progress for students with disabilities is applauded by all; the WDE offered many commendations to staff. Their review of files was also an area where they highly praised the district on progression and movement. The WDE staff who interviewed staff in the buildings had only positives to share after their visits. Thanks to building administration, special and general education staff, and all related services for their work with students with disabilities. With this ongoing dedication, we will continuously improve, allowing us to move from Good to Great.



Craig Dougherty, Superintendent

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Date: May 7, 2013  
To: Board of Trustees  
FROM: Roxie Taft, Business Manager  
SUBJ: **FY13 Quarterly Financial Update** (*Information*)

In accordance with policy DI, Fiscal Accounting and Reporting, attached is financial information as of March 30, 2013, which represents the third quarter of fiscal year 2013.

**Cash in Bank Report**

This report outlines our cash balances for each fund as of the end of the quarter.

**General Fund Revenue Report**

This report compares our budgeted revenue, by source, to what we have received year-to-date. We have received 81.13% of our revenues so far this year.

**General Fund Expenditure Report**

This report compares our budgeted expenses, by program, to what we have expensed year-to-date. We have spent 63.31% of our budget so far this year.

SHERIDAN CTY SD2  
04/30/2013 04:36 PM

Report on Cash  
Regular; Processing Month 03/2013  
To Date

Page: 1  
User ID: LLW

GENERAL FUND	15,269,632.98
FEDERAL FUND	608,366.57
CAPITAL CONSTRUCTION FUND	535,265.02
HOT LUNCH FUND	491,332.05
MEMORIAL FUND	118,071.66
MISC ACTIVITY FUND	122,741.82
SHS ACTIVITY ACCOUNT	175,936.44
MAJOR MAINTENANCE FUND	1,599,585.07
DEPRECIATION & BUILDING REPAIR RESERVE	2,356,013.32
EARLY RETIREMENT FUND	306,027.59
Grand Total:	<hr/> 21,582,972.52

**GENERAL FUND REVENUE REPORT**

	Budget	To Date	% of Budget	Budget Balance at EOM
REVENUE FROM LOCAL SOURCES	11,319,500.00	7,934,705.43	70.10	3,384,794.57
REVENUE FROM COUNTY SOURCES	2,982,000.00	2,131,309.45	71.47	850,690.55
REVENUE FROM STATE SOURCES	29,908,887.00	25,796,257.50	86.25	4,112,629.50
OTHER SOURCES	5,000.00	10,443.95	208.88	(5,443.95) *
Grand Total:	44,215,387.00	35,872,716.33	81.13	8,342,670.67

\* Revenue received exceeded budget due to sale of fixed assets.



