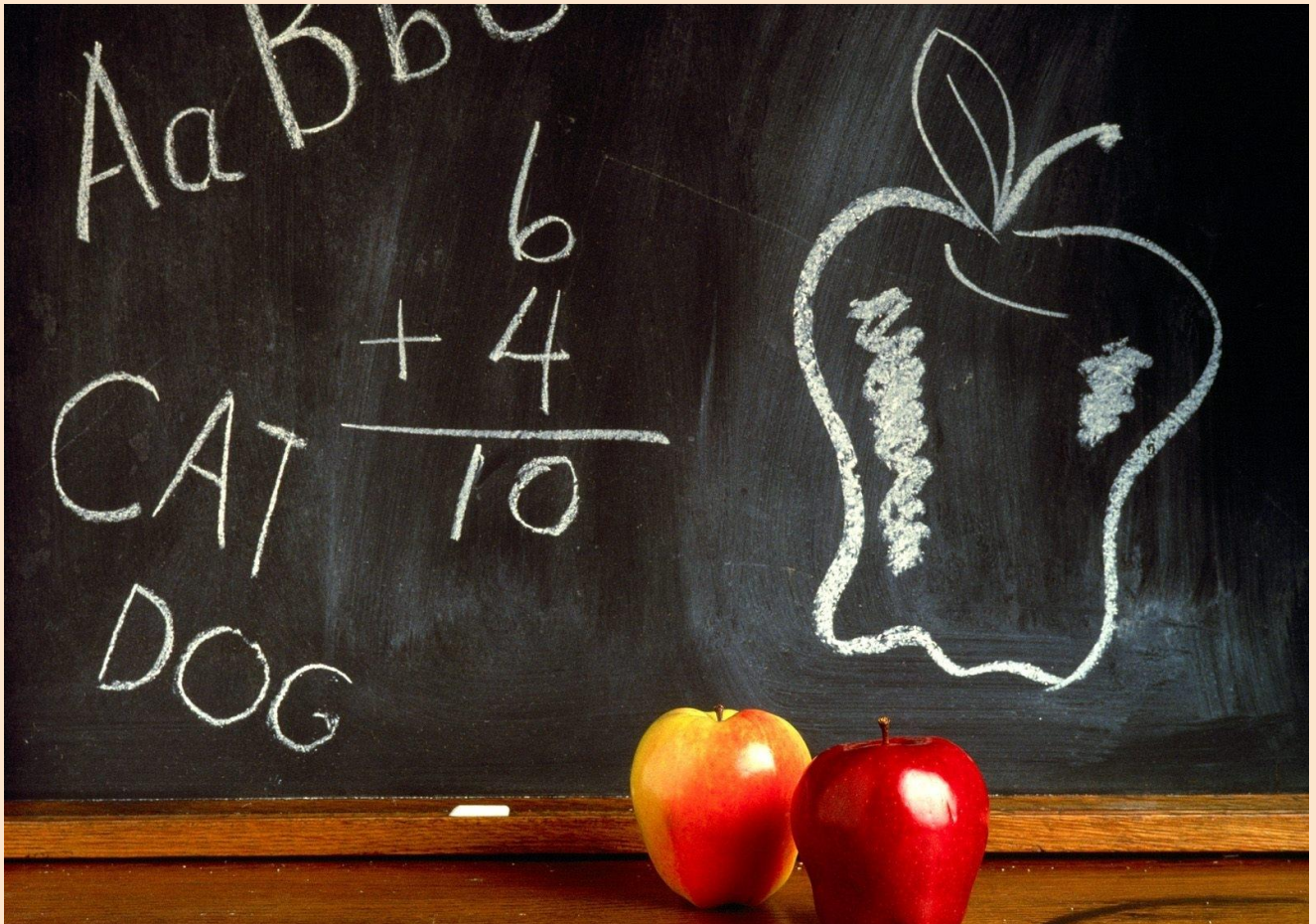


Sheridan County School District #2

Board Meeting



Date: September 12, 2016

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2

Board of Trustees Meeting

Central Office – Board Room

September 12, 2016

6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Recognition**
 - A. Leadership Enterprise for a Diverse America Scholar: John Lenzi - Brent Leibach
 - B. We the People, National Competition 2016 - Tyson Emborg
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Board Meeting Minutes - August 15, 2016
 - B. Approval of Bills for Payment
 - C. Isolation Payments
 - 1. Martin Family
 - 2. Schreibeis Family
- VI. Old Business**
 - A. Capital Construction Update (*Information*) - Craig Dougherty
 - B. Next Level Update (*Information*) - Mitch Craft
 - C. Approval of Policies (*Action*) - Traci Turk
 - D. FY 2015-2016 Budget Transfer (*Action*) - Roxie Taft
 - E. Board Meeting Schedule Revised (*Action*) - Craig Dougherty
 - F. Sheridan High School Handbook Revisions (*Action*) - Mitch Craft
 - G. Playground Surfacing Bid for Henry A. Coffeen (*Action*) - Julie Carroll
- VII. New Business**
 - A. Review Beginning Enrollments (*Information*) - Scott Stults
 - B. SySTEMatic Videos, Abby Hurly (*Information*) - Mitch Craft
 - C. Wyoming Accountability in Education Act Reports (*Information*) - Mitch Craft
- VIII. Reports and Communication**
 - A. Board of Trustees
 - 1. Board Reports
 - A. Wyoming School Boards Association (WSBA) Call for Resolutions (*Information*) - Ann Perkins
 - 2. Committee Reports
 - 3. Other
 - B. PTO/Parents/Students/Organizations
 - C. Site Administration and Staff

IX. District Reports

A. Superintendent

X. Executive Session

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

XI. Adjournment

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

Teaching and Learning

Resource Utilization

Leadership Capacity

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting

Ann Perkins, Chairman

August 15, 2016

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Monday, August 15, 2016, in the Board Room at the Central Administration Office. The presiding officer was Tony Wendtland, Vice-Chairman. A quorum was determined to be present with the following attendees:

Trustees:

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

Absent:

Ann Perkins, Chairman
Marva Craft, Clerk
Sue Wilson

Administrators:

Craig Dougherty, Superintendent
Scott Stults, Assistant Superintendent
Mitch Craft, Assistant Superintendent
Traci Turk, Director of Special Programs
Roxie Taft, Business Manager
Julie Carroll, Facilities Director

Absent:

Coree Kelly, Technology Director

A. Pledge of Allegiance

II. Recognition

A. Institute Recognition - Craig Dougherty

Superintendent Craig Dougherty first introduced and welcomed the two new principals: Ted Bonnema, new principal at Henry A. Coffeen Elementary School and Nicki Thomas, new principal at Sheridan Junior High School. Mr. Dougherty acknowledged Jill Langer for her tremendous work on the 2nd Annual PLC Insitute. He explained Mrs. Langer's role as the manager and organizer of the whole conference. He also thanked Scott Stults and Mitch Craft for their efforts. Mr. Dougherty thanked the district principals and staff for their presenations at the conference. Mr. Dougherty said that Paul Young and the Sheridan College Board of Trustees were great collaborators and facilitators. He thanked them for the use of the facilities and the opportunity to be the first group to use the new auditorium. He

added that the keynote presenters said it was one of the nicest auditoriums they had presented in. Mr. Dougherty thanked the registration and welcoming committee: Angie Hillier, Angie Winn, Devon Miller, Anita Torbert, and Jacee VanDyke. Mr. Dougherty said that the Craft Brothers played at the conference social on Thursday night, and contracting company G.H. Phipps made a donation to the whole institute. He said that the district is very grateful for the generous community of Sheridan.

Mr. Dougherty took a moment to recognize Human Resources Coordinator Cody Sinclair and honor him for all of his work

III. Approval of Agenda

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

IV. Welcome--Audience Comments

V. Consent Agenda Items

A. Approval of Board Meeting Minutes - July 19, 2016

B. Approval of Bills for Payment

General Clearing	\$1,342,956.58
Federal Fund	\$71,421.20
TOTAL:	\$1,414,377.78

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

VI. Old Business

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

Superintendent Craig Dougherty referenced the tour of the newly rennovated locker room facility that took place prior to the Board meeting. He said that the construction is ahead of schedule. Mr. Dougherty thanked Facilities Director Julie Carroll, Sheridan High School Principal Brent Leibach, and Athletic Director Don Julian for their work with the facility.

He also thanked all of the companies and people who donated. He said that this building is something the community donated and worked toward. Trustee Wendtland asked if Sheridan College donated. Mr. Dougherty thanked the college for their donation toward the training facility. He elaborated that they will send students who are studying athletic training up to the high school to receive hands-on experience and training with our athletic trainer Joanne Brewster.

Mr. Dougherty said that the John C. Schaeffer Collaborative School is still on the School Facilities Needs Index. He reported that our district is the only school district that has maintained ten straight years of maintaining and/or growing enrollment numbers. Mr. Dougherty assured the Board of Trustees that the district will be persistent in working on securing funds for the new collaborative school. He said the school will be a collaboration with Sheridan College, Johnson County School District, and all three Sheridan County School Districts. Mr. Dougherty reminded everyone that the Wyoming School Facilities Department is now combined under one department with the state titled Wyoming State Construction Department.

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

Assistant Superintendent Mitch Craft introduced the Compass Center for Families (formerly CASA) Executive Director, Susan Carr, and Parent Liaison Program Manager, Kassahn Mathson, to present a report on the 2015-2016 Parent Liaison Program (PLP) at Sheridan County School District #2. He said that this is the first annual report on the Parent Liaison work. Executive Director Susan Carr thanked the Board for the opportunity to present. She discussed the work of Compass and informed everyone that they operate the PLP. Ms. Carr thanked the Board of Trustees and district administration for their dedication, commitment, and vision of academic success for every child. She said that throughout the 2015-2016 school year the PLP was able to help make a difference in academic achievement by removing barriers that might stand in a student's way. She explained that parent liaisons (PL) greeted all parents of kindergarteners and families new to the district with welcome calls. Ms. Carr reported that 252 families were given ongoing support to ensure that every child was given an opportunity to succeed in school. Ms. Carr introduced the PLP Manager Kassahn Mathson.

Ms. Mathson thanked the Board of Trustees for the opportunity to present. She explained that the PLs worked with principals, teachers, counselors, and the administration about shared concerns that they might have with students. She explained that once these concerns were shared, the PLs were able to contact the family and discuss the issues at hand. Ms. Mathson said this was helpful to discover what activities that occur at home are impacting the child in school, and how much were those activities impacting the child's school work. Ms. Mathson said the PLs provide support both in the school and in the community. She said that each challenge was met with the same dedication and driven purpose. Ms. Mathson shared some plans that the PLP has for the 2016-2017 school year including earlier engagement time, presence at the open houses, and free parenting classes hosted at each

elementary school. Ms. Mathson introduced the district's PLs: Kelly Ricket, located at Highland Park and Meadowlark Elementary Schools, Carol Clark, located at Henry A. Coffeen Elementary School, and Beth Lenz, located at Woodland Park and Sagebrush Elementary Schools.

Mr. Craft concluded the presentation by adding that the PLP has produced wonderful, measureable results. He said that the number of students who had excessive absences was at 10.32% in 2014-2015. He reported that in the 2015-2016 school year, after just one year with the PLP, the excessive absences decreased to 8.25%.

C. Award 2016-2017 Milk Products Bid (*Action*) - Roxie Taft

Business Manager Roxie Taft reported that the district had one compliant milk mid with Meadow Gold Dairy for \$0.32 per carton for white milk and \$0.33 per carton for chocolate milk. She assured the Board that the bid is compliant with the new regulations of the Wyoming Department of Education. Mrs. Taft requested that the Board of Trustees award the milk product bid to Meadow Gold Dairy.

TRUSTEE BRIDGER MADE A MOTION TO APPROVE THE AWARD OF THE MILK PRODUCT BID TO MEADOW GOLD DAIRY, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION.

Trustee Schatz asked if only receiving one bid is alarming. Mrs. Taft replied that the district's bid had a few specific requests and that is likely why other companies did not bid. Mrs. Taft said that she is not concerned that we only had one bid and that if no one had made a bid we would have looked at the possibility of working with the food service co-op.

THE MOTION CARRIED WITH A UNANIMOUS VOTE.

VII. New Business

A. Statewide Assessment Results (*Information*) - Mitch Craft

Assistant Superintendent Mitch Craft displayed the statewide assessment results through a slideshow presentation. He said that this report is of the 2015-2016 PAWS and ACT results. He thanked SIS Coordinator Kim Wells for providing the numbers. Mr. Craft said that the data and results are celebrations of excellence. He added that these results confirm what we are doing as a district is truly working. Mr. Craft also made it clear that all students within the district are our students, and so, we take every student's testing score. Mr. Craft explained that PAWS measures proficiency in reading and math, but he included the science assessments in the presentation. He displayed the results, showing that our district is well ahead of the state average. Mr. Craft also displayed the golf scores, allowing us to view the performance as a whole. He said that according to the golf score we are number one in the state among all 4A districts, but he also discussed where the district would like to improve.

Next Mr. Craft turned to the ACT results. He reported that from all students who took the ACT, from both Sheridan High School and Fort Mazkenzie High School, the average composite score was 22.2. He said that the district has never done that well and that is a wonderful score. Mr. Craft credited the great work of the teachers and administration leadership. Mr. Craft shared the district's mission statement: "Sheridan County School District Number Two faculty, staff, and administration are dedicated to preparing every student with the skills, knowledge, and attitudes needed for success." He said that we like to look at this statement and make sure we are living up to the mission. He expressed his thoughts that by these measures, the ones we are accountable for, we are living up to the mission and goal. Mr. Craft thanked the Board of Trustees and said we are excited for the 2016-2017 school year.

Trustee Wendtland asked if we are able to compare our scores around the region and country, at least with the ACT. Superintendent Dougherty said that we look at Bozeman's and Missoula's scores. He added that demographically it is hard to determine and truly compare. He said that some of those schools are magnet schools versus public schools and therefore produces an unfair comparison. Mr. Dougherty said that we have researched the Bozeman schools thoroughly and that is where we got the Thrive program that brought the Parent Liaison Program to our district. Trustee Wendtland shared more concerns of only being able to compare to other Wyoming districts. He shared his feelings of hoping to be able to compare to other states to get more meaningful comparisons. Trustee Bridger commended the staff and teachers for the excellent job that they do. Trustee Schatz asked about the status of PAWS in the state. Mr. Craft responded that in the spring of 2017 the last PAWS test will be administered. He added that the state legislation is working on selecting a new testing system. A new system should be selected this winter. Mr. Craft said we are hoping for the Smarter Balanced testing system.

B. Approval of Routes and Non-Public Road Travel (*Action*) - Andrew Conrad

Transportation Director Andrew Conrad informed the Board that each year the Wyoming Department of Education requires that all districts across the state work with their Board of Trustees to approve routes and non-public road travel. Mr. Conrad reported that the routes did not change significantly this year, but we did adjust a couple of routes to accommodate the needs of handling more or less students.

TRUSTEE STEEL MADE A MOTION TO APPROVE THE ROUTES AND NON-PUBLIC ROAD TRAVEL, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

C. 2017-2018 Bus Replacement Authorization (*Action*) - Andrew Conrad

Transportation Director Andrew Conrad reported that the following buses have been identified for replacement for the 2017-2018 school year:

<u>Identification of Bus to Replace</u>				<i>Total miles</i>
<i><u>Bus</u></i>	<i><u>Year Model</u></i>	<i><u>Manufacturer</u></i>	<i><u>Vehicle VIN</u></i>	<i><u>(as of August 2016)</u></i>
6	2005	International	4DRBUAAN85B978802	111,668
10	2005	International	4DRBUAANX5B978803	123,797
14	2005	International	4DRBUAAN35B978805	166,909
26	2005	International	4DRBUAAN15B978804	135,447

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE 2017-2018 BUS REPLACEMENT AUTHORIZATION, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

D. Professional Development Calendar (*Information*) - Mitch Craft

Assistant Superintendent Mitch Craft said that the professional development calendar has been posted on the staff intranet. He reported that in early June, both the elementary and secondary teachers were completing curriculum work. Mr. Craft said that the new teacher orientation starts on Friday, August 19, and all teachers come back on Tuesday, August 23. He invited the Board of Trustees to the annual back-to-school picnic on Tuesday, August 23, at 5:00 pm. Mr. Craft listed a few of the highlights of training that will be happening during teacher in-service days: Balanced Literacy training, Tableau training, Crisis Prevention Intervention, Boys Town classroom management training, technology options, and Eureka Math and Everyday Math 4 pilot trainings.

E. Summer School Update (*Information*) - Scott Stults

Assistant Superintendent Scott Stults said that each of the elementary schools personalized their own summer school programs. He said that each school was able to use their site and their own techers to work with specific students. The summer school dates for the elementary schools were July 25 through August 12. Mr. Stults said that the focus of summer school continued to be remediation in small groups for students in K-5. He said that over three hundred students attended summer school.

Mr. Stults said that the Running Start program at Sheridan Junior High School has been serving seventy students. The program started on Monday, August 1, and concludes on Friday, August 19. Mr. Stults reported that the students receive 75 contact hours that is spread across single core subjects and interdisciplinary learning. He said that the goal of the program is to enhance the foundational skills to help the students be more successful in the upcoming school year.

Mr. Stults said that Sheridan High School created a new summer school session designed

for the students to recover credit for the course that they did not reach proficiency in during the regular school year. He said that Assistant Principal Cindy Dahl presented information on this at last month's meeting. Mr. Stults reported that based on the data received from this first year, the program has been successful in getting students back on track. He said that this new format helps provide hope for the student that they will be able to graduate on time.

Trustee Bridger thanked Mr. Stults for the information and thanked the administration for making these positive and meaningful changes to summer school.

F. 2015-2016 Wellness Report (*Information*) - Cody Sinclair

Human Resources Coordinator Cody Sinclair thanked the Board of Trustees for nine great years. He said he will miss everyone and has appreciated the opportunities at Sheridan County School District #2. Mr. Sinclair presented on the Wellness Report for the 2015-2016 school year. He reported that the number of participants stayed stable, the percentage of overall health increased from 30% to 43.2%, and more people achieved excellence or better in all areas of the wellness test. Mr. Sinclair said that a lot of people have been working on the wellness tasks to improve their own overall health. He noted that we had hoped for an improvement in the stress levels, and that was accomplished this year with a small improvement. Mr. Sinclair reported that this program continues to be well received by staff and he hopes it can continue.

G. Sick Leave Bank Committee Nominations (*Action*) - Cody Sinclair

Human Resources Coordinator Cody Sinclair reported that the Sick Leave Bank Committee lost two of its members from retirement: Terry Burgess and Linda Trimmer. He recommended Assistant Superintendent Scott Stults and Sheridan High School Principal's Secretary Jennifer Rizer to be appointed to the committee. He said that while not all schools/locations can be included on the committee, we try to get a majority of the locations represented.

TRUSTEE SCHATZ MADE A MOTION TO APPROVE THE NOMINATIONS OF SCOTT STULTS AND JENNIFER RIZER TO THE SICK LEAVE BANK COMMITTEE. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VIII. Reports and Communications

A. Board of Trustees

1. Board Reports

There were no board reports.

2. Committee Reports

There were no other committee reports.

3. Other

There were no other board reports.

B. PTO/Parents/Students/Organizations

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

C. Site/Administration/Staff

There were no Site/Administration/Staff reports.

IX. District Administration Reports

A. Superintendent

Superintendent Dougherty discussed the statewide assessment results that Mr. Craft had presented. He posed the questions: How can we get to the next level? How do we continue to improve? Mr. Dougherty said that the new teachers start on Friday, August 19. He said that through continued collaboration and being apart of a team with a mission we can focus on, we will continue to provide the best education possible for our students. Mr. Dougherty said that the principals have been asked to review their school's mission, vision, values, and goals. He reported that the principals will be studying these items and will provide a detailed analysis and plan for improvement. Mr. Dougherty said that the most recent results are a celebration of our staff, teachers, administration, Trustees, and students. He assured that we will continue to work hard and provide the best possible results.

TRUSTEE WENDTLAND MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:15 P.M. TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii) AND TO CONSIDER OR RECEIVE ANY INFORMATION CLASSIFIED AS CONFIDENTIAL BY LAW, PURSUANT TO W.S. 16-4-405(a)(ix). TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 7:15 p.m. to address personnel and legal matters.

TRUSTEE WENDTLAND MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:07 P.M. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 8:07 p.m.

TRUSTEE BRIDGER MADE A MOTION TO APPROVE THE SETTLEMENT AND RELEASE AGREEMENT, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

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

TRUSTEE WENDTLAND MADE A MOTION TO APPROVE THE REVISED STAFF DUTIES AND RESPONSIBILITIES, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

XI. Adjournment:

TRUSTEE STEEL MADE A MOTION TO ADJOURN THE MEETING AT 8:08 P.M. TRUSTEE WENDTLAND SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 8:08 p.m.