	Budget to Date	To Date	% of Budget	Budget Balance at EOM
1110 ELEMENTARY INSTRUCTION	10,230,560.00	6,001,506.40	59.04	4,229,053.60
1120 JR HIGH/MID SCH INSTRUCTION	5,141,698.00	3,060,968.76	59.54	2,080,729.24
1130 SECONDARY INSTRUCTION	5,320,969.00	3,283,892.08	61.83	2,037,076.92
1210 SPECIAL EDUCATION	5,531,100.00	3,216,125.74	58.15	2,314,974.26
1233 GIFTED AND TALENTED	110,800.00	59,958.90	54.11	50,841.10
1250 TUITION FOR STUD WITH DISABIL	605,000.00	413,558.22	68.36	191,441.78
1270 LIMITED ENGLISH PROFICIENT	150,300.00	104,470.16	69.51	45,829.84
1280 HOMEBOUND PROGRAMS	22,280.00	10,056.33	45.14	12,223.67
1290 OTHER SPECIAL PROGRAMS	161,235.00	107,490.00	66.67	53,745.00
1420 MIDDLE/JR HIGH ACTIVITIES	293,313.00	206,293.49	70.33	87,019.51
1421 SJHS INTRAMURALS	22,500.00	6,000.00	26.67	16,500.00
1430 HIGH SCHOOL ACTIVITIES	1,037,170.00	701,894.83	68.35	335,275.17
1530 VOC INSTRUCTION HIGH SCHOOL	954,905.00	562,713.45	58.98	392,191.55
1000 INSTRUCTION	29,581,830.00	17,734,928.36	60.13	11,846,901.64
2110 GUIDANCE	834,023.00	500,556.42	60.02	333,466.58
2112 STUDENT STRATEGIC PLANNING	130,650.00	75,798.00	58.02	54,852.00
2115 STUDENT INFORMATION SYSTEMS	256,650.00	182,517.53	71.12	74,132.47
2117 ASSESSMENT SERVICES	174,443.00	58,926.16	33.78	115,516.84
2120 SOCIAL WORKERS	455,400.00	263,364.55	57.83	192,035.45
2130 HEALTH SERVICES	278,725.00	170,293.07	61.10	108,431.93
2140 PSYCHOLOGICAL SERVICES	428,400.00	277,089.09	64.68	151,310.91
2152 SPEECH PATHOLOGY SERVICES	371,000.00	260,170.57	70.13	110,829.43
2171 OCCUPATIONAL THERAPY	99,000.00	53,969.98	54.52	45,030.02
2172 PHYSICAL THERAPY	45,000.00	28,882.00	64.18	16,118.00
2190 OTHER SUPPORT SERVICES	145,000.00	109,479.96	75.50	35,520.04
2210 STAFF TRAINING	103,920.00	46,073.17	44.34	57,846.83
2220 EDUCATIONAL MEDIA SERVICES	586,739.00	383,422.46	66.57	203,316.54
2230 SPECIAL EDUCATION SUPERVISION	195,450.00	136,654.90	69.92	58,795.10
2240 TECHNOLOGY INTEGRATION	100,150.00	84,812.24	85.19	15,337.76
2000 INSTRUCTIONAL SUPPORT	4,204,550.00	2,632,010.10	62.78	1,572,539.90
3310 CENTRAL ADMINISTRATION	556,745.00	421,787.96	75.76	134,957.04
3311 ASST SUPT & DIR OF ELEM ED	394,700.00	289,322.87	73.31	105,377.13
3320 SCHOOL ADMINISTRATION	2,060,775.00	1,450,444.38	70.38	610,330.62
3330 BUSINESS ADMINISTRATION	455,650.00	303,579.78	66.63	152,070.22
3350 BOARD OF EDUCATION SERVICES	189,200.00	57,779.35	30.54	131,420.65
3410 MAIN/CUSTODIAL/GROUNDS	4,528,000.00	3,226,311.37	71.30	1,301,688.63
3460 SECURITY SERVICES	51,000.00	13,657.49	26.78	37,342.51
3510 PUPIL TRANS - TO/FROM SCHOOL	1,769,600.00	1,321,055.27	74.65	448,544.73
3511 TRANSPORTATION FIELD TRIPS	50,700.00	24,553.79	48.43	26,146.21
3520 ACTIVITY TRANSPORTATION	184,300.00	129,661.93	70.35	54,638.07
3590 TRANSPORTATION-OTHER	96,200.00	50,834.11	52.84	45,365.89
3830 ASST SUPT INST/PERSONNEL	384,600.00	271,181.47	70.51	113,418.53
3850 TECHNOLOGY COORDINATION	722,150.00	525,283.20	73.52	196,866.80
3000 GENERAL SUPPORT	11,443,620.00	8,085,452.97	70.73	3,358,167.03
6200 FUND TRANSFERS	610,000.00	495,315.00	81.20	114,685.00
6000 OTHER USES	610,000.00	495,315.00	81.20	114,685.00
Grand Total:	45,840,000.00	28,947,706.43	63.30	16,892,293.57



Craig Dougherty, Superintendent

Administration Offices  
201 N. Connor St., Suite 100  
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DATE: May 2, 2013

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **FY14 Preliminary Budget** (*Information*)

Wyoming Statute requires a preliminary budget to be presented to the Board for the upcoming fiscal year each May. The FY14 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 FY14 budget at your July board meeting.