Chairman

Clerk

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
DRAFT PERSONNEL ACTION REPORT
August 15, 2016

PROFESSIONAL STAFF

Changes/Transfers:

John Camino	Assistant Business Manager to Assistant Business	Effective
Administration Building	Manager/Human Resources Coordinator	8/22/16
	1.0 FTE (261 days)	

Resignations:

Cody Sinclair	Human Resources Coordinator	Effective
Administration Building	1.0 FTE (261 days)	8/19/16

CERTIFIED STAFF

Approvals:

Robyn Murray	Teacher-Art	Effective
Story School	0.08 FTE (187 days)	8/19/16

Resignations:

Kristina Nicholls	School Counselor	Effective
Sagebrush School	1.0 FTE (185 days)	9/2/16

CLASSIFIED STAFF

Approvals:

Andee Anderson	Paraprofessional-Special Education	Effective
Sheridan High School	7.0 hours/day (176 days)	08/23/16
Diane Bailey	Paraprofessional-General/Office (5.0 hours/day)	Effective
Henry A. Coffeen School	176 days and After School Program Site	8/30/16
	Coordinator (3.0 hours/day) 143 days	

Angela Covolo Woodland Park School	Paraprofessional-ESL 6.0 hours/day (176 days)	Effective 08/23/16
Caitlin Daugaard Sheridan High School	Paraprofessional-In School Suspension/ACE 7.0 hours/day (176 days)	Effective 08/23/16
Jose Escoto Hernandez Highland Park School	Paraprofessional-ESL 6.5 hours/day (176 days)	Effective 08/23/16
Jamie Lynn Highland Park School	Paraprofessional-Special Education 7 hours/day (176 days)	Effective 08/23/16
Jane Magelky Sheridan High School	Paraprofessional-Receptionist 8.0 hours/day (177 days)	Effective 08/23/16
Sarah Menth Sheridan Junior High School	Paraprofessional-Special Education 7.0 hours/day (176 days)	Effective 08/23/16
Kelly Merrill Henry A. Coffeen School	Paraprofessional-Title I 7.0 hours/day (176 days)	Effective 8/30/16
Susan Peck Sheridan High School	Paraprofessional-Special Education 7.0 hours/day (176 days)	Effective 08/23/16
Angela Reckard Sagebrush School	Paraprofessional-General 6.5 hours/day (176 days)	Effective 08/23/16
Lindsey Williamson Henry A. Coffeen and Sagebrush Schools	Paraprofessional-Special Education Behavior 7.0 hours/day (176 days) 3.5 hours/day Henry A. Coffeen	Effective 08/23/16
Suzanne Wilson Sheridan Junior High School	Paraprofessional-Special Education 7.0 hours/day (176 Days)	Effective 08/23/16

Changes/Transfers:

Angela Hillier Henry A. Coffeen School to Administrative Building	Secretary to Payroll/Accounting Technician 8.0 hours/day (195 days to 261 days)	Effective 9/12/16
Samantha Knesebeck	Paraprofessional-ESL	Effective

Highland Park School to Highland Park and Meadowlark Schools	6.0 hours/day to 7.0 hours/day (176 days)	8/30/16
Joanne Luhman	Paraprofessional-Special Education (7.0 hours/day)	Effective
Highland Park School to Fort Mackenzie and the Wright Place School	to Paraprofessional-Library (8.0 hours/day) 176 days	8/30/16
John Martinez	Paraprofessional-ESL to Paraprofessional-Library	Effective
Sheridan High School	6.0 hours/day to 8.0 hours/day (176 days)	08/23/16
Susan McGuire	Paraprofessional-Title I (5.0 hours/day) 175 days/	Effective
Sagebrush School	Paraprofessional-After School Site Coordinator (3.0 hours/day) 143 days to Paraprofessional-Title I (6.5 hours/day) 176 days	8/30/16

Deceased/Termination:

Maxine Fudge	Paraprofessional-Library	Effective
Sheridan High School	8.0 hours/day (175 days)	7/24/16

Resignations:

Ashley King	Paraprofessional-Special Education	Effective
Sheridan Junior High School	7.5 hours/day (175 days)	6/3/16
Gwen Roberts	Paraprofessional-General (4.5 hours/day)/Title I	Effective
Sagebrush School	(1.5 hours/day) 175 days	6/3/16
Carissa Watson	School Nurse (6.5 hours/day)	Effective
Woodland Park School	180 days	8/10/16

MEADOWLARK SUMMER SCHOOL STAFFING -2016**Approvals:**

<u>Name</u>	<u>Position</u>
Molly Mason	Teacher (Substitute)

SAGEBRUSH SUMMER SCHOOL STAFFING -2016

Approvals:

<u>Name</u>	<u>Position</u>
Valerie Grammens	Teacher (Substitute)

SHERIDAN JUNIOR HIGH RUNNING START SUMMER SCHOOL STAFFING -2016

Approvals:

<u>Name</u>	<u>Position</u>
Erin Osborne	Teacher (Substitute)
Jade Thoemke	Teacher (Substitute)

EXTRA DUTY 2016-2017

Approvals:

<u>Name</u>	<u>Position</u>
LaDonna Leibrich	Class Sponsor-Sophomore-SHS
Heidi Richins	Class Sponsor-Sophomore-SHS

Resignations:

<u>Name</u>	<u>Position</u>
Cody Sinclair	Basketball-Girls Assistant Coach-SHS

SPECIAL PROGRAMS EXTRA DUTY 2016-2017

Approvals:

<u>Name</u>	<u>Position</u>
Kellie Boedecker	Mentor Teacher
Megan Edmunds	Mentor Teacher
Nicholas Flores	Mentor Teacher
Kristie Garriffa	Mentor Teacher
Darin Gilbertson	Mentor Teacher
Bailey Gregorich	Mentor Teacher
Kimberly Laird	Mentor Teacher
Shebree Moore	Mentor Teacher
Craig Needles	Mentor Teacher
Pamela O'Connell	Sheridan Junior High School Literacy Professional Development
Pamela O'Connell	Elementary Special Education LLI Professional Development
Paul Phillips	Mentor Teacher
Courtney Pushcar	Mentor Teacher
Addrienne Sims	Mentor Teacher
Molly Swan	Mentor Teacher
Ellen Treide	Mentor Teacher
Martha Williams	Mentor Teacher

SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) STAFFING -2016

Approvals:

<u>Name</u>	<u>Position</u>
Zachary Schaefer	Teacher



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: September 6, 2016

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

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

Sheridan High School Projects and Future Planning

Locker rooms and training areas are being utilized by students, athletes, and school staff. Equipment installation and finishing touches will be occurring for another month. A public open house will be scheduled for a future date.

Collaborative School

As it stands now, the construction of the John C. Schiffer Collaborative School remains unfunded. We will be working with the legislative Joint Appropriations Committee (JAC) and Select Committee on School Facilities (SCSF) to include collaborative school funding in the 2017 supplemental budget request. The JAC meeting is October 24th and the SCSF will meet October 25th.

The Wyoming School Facilities Commission along with the Wyoming School Facilities Division met on August 17th and established an initial budget of prioritized projects that totaled \$311 million, in which the John C. Schiffer Collaborative School was included. At the request of the Governor, they were directed to come back and establish a budget that only represented the \$80 million budget as set forth in the last legislative session. The Commission held a special phone meeting on August 29th and then established an \$80 million dollar budget, which did not include the John C. Schiffer Collaborative School. The SCSF then met on August 31st and approved the Commission's \$80 million budget with some minor adjustments. The SCSF is prioritizing capacity issues over projects on the Needs Index.

Head Start Lease Agreement

Absaroka Head Start, Inc. approached us last spring regarding the potential of leasing space in a district building. We have since identified space on our alternative school campus in the wing formerly occupied by the ACE Program. The district has worked with legal counsel to establish a lease agreement with Head Start. They took occupancy in August.



DATE: September 6, 2016

TO: Board of Trustees

FROM: Mitch Craft, Assistant Superintendent

SUBJ: **Next Level Update** *(Information)*

I have several quick updates regarding Next Level work as we kick off the 2016-17 school year:

Parent Liaison Program

- Our Parent Liaisons are off to a great start in the elementary buildings. They will be attending three days of intensive training alongside the Thrive Parent Liaisons in Bozeman on October 5, 6, and 7.

Graduation Coach

- Curt Mayer, our SHS Graduation Coach, worked through the summer with an individual student who was able to complete his final credit on August 26 to earn his diploma and graduate prior to the September 1 deadline. Along with SHS administration, Mr. Mayer has established his student caseload for this school year and is already mentoring students tracking data for each individual, including grades, attendance, and behavior.

Big Brothers Big Sisters

- The district has established a Memorandum of Understanding with Big Brothers Big Sisters (BBBS). The agreement allows BBBS to use an office at Sheridan High School. Because BBBS provides site-based mentoring to our elementary students and utilizes many Sheridan High School students as mentors, this partnership is a win-win for our two organizations and our elementary students who benefit from mentoring.

Early Childhood

- The Scott Foundation and Center for a Vital Community are sponsoring the third Early Childhood Fall Symposium on September 29-30 at Sheridan College. Nationally known experts in early childhood will be on hand to present. Our Parent Liaisons as well as district representatives plan to attend.

Outreach

- Over the summer, I presented Next Level information to Wyoming educators at the WAVE Conference in Cheyenne, as well as to local business people at a Chamber of Commerce luncheon. The next phase of our marketing plan is to begin adding corporate sponsors this fall.



Excellence and Accountability

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DATE: September 6, 2016

TO: Board of Trustees

FROM: Traci Turk, Special Services Director

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

The following policies are being recommended for first reading:

<u>GBF</u>	<u>Criminal Background Check and Fingerprinting</u>
<u>GBF-P</u>	<u>Criminal Background Check and Fingerprinting Guidelines</u>
<u>GCBF</u>	<u>Certified Sick Leave Bank</u>
<u>GCBF-P</u>	<u>Certified Sick Leave Bank Committee Guidelines</u>
<u>GCC/GDC</u>	<u>Staff Leave and Absences</u>
<u>GDBF</u>	<u>Classified Sick Leave Bank</u>
<u>GDBF-P</u>	<u>Classified Sick Leave Bank Committee Guidelines</u>

*Policies -
First Reading*

CRIMINAL BACKGROUND CHECK AND FINGERPRINTING

As a condition of employment, any employee initially hired after July 1, 1996, who may have access to minors shall be required to submit to fingerprinting for the purpose of the School District obtaining Criminal History Record Information (CHRI) regarding the prospective employee. In addition, such employees shall provide such other information regarding criminal history as requested by the School District in such form as may be required by state law. CHRI inquiries shall be conducted according to procedures established by the Superintendent of the School District, or his/her designee, and in compliance with applicable state and federal law. Any fees associated with the request for criminal background information shall be paid by the School District.

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The provisions of this policy shall not apply to persons certificated under W.W. 21-2-802 who have met the requirements of this law pursuant to the certification process.

STORAGE OF CHRI

All CHRI will be stored in a secure environment with limited access only to a responsible party who shall be an employee of the school district. The responsible party may share CHRI with other employees of the school district as may be necessary. A copy of the results may be given to the employee under the provisions of P.L. 92-544. The employee is required to acknowledge receipt of the information through a signed receipt. Misuse of CHRI may result in disciplinary action up to and including termination.

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Deleted: Access to any and all information disclosed by any criminal background check shall be limited to the responsible party, who shall be an employee of the School District designated by the superintendent.

DESTRUCTION OF CHRI

All CHRI will be destroyed by shredding when no longer needed for applicant suitability as determined by the responsible party.

Legal reference: W.S. 21-7-401
 W.S. 7-19-201
 W.S. 21-2-802

First Reading: will be reviewed 9/12/16
 Second Reading: will be reviewed/approved 10/3/16

Deleted: 11/4/13

Deleted: 12/2/13

CRIMINAL BACKGROUND CHECK AND FINGERPRINTING GUIDELINES

1. If the original Wyoming Department of Education teaching certificate states the employee has been fingerprinted, the employee is not asked to be fingerprinted.
2. A notarized "Oath and Consent" form must be completed by all new hires.
3. If a classified employee is rehired after being gone from Sheridan County School District No. 2 two years, the individual will be asked to fingerprint again unless the employee holds a teaching or coaching permit that states he/she has been fingerprinted.

Comment [1]: ??

Comment [2]: Recommend Delete GBF-P after looking into #2

First Reading: 9-12-16 Second Reading:

Deleted: 6/21/10

Deleted: 7/21/10

CERTIFIED SICK LEAVE BANK

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

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

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

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

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

First Reading: 9-12-16

Second Reading: 5

Deleted: Sick Leave Bank members who meet the elimination period (90 days) for the district's long term disability program should apply to the district's long term disability program in lieu of applying for Sick Leave Bank days.

Comment [1]: 1st Reading

Deleted: 9/14/15

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CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES

1. All Sick Leave Bank requests for days will be processed through the Sick Leave Bank Committee. All information submitted to the Sick Leave Bank Committee will be provided in an anonymous format so that no individual applicant can be personally identified by a member of the committee. The applicant will submit all requested information to the superintendent or the superintendent's designee who will prepare all materials necessary for the Sick Leave Bank Committee's consideration such that no personally identifiable information is shared.
2. Certified teachers of Sheridan County School District #2 are eligible to join the Sick Leave Bank. Those who wish to join the Sick Leave Bank must do so within one month after the beginning of the current school year or within ten (10) days of employment. Those who wish to join need apply only once.
3. Staff are only eligible to use Sick Leave Bank Days after all other leave (sick leave, personal leave, vacation leave, wellness leave, etc.) has been used.
4. A diagnosis and prognosis are needed from the teacher's licensed medical provider along with a time-line.
5. The Sick Leave Bank is intended to benefit a teacher who is unable to perform at least one of the essential functions of his or her position because of the teacher's own serious health condition or as otherwise set forth herein. The serious health condition is only that which has occurred to the teacher and not one which has the potential of occurring.
6. Past attendance and use of sick leave days on previous occasions will be considered when the requesting teacher applies for days from the Sick Leave Bank. Past use of sick leave will be verified from the requesting teacher's sick leave and attendance records in the Payroll Office.
7. Staff may request use of sick leave days from the Sick Leave Bank for a normal pregnancy and normal delivery only to cover days within 14 calendar days after the birth or adoption of their child.

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

8. Staff may request use of sick leave days in the event of maternity complications that are verified by the employee's licensed medical provider.
9. Members are only eligible to apply for Sick Leave Bank days equal to the number of days she/he had available to her/him when the serious health condition occurred; i.e., Jane Doe had thirty (30) days sick leave when injured in an accident. After missing thirty (30) days of work, she was then eligible to receive up to an additional thirty (30) days of sick leave through the Sick Leave Bank, which must be related to the serious health condition. If, at this time, these thirty days were used, she could apply to the Board of Trustees through the Sick Leave Bank Committee for additional days. The days, if approved at this level, would have to be repaid at the rate of four (4) days per year. Therefore, she would begin receiving six (6) days of sick leave each contract year instead of ten (10) until the additional days are repaid. Days granted by the Sick Leave Bank Committee will be through the conclusion of the school year or the teacher's current contract period. If the teacher resigns or retires and days are still owed, the teacher must repay the days at substitute rate of pay per day. Once the days are repaid, these days will be added back to the Sick Leave Bank.
10. Following the vote of the Sick Leave Bank Committee, the chairperson will inform the Human Resource Office and the requesting teacher of the committee's decision. The final committee decision will be submitted to the requesting applicant by the assistant superintendent of human resources. The decision of the committee regarding that decision is final and is not subject to further review by school district administration.
11. If an applicant has been denied days by the Sick Leave Bank Committee, he/she will be referred to the Human Resource Office for further assistance.
12. Any member of the Sick Leave Bank need not necessarily

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

contribute one day each year. After the initial one day contribution, additional days will be withdrawn from members' accumulated sick days when the total number of days in the Sick Leave Bank falls below 100.

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

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

First Reading: 9-12-16

Second Reading:

Deleted: 9/14/15 .

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STAFF LEAVES AND ABSENCES

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

will also be pro-rated by school quarter if the date of employment falls on or after the start of a school quarter (three-quarters if after the end of the first quarter, one-half if after the end of the second quarter, and one-fourth if after the end of the third quarter).

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

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

1. Certification provided under this section shall be sufficient if it states:
 - a. The date on which the serious health condition commenced;
 - b. The probable duration of the condition;
 - c. The appropriate medical facts within the knowledge of the health care provider regarding the condition;
 - d. If applicable, a statement that the eligible employee is needed to care for the immediate family member(s) and an estimate of the amount of time that such employee is needed to care for the immediate

STAFF LEAVES AND ABSENCES (contd.)

family member(s); and

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

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

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

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

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

Penalty For Failure To Return - The district may recover the premium that the district paid for maintaining coverage for the employee under the district's group health insurance plan during any period of leave under this policy if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired; and

STAFF LEAVES AND ABSENCES (contd.)

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

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

EXTENDED SICK LEAVE - Extended sick leave is only available when an employee has used all accrued leave. Extended sick leave is to be used for the illness of a staff member or member of his or her immediate family. For the purposes of this policy eligible employees include certified/professional staff on a 185-190 day contract; secretaries, technicians, nurses, head cooks, and second cooks on a nine/ten-month work agreement; and staff members on 191-240 day- and 241-262 day (twelve-month) contracts and work agreements. Employees that have access to the Certified or Classified Sick Leave Banks may apply for extended sick leave only for an immediate family member, as they have access to a sick leave bank for their own illness.

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

1. Extended sick leave is intended for people with an illness that

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

... [1]

STAFF LEAVES AND ABSENCES (contd.)

can be treated and will allow a person to return to work after a reasonable period of recuperation.

2. A staff member must submit a letter requesting extended sick leave to the Board along with a supporting letter from a licensed physician who examined the employee or their immediate family member. The physician's letter must explain why leave is medically necessary and the expected amount of time that will be required for recovery before the employee can return to work.
3. If the extended sick leave request is for more than twenty working days, regular status reports will be required from the physician explaining the progress being made toward returning to work.
4. Employees granted extended sick leave will receive their regular salary less the cost of the person's substitute for the period of time extended leave is granted.
5. An employee must have been employed continuously for six (6) months to become eligible for extended sick leave.
6. Terminal illness of either the employee or an immediate family member is a condition under which extended sick leave may be granted.

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

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

PERSONAL LEAVE - Four days of non-accrued personal leave are granted to certified/professional staff on a 185-190 day contract; secretaries, technicians, nurses, head cooks, and

STAFF LEAVES AND ABSENCES (contd.)

second cooks on a nine/ten-month work agreement; and staff on 191-240 day and 241-262 day (twelve-month) contracts and work agreements. Personal leave will be pro-rated for staff members by school quarter if the date of employment falls on or after the start of a school quarter (three days if after the end of the first quarter, two days if after the end of the second quarter, and one day if after the end of the third quarter). Certified staff may not take personal leave days immediately before or after any school holiday, during the first two weeks (first ten school days) of the school year, or during the last two weeks (last ten school days) of the school year. Exceptions may be granted by the superintendent. For certified, administrative, and exempt staff the substitute teacher rate of pay will be deducted from the employee's salary for three of these days. For those classified staff listed above, one-half of step 1 of the hourly rate of pay on the appropriate salary schedule will be deducted for three of these days. One day will be provided at no loss in salary to the employee. If the paid personal leave day is not taken, it will be paid to the eligible employee at the end of the fiscal year. The rate of pay for this day will be at the above dock rate. An employee must work at least two semesters (for nine-ten month staff) or six months (for twelve month staff in order to be eligible for payback of personal leave. Except where otherwise provided herein, personal leave days will not be carried over to the next year.

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

Professional staff may apply for professional leave to complete an internship within the district. Internship programs are approved on a case by case basis. A substitute's pay will be deducted for days that the staff member is participating in the approved internship. Completion of an internship within the school district does not guarantee future employment in the area of the internship.

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

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

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

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

BEREAVEMENT LEAVE - Up to 5 days per bereavement will be granted

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

The certified staff member on leave is assured a position in the system, but not necessarily the same position he or she vacated. So that District planning may be accomplished in a reasonable

STAFF LEAVES AND ABSENCES (contd.)

manner, a certified staff member on leave must give notice on or before March 1st of his or her desire to return; otherwise a position will not be held for him or her. Pursuant to W.S. 21-7-103, leaves of absence approved by the Board shall not be considered as interruptions in service for purposes of determining continuing contract status.

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

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

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

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

REQUEST FOR LEAVE NEAR THE CONCLUSION OF THE SEMESTER:

1. In the case of employees principally employed in an

STAFF LEAVES AND ABSENCES (contd.)

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

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

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

STAFF LEAVES AND ABSENCES (contd.)

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

SABBATICAL LEAVE - Certified staff may apply for sabbatical leaves from the district. Applications must be made by November 1 for the following academic year. To qualify, a staff member must have taught in the district for seven years, must attend an accredited graduate school during the sabbatical leave, and successfully complete a full load of graduate course work that will directly benefit the district in his/her position, and must return to his/her same or an equivalent position for two years. The district will allow no more than three sabbatical leaves per year and will pay one-half of the current base salary to each of the recipients. Leaves will be granted on the recommendation of the superintendent with the approval of the board. Recipients will earn a year's credit on the salary schedule while on leave.