## General Fund

This fund is utilized to account for all unrestricted revenues and expenses.

FY 13 Approved Budget = \$45,840,000

FY 14 Preliminary Budget = \$46,460,000

### Budget notes:

- Includes one additional elementary classroom
- Includes training a Reading Recovery Teacher Leader and two Literacy Coordinators
- Includes funding for a Parent/Community Program
- Includes the salary and benefit package as discussed
- Our estimated ADM increase is 77.858
- Our estimated enrollment increase is 87

### Unknowns:

- ✓ The new accountability bill – we are unsure of any unfunded mandates these may bring.
- ✓ Major maintenance and capital construction – the major maintenance formula is an unstable appropriation. It is imperative that we keep our facilities to the standard we have seen in the past.
- ✓ Sequestration and the effects that may have on the federal fund budgets.
- ✓ Leadership changes at the WDE.

## Special Revenue (restricted fund)

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

FY 13 Approved Budget = \$5,500,000

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

## Capital Construction (restricted & committed fund)

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

The FY13 budget included completing the Meadowlark contract and beginning the Henry A. Coffeen, SHS, and Story contract expenditures.

In FY14 we will need to budget for the majority of the Henry A. Coffeen contract in addition to the completion of the SHS and Story renovation projects.

FY13 Approved Budget = \$9,500,000

FY14 Preliminary Budget = \$16,000,000

#### Major Maintenance (restricted fund)

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

The majority of FY13 major maintenance projects will be completed during the summer months, so the budget will be expended in FY14.

FY13 Approved Budget = \$1,750,000

FY14 Preliminary Budget = \$3,210,000

#### Food Service

This fund is utilized to account for all revenues and expenses associated with our breakfast and lunch program. In FY13 we also added the fresh fruit and vegetable grant program to all elementary schools. For FY14, only Henry A. Coffeen qualified for and will receive these grant dollars. There are still breakfast programs at all elementaries and the junior high.

FY13 Approved Budget = \$1,503,000 (includes a \$110,000 general fund transfer)

FY14 Preliminary Budget = \$1,475,000 (includes a \$110,000 general fund transfer)

#### Memorial Fund (restricted fund)

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

FY13 Approved Budget = \$140,000

FY14 Preliminary Budget = \$140,000

#### Pupil Activity Fund

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

FY13 Approved Budget = \$725,000

FY14 Preliminary Budget = \$725,000

#### Early Retirement Fund (committed fund)

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

FY13 Approved Budget = \$175,000

FY14 Preliminary Budget = \$260,000

## ANNUAL BUDGET SUMMARY

FY 13

<b>FUND</b>	<b>FY 13 APPROVED BUDGET</b>
General Fund	\$45,840,000
Special Revenue Funds	\$ 5,500,500
Capital Construction Funds	\$ 9,500,000
Major Maintenance Funds	\$ 1,750,000
Food Service Funds	\$ 1,503,000
Memorial Fund	\$ 140,000
Pupil Activity Fund	\$ 725,000
Early Retirement Fund	\$ 100,000

## PRELIMINARY BUDGET SUMMARY

FY 14

<b>FUND</b>	<b>FY 14 PRELIMINARY BUDGET</b>
General Fund	\$ 46,460,000
Special Revenue Funds	\$ 5,500,000
Capital Construction Funds	\$ 16,000,000
Major Maintenance Funds	\$ 3,210,000
Food Service Funds	\$ 1,475,000
Memorial Fund	\$ 140,000
Pupil Activity Fund	\$ 725,000
Early Retirement Fund	\$ 175,000



Craig Dougherty, Superintendent

Office of the Superintendent  
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DATE: May 6, 2013

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: **Request to Advertise to Bid Furniture, Fixtures, and Equipment** (*Action*)

I would like to request to advertise to bid furniture, fixtures, and equipment for various sites, including (but not limited to) Sheridan High School, Story Elementary School, Technology Hub for Organizational Resources for Education (THORE) Building, Highland Park Elementary School, and the Administration Office. I ask that you approve this request to advertise for bids.