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

VACATION LEAVE - Classified 241-262 day (Twelve-Month) Employees

Employees with less than five years of experience on a 241-262 day (twelve-month) basis will be granted 12 days (accrued at the rate of 1 day/month) of vacation annually with full pay. Employees with more than five years of experience, but less than ten years of experience on a 241-262 day (twelve-month) basis will be granted 15 days (accrued at the rate of $1\frac{1}{4}$ days/month) of vacation annually with full pay. Employees with more than ten years of experience on a 241-262 day (twelve-month) basis will be granted 18 days (accrued at the rate of $1\frac{1}{2}$ days/month) of vacation annually with full pay. Classified 241-262 day (twelve-month) employees may accumulate up to 42 days of vacation. Any days beyond the maximum allowed to be carried over at the end of the fiscal year (June 30th) will be paid out in December of the following fiscal year. Those staff with more than 42 accumulative days at the end of fiscal year 2010 will be grandfathered and will be allowed to carryover no more than the total number of days they have accrued as of June 30, 2010. Vacation days will be paid out at the previous fiscal year's

STAFF LEAVES AND ABSENCES (contd.)

rate of pay.

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

VACATION LEAVE - Professional 241-262 day (Twelve-Month) Employees

Professional 241-262 day (twelve-month) staff will be granted 21 days (accrued at the rate of 1 $\frac{3}{4}$ days/month) of vacation annually with full pay accumulative up to 42 days. Any days beyond the maximum allowed to be carried over at the end of the fiscal year (June 30th) will be paid out in December of the following fiscal year. Those staff with more than 42 accumulative days at the end of fiscal year 2010 will be grandfathered and will be allowed to carryover no more than the total number of days they have accrued as of June 30, 2010. Vacation days will be paid out at the previous fiscal year's rate of pay.

Vacations are to be arranged through the superintendent. Applications by 241-262 day (twelve-month) professionals for vacation leave shall be made at least ten working days before the time leave is requested (except in the case of emergencies).

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

STAFF LEAVES AND ABSENCES (contd.)

	First Reading:	<u>9-12-16</u>	▼	Deleted: 3/7/16
	Second Reading:	▼		Deleted: 4/5/16

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

CLASSIFIED SICK LEAVE BANK

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

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

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

Additional use of Classified Sick Leave Bank days beyond those equal to their accrued sick leave days when the serious health condition occurred must have approval of the Board appointed Sick Leave Bank Committee. These days shall be repaid at the rate of one (1) day per year for staff that accrue less than ten (10) sick leave days each year and four (4) days, per year for staff that accrue ten (10) or more sick leave days each year. The maximum number of hours in a given fiscal year utilized from the Classified Sick Leave Bank shall be 1000 hours.

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

Deleted: two (2) days

Deleted: Eligible Classified Sick Leave Bank members who meet the elimination period (90 days) for the district's long term disability program should apply to the district's long term disability program in lieu of applying for Classified Sick Leave Bank days. .

GDBF

CLASSIFIED SICK LEAVE BANK

First Reading: 9-12-16

Second Reading:

Deleted: 9/14/15 -

Deleted: 10/5/15 -

Eligible Classified Sick Leave Bank members who meet the elimination period (90 days) for the district's long term disability program should apply to the district's long term disability program in lieu of applying for Classified Sick Leave Bank days.

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES

1. All Classified Sick Leave Bank requests for days will be processed through the Sick Leave Bank Committee. All information submitted to the Sick Leave Bank Committee will be provided in an anonymous format so that no individual applicant can be personally identified by a member of the committee. The applicant will submit all requested information to the superintendent or the superintendent's designee who will prepare all materials necessary for the Sick Leave Bank Committee's consideration such that no personally identifiable information is shared.
2. Classified staff of Sheridan County School District #2 are eligible to join the Classified Sick Leave Bank in the first month of the school year or within 10 days of employment in the case of a mid-year hire. Those who wish to join need apply only once.
3. Staff are only eligible to use Sick Leave Bank Days after all other leave (sick leave, personal leave, vacation leave, wellness leave, etc.) has been used.
4. A diagnosis and prognosis are needed from the classified staff's licensed medical provider along with a time-line.
5. The Sick Leave Bank is intended to benefit a classified staff member who is unable to perform at least one of the essential functions of his or her position because of the classified staff's own serious health condition. The serious health condition is only that which has occurred to the classified staff and not one which has the potential of occurring.
6. Past attendance and use of sick leave days on previous occasions will be considered when the requesting classified staff applies for days from the Classified Sick Leave Bank. Past use of sick leave will be verified from the requesting classified staff's sick leave and attendance records in the Payroll Office.
7. Staff may request use of sick leave days from the Sick Leave Bank for a normal pregnancy and normal delivery only to cover days within 14 calendar days after the birth or adoption of their child.

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

8. Staff may request use of sick leave days for maternity complications that are verified by the employee's licensed medical provider.
9. Members are only eligible to apply for Classified Sick Leave Bank days equal to the number of sick leave days she/he had available to her/him when the serious health condition occurred; i.e., Jane Doe had three (3) days sick leave when injured in an accident. After missing three (3) days of work, she was then eligible to receive up to an additional three (3) days of sick leave through the Classified Sick Leave Bank, which must be related to the serious health condition. If, at this time, these three (3) days were used, she could apply to the Board of Trustees through the Classified Sick Leave Bank Committee for additional days. The days, if approved at this level, would have to be repaid at the rate of one (1) day per year for staff that accrue less than ten (10) sick leave days each year and four (4) days per year for staff that accrue ten (10) or more sick leave days each year. Therefore, she would begin receiving her normal days of sick leave each year minus the days being repaid until all the additional days are repaid. Days granted by the Sick Leave Bank Committee will be through the conclusion of the fiscal year. If the classified staff resigns or retires and days are still owed, the classified staff must repay the days at substitute rate of pay per day. Once the days are repaid, these days will be added back to the Classified Sick Leave Bank.
10. Following the vote of the Sick Leave Bank Committee, the chairperson will inform the Human Resource Office and the requesting classified staff of the committee's decision. The final committee decision will be submitted to the requesting applicant by the assistant superintendent of human resources. The decision of the committee regarding

Deleted: two (2) days per year

Deleted: two (2)

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

that decision is final and is not subject to further review by school district administration.

11. If an applicant has been denied days by the Sick Leave Bank Committee, he/she will be referred to the Human Resource Office for further assistance.
12. Any member of the Sick Leave Bank need not necessarily contribute one day each year. After the initial one day contribution, additional days will be withdrawn from members' accumulated sick days when the total number of days in the Sick Leave Bank falls below 600 hours.
13. Classified Sick Leave Bank benefits are applicable for the duration of the classified staff's employment.
14. All records for the Sick Leave Bank will be kept in the superintendent's, or his/her designee's, office. Applications to use days from the Sick Leave Bank should be made to the Human Resources Office.
15. The Committee will meet within five (5) working days after receiving a request to use Classified Sick Leave Bank days.
16. All requests must be submitted in written form at the earliest possible time. In an emergency, requests may be made verbally, but must be followed by a written request at the earliest possible time.
17. Any questions concerning the Classified Sick Leave Bank should be referred to the Human Resources Office or a member of the Sick Leave Bank Committee.
18. A retiring classified staff may donate extra accumulated sick days for use by the Classified and/or Certified Sick Leave Bank.

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

19. Resignation from the Sick Leave Bank must be made in writing to the Sick Leave Bank. The committee will confirm the receipt in writing and will inform the Board of Trustees of such action. Members can resign from the Sick Leave Bank at any time; however, if they choose to reenter their membership they will be treated as a new member and will be requested to give one day from their sick leave for the Classified Sick Leave Bank.
20. The Human Resources Office will report the status of the Classified Sick Leave Bank to the Board of Trustees annually at the June meeting.

First Reading: 9-12-16

Second Reading:

Deleted: 9/14/15 .

Deleted: 10/5/15



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: September 6, 2016
TO: Board of Trustees
FROM: Roxie Taft, Business Manager
SUBJ: **FY 2015-2016 Budget Transfer** (*Action*)

To close the FY15-16 budget, the following amendment is needed.

Approved 2015-16 Budget:		Amendment needed:
GENERAL FUND	\$49,968,237	
SPECIAL REVENUE FUND	\$6,000,000	
EARLY RETIREMENT FUND	\$305,000	
MAJOR MAINTENANCE FUND	\$2,096,786	
CAPITAL FUND	\$10,250,000	
FOOD SERVICE FUND	\$1,650,000	
MEMORIAL FUND	\$140,000	
PUPIL ACTIVITY FUND	\$830,000	\$870,000
TOTAL	\$71,240,023	\$71,280,023

The district utilizes the Pupil Activity fund to account for all deposits and expenses for monies raised by student groups, plus accounting for all deposits and expenses associated with the annual Reading Recovery Conference and the PLC Institute.

Revenue budget:

Local Receipts	\$740,000	Increase by \$40,000
<u>Interest</u>	<u>\$750</u>	
Total Receipts	\$740,750	Increase by \$40,000

Expenditure budget:

1000 Student Groups	\$700,000	
<u>2000 Instructional Support & Training</u>	<u>\$130,000</u>	Increase by \$40,000
Total Disbursements	\$830,000	Increase by \$40,000

Rationale: I underestimated the up-front expenses for professional development revenues and expenditures tied to the PLC Summer Institute. The 15-16 budget includes costs/revenues associated with the July 2015 summer institute and the planning costs and revenues associated with the July 2016 Institute.



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DATE: September 6, 2016

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

SUBJ: **Board Meeting Schedule Revised** (*Action*)

[Attached is the Board Meeting Schedule for the 2016-2017 year.](#) It has been revised to accommodate the election year. I suggest we take action to approve the revised 2016-2017 Board Meeting Schedule.



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Board Meeting Schedule 2016-2017

Meeting Date	Type of Meeting	Location	Time
August 15	Regular	Central Office	6:00 p.m.
September 12	Regular	Central Office	6:00 p.m.
October 3	Regular	Central Office	6:00 p.m.
November 7	Regular	Central Office	6:00 p.m.
November 10	Legislative Roundtable	Central Office	6:00 p.m.
December 5	Regular	Central Office	6:00 p.m.
January 9	Regular	Central Office	6:00 p.m.
January 23	Sheridan College Board	Central Office	6:00 p.m.
February 6	Regular	Central Office	6:00 p.m.
February 20	Teachers' Roundtable	Central Office	6:00 p.m.
March 6	Regular	Central Office	6:00 p.m.
March 18	Board Retreat	Ucross Ranch	All Day
April 10	Regular	Central Office	6:00 p.m.
May 8	Regular	Central Office	6:00 p.m.
June 19	Regular	Central Office	6:00 p.m.
July 18	Regular/Budget Hearing Adoption	Central Office	6:00 p.m.

Central Office is located at 201 North Connor Street, Suite 100



DATE: September 6, 2016

TO: Board of Trustees

FROM: Mitch Craft, Assistant Superintendent

SUBJ: **Sheridan High School Handbook Revisions** (*Action*)

I request that you take action on the following revisions to the Sheridan High School Handbook:

The first revision is to page 4, specifically the Honor Roll/GPA/Class Rank section. The purpose is to clarify our practices for calculating class rank. Below, I have included the current language as well as the proposed revision.

Current:

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

The percentage equivalent for grading purposes is as follows:

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

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

Proposed:

Grade Point Average (GPA) is calculated on a straight A=4, B=3, C=2, D=1 basis. While plus and minus grades show on student transcripts, they are converted to grades of A, B, C, or D for the purpose of GPA calculation. The SHS grading scale 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 ranks are computed for the first time after the first semester of the junior year based on GPA. Final class rank calculations for the purpose of determining valedictorian, salutatorian, and top 10 status are made at the conclusion of the seniors' second semester.

GPA = total GPA points divided by the total number of classes taken

Class Rank Points = GPA points (plus additional AP points*) x Number of Classes

*AP class = 0.5 additional point if student achieves at least C level work in the course

The second revision is to page 7, specifically the Homeschool section. The purpose is to clarify procedures for awarding credits to homeschool students transferring to Sheridan High School.

Current:

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 homeschool 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 homeschool 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.

Proposed:

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 homeschool 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 homeschool curriculum, transcripts, and test scores to determine acceptance of credits. Upon principal and counselor approval, credits may 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.



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DATE: September 6, 2016

TO: Board of Trustees

FROM: Julie Carroll, Facilities Director

SUBJ: **Playground Surfacing Bid Award for Henry A. Coffeen** *(Action)*

Please see the [attached letter from TSP architects](#). I would recommend that the board award the bid to GH Phipps Construction for an amount of \$184,174.00. This project is funded with capital dollars through the HAC state capital construction project.



Design Redefined

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Sheridan, WY 82801

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September 7, 2016

Julie Carroll
Facilities Director
Sheridan County School District #2
201 N. Connor, Ste. 100
Sheridan, WY 82801

Re: Playground surface replacement at Coffeen Elementary School

Dear Julie:

As your project Architect, we have reviewed the following information pertinent to the above referenced project:

- Construction bid
- Sub-contractor list
- Bid bond

To the best of our knowledge, GH Phipps Construction of Wyoming, Inc. has complied with all applicable project and statutory requirements.

Based on this information, we would recommend award of the aforementioned to GH Phipps Construction of Wyoming Inc. for the contract amount of **One Hundred Eighty Four Thousand One Hundred Seventy Four Dollars (\$184,174.00)**.

Let me know if we can be of further assistance in keeping this project moving forward.

Very truly yours,

TSP
Mark Averett
Principal/Senior Architect

Marshalltown, IA
Marshall, MN
Minneapolis, MN
Rochester, MN
Omaha, NE
Rapid City, SD
Sioux Falls, SD
Sheridan, WY



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DATE: September 6, 2016
TO: Board of Trustees
FROM: Scott Stults, Assistant Superintendent
SUBJ: **Beginning Enrollments** *(Information)*

The district's beginning enrollments for the 2016-2017 school year are linked below:

- [Beginning Enrollments for 2016-2017: September 9, 2016 \(8th day of school\)](#)

The information will be briefly reviewed with you at the board meeting on Monday.

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2

Beginning Enrollments for 2016-2017

September 9, 2016 at 7:30 am (8th day of school)

SCHOOL	Kdg.	1st Gr.	2nd Gr.	3rd Gr.	4th Gr.	5th Gr.	6th Gr.	7th Gr.	8th Gr.	9th Gr.	10th Gr.	11th Gr.	12th Gr.	Total '16	Total '15	Change
SHS										219	246	270	221	956	986	-30
SJHS							278	250	255					783	700	83
HENRY A COFFEEN	66	59	61	64	50	38								338	356	-18
HIGHLAND PK	60	56	70	64	67	62								379	381	-2
MEADOWLARK	50	52	59	54	66	56								337	341	-4
SAGEBRUSH	68	49	48	60	53	62								340	347	-7
WOODLAND PARK	55	50	50	45	57	46								303	313	-10
STORY	3	4	2	4	5	4								22	17	5
FT. MACKENZIE										17	13	12	14	56	44	12
THE WRIGHT PLACE							4	10	4					18	20	-2
TOTAL '16	302	270	290	291	298	268	282	260	259	236	259	282	235	3532	3505	27



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DATE: September 6, 2016

TO: Board of Trustees

FROM: Mitch Craft, Assistant Superintendent

SUBJ: **SySTEMatic Videos, Abby Hurly** *(Information)*

At your September meeting, Abby (Mowry) Hurly will be on hand to share information and video from our summer SySTEMatic camp. In June 2016, we held our second annual STEM camp for students entering grades 5 through 8. Teachers from around the district collaborated to organize and teach the camp. This summer's theme was the Rube Goldberg machine, defined as a "comically involved, complicated invention, laboriously contrived to perform a simple operation" (rubegoldberg.org). Students were divided in teams and each team created their own machine as part of a week-long competition. SySTEMatic camp is funded by a mini grant through the 21st Century Community Learning Centers program.



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DATE: September 6, 2016

TO: Board of Trustees

FROM: Mitch Craft, Assistant Superintendent

SUBJ: **Wyoming Accountability in Education Act Reports** *(Information)*

At your September Board of Trustees meeting, I will present a report on the Wyoming Accountability in Education Act (WAEA) process for evaluating our schools. My report will include WAEA accountability reports for each individual site.

[WAEA Board Report](#)



Wyoming Accountability in Education Act 2015-2016 School Performance Reports

Overview

Sheridan County School District No. 2 is happy to present Trustees and the community with our 2015-2016 Wyoming Accountability in Education Act (WAEA) School Performance Reports. These reports indicate that all district schools rated¹ have met or exceeded state expectations. Our schools have also met or exceeded targets on every indicator used to calculate the ratings. In addition, we have seen district-wide improvement since last year in our overall school accountability ratings (Table 1) as well as across the various accountability indicators (Table 2).

Table 1 - Number of district schools not meeting, meeting, or exceeding expectations

	2014-2015	2015-2016
Not meeting expectations	0	0
Meeting Expectations	4	2
Exceeding Expectations	3	5

Table 2 - Total, district-wide count of indicator ratings falling into each target zone

	2014-2015	2015-2016
Below Targets	2	0
Meeting Targets	10	10
Exceeding Targets	20	22

The Wyoming Accountability in Education Act of 2012 presented educators across the state with a new model for accountability. The Wyoming Legislature Select Committee on Statewide Education Accountability, along with an advisory committee, designed a model intended to dig deeper into school data than did the federal No Child Left Behind Act (NCLB). The pilot or baseline year for WAEA was 2013-2014. The following year, 2014-2015, gave us our first full WAEA reports, as they rely on year-to-year comparisons of data. The WAEA system is now in its third year of implementation and the 2015-16 reports are included in this document.

During the NCLB years (2003-2015), Wyoming schools were subject to two separate accountability systems because the Wyoming Department of Education (WDE) was unwilling to submit our state's system to the federal government as an alternative to NCLB. As part of Wyoming's transition to the Every Student Succeeds Act (ESSA), the WAEA system will be tweaked to align with ESSA

requirements so we can then function under a single accountability umbrella to make both state and federal accountability determinations. In addition, “Adequate Yearly Progress (AYP) does not exist under ESSA. For the 2016-17 transition year, schools and districts identified as being in improvement under No Child Left Behind will remain in their current improvement status for the next year.” (WDE)

As you recall, NCLB only measured two indicators to determine school performance levels: student achievement (aka proficiency) and graduation rate for high schools. WAEA, in contrast, rates all schools on achievement, growth, equity, and participation indicators. High schools are also rated on additional indicators, including graduation rate and an Additional Readiness index. Please note that PAWS and ACT scores used for accountability purposes include only those students who were enrolled from October 1 through the testing window.

Glossary of the WAEA indicators used to determine accountability

Achievement

For grades 3-8, the achievement score is based on the percent of students proficient/advanced on PAWS Reading, Math, and Science. At the high school level, the achievement score is based on the percent of student proficient/advanced on the ACT² in the following areas: Reading, Mathematics, Science, and English/Writing.

Growth

Growth measures the change in student performance in Reading and Mathematics as they progress from year to year. Because growth measures rely on at least two years of data, these calculations are made for students in grades 4-8 based on PAWS performance. For high school students, the WDE compares performance on the ACT Plan³ test in 10th grade to ACT performance in 11th grade. The WDE calculates a Student Growth Percentile (SGP) at all levels to make the year-to-year growth comparisons.

Equity

Equity is similar to growth, but it focuses on a *consolidated subgroup* of students. In grades 4-8, these students scored at or below the 23rd percentile on PAWS Reading or Math the previous year. The high school consolidated subgroup is comprised of students with ACT Plan³ scores below 17 in Mathematics or 16 in Reading. This metric is designed to ensure that schools are accelerating the learning of their lowest performing students.

Participation Rate

For all grade levels, participation rate is the percent of the total student population who participate in the statewide PAWS and ACT assessments. To meet requirements, a school’s participation must be at least 95%.

Graduation Rate (high school only)

Graduation rate is a measure of an extended graduation rate that includes the four year on-time cohort plus five, six, and seven year graduates.

Additional Readiness (high school only)

Additional readiness is a composite of several weighted subscores:

- 40% - Hathaway eligibility index of three criteria for each student at the time of graduation: (a) unweighted high school grade point average, (b) best composite ACT score, and (c) completion of the success curriculum reported on the transcript
- 30% - Composite ACT scores
- 30% - Percent of prior year first time grade nine students who earned one fourth of the credits required to graduate from the designated high school, including credits earned during the summer

A more detailed description of the accountability model and indicators, including statistical models, is available by clicking [here](#).

Footnotes

¹These results exclude Story Elementary School, The Wright Place, and Ft. Mackenzie High School. Story is scored under a separate matrix due to its small size. Alternative schools are rated under a separate system that is now entering a pilot phase.

²While the ACT functions on a 36 point scale for composite and all subtest scores, the WDE converts the scale scores into proficiency levels for accountability purposes.

³While ACT Plan was used in the 2015-16 reports to calculate high school growth and equity scores, it will be replaced by the Aspire test in upcoming years.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Sheridan #2**
 School Name: **Henry A. Coffeen Elementary**
 Grades Served: **K-5**
 Enrollment: **354**

EXCEEDING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Count of Students	Description
Growth	Meeting Targets	88	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	20	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Exceeding Targets	142	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Sheridan #2**
 School Name: **Highland Park Elementary**
 Grades Served: **K-5**
 Enrollment: **383**

EXCEEDING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Count of Students	Description
Growth	Meeting Targets	109	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	15	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Exceeding Targets	178	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Sheridan #2**
 School Name: **Meadowlark Elementary**
 Grades Served: **K-5**
 Enrollment: **342**

EXCEEDING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Count of Students	Description
Growth	Meeting Targets	114	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	19	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Exceeding Targets	176	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Sheridan #2**
 School Name: **Sagebrush Elementary**
 Grades Served: **K-5**
 Enrollment: **345**

EXCEEDING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Count of Students	Description
Growth	Exceeding Targets	111	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Exceeding Targets	23	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Exceeding Targets	172	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Sheridan #2**
 School Name: **Woodland Park Elementary**
 Grades Served: **K-5**
 Enrollment: **316**

EXCEEDING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

School Accountability Implementation Handbook

Additional data from the previous 1 year(s) was used to meet the minimum student count for the Equity Indicator.

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Count of Students	Description
Growth	Exceeding Targets	76	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	14	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Exceeding Targets	138	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015-16 School Performance Report For Elementary and Middle School Grades

District Name: **Sheridan #2**
 School Name: **Sheridan Junior High School**
 Grades Served: **6-8**
 Enrollment: **694**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on FOUR indicators: Achievement, Growth, Equity, and Participation Rate.

The FOUR performance levels are:

- EXCEEDING EXPECTATIONS
- MEETING EXPECTATIONS
- PARTIALLY MEETING EXPECTATIONS
- NOT MEETING EXPECTATIONS

(For a description of the performance levels see the end of this report.)

[School Accountability Implementation Handbook](#)

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

School Indicator Performance

Only students enrolled at the school for a full academic year were included.
 Full Academic Year is October 1st through the midpoint of the state assessment window.

Indicator	Category	Count of Students	Description
Growth	Meeting Targets	623	Growth is a median student growth percentile (MGP) in reading and math combined for all students in grades four through eight as measured by the PAWS.
Equity	Meeting Targets	89	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of students who had low reading and math test scores in the prior year.
Achievement	Exceeding Targets	665	Achievement is the percent proficient or above on state tests in reading, mathematics, and science.
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 School Performance Report For Elementary and Middle School Grades

	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
Growth	< 45	>= 45 and < 60	>= 60
Equity	< 47	>= 47 and < 60	>= 60
Achievement	< 52	>= 52 and < 69	>= 69

Performance Level Descriptors for Schools with Grades 3-8

Exceeding Expectations

Schools in this category are considered models of performance. These schools typically exceeded target in achievement and at least one other performance indicator - equity or growth – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. All of these schools met or exceeded state targets in achievement. They typically met or exceeded targets on student growth and promotion of equity *or* fell below target on growth or equity while exceeding target on achievement.

Partially Meeting Expectations

Schools in this category typically performed below target on the growth and equity performance indicators *or* were below target in achievement. Many schools in this category met or exceeded state target levels in student growth *and/or* promoting equity for low-achieving students.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. Improvement is an urgent priority for these schools. These schools had below-target levels of achievement and student growth and showed insufficient academic improvement for low-achieving students.

2015-16 High School Performance Report

District Name: **Sheridan #2**

School Name: **Sheridan High School**

Grades Served: **9-12**

Enrollment: **973**

MEETING EXPECTATIONS

Schools in Wyoming may fall within one of four performance levels based on their pattern of performance on three indicators: Achievement, Overall Readiness, and Equity.

The FOUR performance levels are:

- **EXCEEDING EXPECTATIONS**
- **MEETING EXPECTATIONS**
- **PARTIALLY MEETING EXPECTATIONS**
- **NOT MEETING EXPECTATIONS**

[Click this link for more information about the Wyoming Accountability in Education Act \(WAEA\).](#)

[School Accountability Implementation Handbook](#)

Note: In order to have an indicator score, a school must have 10 students with evidence on the indicator. When available up to two years of prior data was included to meet this minimum student count.

School Indicator Performance			
Only students enrolled at the school for a full academic year were included. Full Academic Year is October 1st through the midpoint of the state assessment window.			
Indicator	Category	Count of Students	Description
ACADEMIC PERFORMANCE			
Equity	Meeting Targets	55	Equity is the median student growth percentile (MGP) in reading and math combined for a subgroup of grade eleven students who had low reading and math test scores in the prior year.
Achievement	Exceeding Targets	204	Achievement is the percent of student test scores proficient or above in grade 11 on ACT subject area tests of mathematics, reading, science, and English/writing.
Growth	Meeting Targets	440	Growth is a median student growth percentile (MGP) in reading and math combined for all students during grades ten and eleven as measured on subject area tests of the Aspire, EXPLORE, PLAN, and ACT.
OVERALL READINESS			
Graduation Rate	Meeting Targets	246	Graduation rate is a measure of the extended rate (i.e., four year on-time cohort plus five, six and seven year graduates).
Additional Readiness	Meeting Targets	213	Additional ReadinessHathaway index based on unweighted GPA, highest ACT composite score, and the success curriculum level reported on the transcript(weight = 40%).Tested readiness is an index based on composite scores on the EXPLORE, PLAN, and ACT (weight = 30%).Percent of grade 9 students earning 1/4th of the credits needed for graduation (weight = 30%).
Participation Rate	Met		The participation rate requirement is 95%. The participation rate threshold is 90%. When a school's participation rate is below the requirement but at or above the threshold, the school is docked one performance level. When a school's participation rate is below the threshold the school is considered not scorable and is assigned to the not meeting expectation performance level.

2015-16 High School Performance Report

2015-16 High School Performance Report

Indicator Categories	Performance Categories and Associated Scores		
	Below Targets	Meeting Targets	Exceeding Targets
	ACADEMIC PERFORMANCE		
Equity	< 47	>=47 and < 60	>= 60
Achievement	< 32	>= 32 and < 45	>= 45
Growth	< 45	>= 45 and < 60	>=60
	OVERALL READINESS		
Graduation Rate Indicator*	< 80	>= 80 and < 90	>= 90
Additional Readiness Indicator**	< 68	>= 68 and < 79	>= 79
	* Cut scores for schools vary based on the sub-indicators available.		

Performance Level Descriptors for High Schools

Exceeding Expectations

This category is reserved for schools considered models of performance. These schools demonstrated high achievement and exceeded target on at least one other performance indicator – equity or readiness – while meeting target on the other indicator.

Meeting Expectations

Schools in this category demonstrated performance that met or exceeded target on multiple performance indicators. These schools typically had acceptable or better levels of achievement, student readiness, and/or in promoting equity for students with below-proficient achievement.

Partially Meeting Expectations

Schools in this category demonstrated either unacceptable levels of achievement *or* were below target on improving the achievement of below-proficient students *and* on graduation rate and tested readiness. Many schools in this category showed acceptable performance in promoting equity based on growth for low achieving students *and/or* met target for student readiness.

Not Meeting Expectations

Schools in this category had unacceptable performance on all indicators. For schools in this category, improvement is an urgent priority. These schools have low levels of achievement, fall short of targets on graduation and tested readiness, and have large achievement gaps that show little or no improvement.

2015-16 High School Performance Report



Excellence and Accountability

Craig Dougherty, Superintendent

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

DATE: September 6, 2016

TO: Board of Trustees

FROM: Ann Perkins, Chairman

SUBJ: **WSBA Call for Resolutions** *(Information)*

Please see the attached [Wyoming School Boards Association document "Call for Resolutions."](#) We will discuss this document at the Board meeting. If you have any resolutions, they can be submitted to me between now and our next Board meeting on October 3, where we can take action on a resolution if necessary. Last year's resolutions are linked for your reconsideration:

- [Age for Registration in Kindergarten](#)
- [Compulsory Age of Attendance](#)
- [Flare Gas on School Trust Lands Draft Resolution](#)
- [Graduation Rate](#)



WSBA CALL FOR RESOLUTIONS



Do you have a resolution that WSBA should consider?

The **2016 WSBA Annual Delegate Assembly** will be held **Wednesday, November 16th** at the **Best Western Ramkota Hotel** in Casper. At this meeting member school district voting delegates will set WSBA Legislative and Position platforms for the 2017 and 2018 Legislative Sessions.

If your board wishes to submit one or more resolutions for consideration by the entire WSBA member-ship, it must be received at the WSBA Office on or before **Monday, October 10, 2016**. Resolutions may be submitted by regular mail or by email to bfarmer.wy@gmail.com.

Resolutions may be on any topic of statewide concern for board members. The resolution should be concise and clear so the intent, as well as the requested action for WSBA to take, is understandable. The following guidelines have been adopted by the WSBA Board of Directors:

- New resolutions should contain a brief and objective rationale addressing the question, "What are we trying to accomplish?"
- Resolutions should have state-wide rather than individual district implications.
- Resolutions must be presented to and approved by your district board.
- A contact person from the district should be identified.
- A potential legislative sponsor should be identified, if possible.

Resolutions adopted by the 2016 Delegate Assembly will become the guiding principles for the 2017 Legislative session and will be referred to the Board of Directors of the Wyoming School Boards Association as possible Legislative Goals for the 2018 Legislative Session. The Wyoming School Boards Association Board of Directors will determine the Legislative Goals for the 2018 Legislative session at their July 2017 meeting.

WSBA reserves the right to make modifications as needed to submitted resolutions.

Resolutions may be submitted on the floor of the delegate assembly with a 2/3 majority vote of the delegates.

SAMPLE FORMAT FOR SUBMITTING RESOLUTIONS:

BE IT RESOLVED that the Wyoming School Boards Association

RATIONALE: Identify what will be accomplished by adopting the above resolution.

DISTRICT: _____

Board Chair Signature _____

CONTACT PERSON: _____

Contact E-mail _____

POTENTIAL LEGISLATIVE SPONSOR: _____

Has sponsor indicated willingness to support legislation? ☐ Yes ☐ Not Contacted Yet

(Please list each resolution separately)

Sample Resolution from Prior Year

District WDE Reporting

BE IT RESOLVED that the Wyoming School Boards Association support legislation and efforts to alleviate concerns that the Wyoming Department of Education reports required for school districts are far too time consuming and detailed.

Rationale: Currently, the Wyoming Department of Education requires approximately 50 reports be completed and submitted to them from school districts each year. These are time consuming and burdensome for districts. Many small school districts do not have the ability to employ personnel dedicated only to completing state reports. Many reports require extreme detail, such as the WDE636 – Report of Student Disciplinary Actions and Crime and Violence Incidents – which requires more than 50 fields and the WDE602/652 – School District Staff Member Collection – which requires more than 100 fields across 4 spreadsheets on each employee of the district. Some reports, such as WDE602, require duplicate information about staff education and degrees that already resides in another State entity such as the Professional Teaching Standards Board.

We respectfully request that the Wyoming Department of Education review and revise its reporting requirements and endeavor to ease the reporting burden on school districts.

Submitted by Sublette County School District #1

Delegate Assembly Action: **Affirm**

Class Size Funding Ratio

BE IT RESOLVED that the Wyoming School Boards Association firmly believes that the Wyoming Legislature must continue to resource schools at the current student-to-teacher ratios of 16:1 in elementary schools and 21:1 in middle and high schools. It is also essential that the funding generated by class size ratios continue to be block grant funding.

Rationale: The current core staffing ratios have withstood the scrutiny of the Wyoming Supreme Court and have been the legislated funding level for teacher staffing the past 10 years. From *An Evidence-Based Approach to Recalibrating Wyoming's Block Grant School Funding Formula* dated November 30, 2005, the State's consultants make the following recommendation on page 32, "... we recommend that Wyoming calculate core teachers for elementary schools by dividing the school's ADM by 16; and for middle and high schools, by dividing the school's ADM by 21. Individual schools or districts would then be able to determine how to group students for instruction given the teacher resources this formula produces. At its June 30-July 1, 2005 meeting, the Select Committee endorsed this position."

The *2010 Cost of Education Study* prepared by the State's consultants recommended class size funding for grades K-3 at 15; grades 4-5 at 25; and grades 6-12 at 25. However, the Wyoming Legislature continued to use the historical staffing ratios for funding purposes.

In the *Desk Audit of the Wyoming Funding Model* dated January 15, 2015, the State's consultants again recommended class size funding for grades K-3 at 15; grades 4-5 at 25; and grades 6-12 at 25. It is estimated that this recommendation would reduce funding by \$52 million, eliminating approximately 612 core teaching positions if adopted.

The recommendation to reduce school funding by \$52 million would be devastating to school districts: diminishing the quality of instruction, but more importantly, harming student achievement. School districts require consistent, reliable, and predictable funding. For the reasons stated above, the Legislature must keep the current funding ratios of 16:1 in elementary schools and 21:1 in middle and high schools.

Submitted by Campbell County School District #1

Delegate Assembly Action: **Affirm**



Excellence and Accountability

Craig Dougherty, Superintendent

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Age for Registration in Kindergarten

BE IT RESOLVED that the Wyoming School Boards Association supports moving the date for kindergarten registration from September 15 to June 1, so that entering kindergarten students would be at least five years old before the summer that they enter kindergarten.

Rationale: Research (Elder & Lubotsky) clearly supports that students who are five well in advance of the start of kindergarten perform better in school. As the Wyoming state standards for English-language arts and mathematics increase in rigor, moving up the earliest birthdate for kindergarten attendance would ensure a greater percentage of students become successful in kindergarten and the grades that follow.

Submitted by Sheridan County School District #2

Board Chair: Molly Steel

Contact Person: Craig Dougherty, Superintendent of Schools

craig.dougherty@scsd2.com

Potential Legislative Sponsor:



Excellence and Accountability

Craig Dougherty, Superintendent

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Compulsory Age of Attendance

BE IT RESOLVED that the Wyoming Schools Boards Association supports moving the compulsory attendance age from seven to six years of age for all Wyoming children.

Rationale: Given the increased academic demands and related accountability expectations, it is in the best interest of children to begin school, whether in kindergarten or in first grade, at the age of six.

Submitted by Sheridan County School District #2

Board Chair: Molly Steel

Contact Person: Craig Dougherty, Superintendent of Schools

craig.dougherty@scsd2.com

Potential Legislative Sponsor:



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Craig Dougherty, Superintendent

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Sheridan, WY 82801
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Flare Gas on School Trust Lands

BE IT RESOLVED that the Wyoming School Boards Association supports the collection of severance taxes for gas that is flared on School Trust Lands and closing the loophole in Wyoming State law that presently provides for an exemption from the collection of severance taxes for flared gas.

Rationale: A portion of revenue generated from School Trust Lands belongs to the Trustees of those lands – the State’s public school students. Presently, severance taxes on natural gas produced and sold in the state of Wyoming contribute to state and local government operation including schools. A fiduciary responsibility of the State Lands Board is to ensure that the Common School Fund receives fair value from minerals production from trust lands through collection of royalties. Constitutionally, Wyoming is required to collect a portion of severance tax and once the producer has removed the gas from the ground, it has severed the gas from the state’s nonrenewable stores of wealth. It is fair, right, and just to collect severance taxes, whether the gas is sold, vented, or flared. Presently, there is a loophole in Wyoming state law that allows an exemption from severance taxes for natural gas that is vented or flared and this loophole should be closed for School Trust Lands.

Submitted by Sheridan County School District #2

Board Chair: Molly Steel

Contact Person: Craig Dougherty, Superintendent of Schools

craig.dougherty@scsd2.com

Potential Legislative Sponsor:



Excellence and Accountability

Craig Dougherty, Superintendent

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Graduation Rate

BE IT RESOLVED the Wyoming School Boards Association supports lowering the dropout rate and improving the graduation rate for students in Wyoming. Therefore, the Wyoming School Boards Association supports raising the public school mandatory attendance age to 18 or graduation, whichever comes first. It is recommended that homeschooled students be excluded.

Rationale: Reducing the dropout rate is the rationale behind the proposal to increase the compulsory attendance age to 18.

Submitted by Sheridan County School District #2

Board Chair: Molly Steel

Contact Person: Craig Dougherty, Superintendent of Schools

craig.dougherty@scsd2.com

Potential Legislative Sponsor:

Draft
Personnel
Action
Report

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
DRAFT PERSONNEL ACTION REPORT
September 12, 2016

CERTIFIED STAFF

Approvals:

Brenda Henderson Sagebrush Elementary	School Counselor 1.0 FTE (165 days)	Effective TBD
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CLASSIFIED STAFF

Approvals:

Heather Bergman Transportation	Paraprofessional-Special Education Bus (3.25 hours/day) 176 days	Effective 08/30/2016
Michelle Cunningham Transportation	Bus Driver (2-4 hours/day) 175 days	Effective 09/18/16
Richard Dankert Transportation	Bus Driver-Rotator (2-4 hours/day) 175 days	Effective 09/12/16
Sharon DeWitt Transportation	Bus Driver (2-4 hours/day) 175 days	Effective 09/12/16
Jennifer Jorgensen Sagebrush Elementary	Paraprofessional (4.5 hours/day) 176 days After School Program Site Coordinator (3.0 hours/day) 176 days	Effective 08/29/2016
Cheryl Kennedy Woodland Park	Paraprofessional-ESL (6.0 hours/day) 176 days	Effective 09/12/16
Noele Mena Woodland Park	School Nurse 6.5 hours/day (85 days)	Effective 8/30/2016
Sarah Mercer Henry A. Coffeen School	Secretary-Principal (8.0 hours/day) 195 days	Effective 08/25/16
Richard Miranda Transportation	Bus Driver (2-4 hours/day) 175 days	Effective 09/07/16

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Barbara Rathburn Fort Mackenzie The Wright Place	Paraprofessional - Special Education 7.0 hours/day (176 days)	Effective 09/12/16
Dawn Smith Sheridan Junior High	Custodian (8.0 hours/day) 261 days	Effective 09/12/16
Shauna Trujillo Sheridan Junior High	Paraprofessional - Special Education (7.0 hours/day) 176 days	Effective 08/30/2016
Rhonda Weber Transportation	Paraprofessional-Special Education/Bus (4.25 hours/day) 175 days	Effective 08/30/2016
Changes/Transfers:		
Susan Benepe Henry A. Coffeen	Paraprofessional (7.0 hours/day) to Paraprofessional (5.0 hours/day) and Paraprofessional After School Program (3.0 hours/day) 176 days	Effective 08/30/16
Sarah Bishop Administrative Building	Technology-SIS Data Technician 8.0 hours/day (261 days)	Effective 08/29/2016
Jennifer Bower Administrative Building	Secretary-Special Education 7.0 hours/day to 8.0 hours/day (261 days)	Effective 08/30/2016
Ellen Goode-Neeson Woodland Park School	Paraprofessional (7.0 hours/day) to Paraprofessional (3.5 hours/day) and Paraprofessional-After School Site Coordinator (3.5 hours/day) 176 days	Effective 8/30/16
Sheila Sikkenga Transportation	Paraprofessional-Special Education/Bus 3.25 hours/day (176 days) Adding - Lunch/Mail Delivery to Story 2.0 hours/day (175 days)	Effective 08/30/2016
Randi Tibbets Meadowlark School to Henry A. Coffeen School	Paraprofessional-Special Education 7.0 hours/day (176 days)	Effective 8/30/16

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Resignations:

Lewis Leroy Shell Bus Driver	Bus Driver 4.5 hours/day (175 days)	Effective 06/03/2016
Jenifer Pelletier-Zeilstra Woodland Park	Paraprofessional-ESL 6.00 hours/day (176 days)	Effective 06/03/2016

EXTRA DUTY 2016-2017

Approvals:

<u>Name</u>	<u>Position</u>
Alexander Bradfield	Weight Room 1st Quarter-SHS
Devon Johnston	Department Chair-English-SJHS

**SHERIDAN JUNIOR HIGH SCHOOL SUMMER SCHOOL/Running Start
STAFFING-2016**

<u>Name</u>	<u>Position</u>
Kyle Ewing	Teacher (Substitute)
Kacey Titus	Teacher (Substitute)

**HENRY A. COFFEEN EXTENDED SCHOOL YEAR (ESY) PROGRAM
STAFF 2016-2017**

<u>Name</u>	<u>Position</u>
Jana Goldhammer	Teacher

HENRY A. COFFEEN AFTER SCHOOL PROGRAM STAFF 2016-2017

<u>Name</u>	<u>Position</u>
Amanda Cherni	Teacher
Megan Garnhart	Teacher
Rachel Howerton	Teacher
Margaret Klebba	Teacher
Brooke Lozier	Teacher
Kelly Merrill	Teacher

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Megan Mohr	Teacher
Brianna Reed	Teacher
Amanda Roseberry	Teacher

WOODLAND PARK AFTER SCHOOL PROGRAM STAFF 2016-2017

<u>Name</u>	<u>Position</u>
Kevin Charleson	Teacher
Sara Koehler	Teacher
Jacob Muth	Teacher
Courtney Pushcar	Teacher
Donna Johannesmeyer	Teacher
Malea Smiley	Paraprofessional
Alex Lassle	Paraprofessional
Darcy Mitchell	Paraprofessional

WOODLAND PARK BRIDGES SCHOOL PROGRAM STAFF 2016-2017

<u>Name</u>	<u>Position</u>
Kristie Garriffa	Teacher
Jennifer McIntire	Teacher
Debra Hoeft	Teacher
Amanda Adami	Teacher
Jean Thomas	Teacher

SAGEBRUSH AFTER SCHOOL PROGRAM STAFF 2016-2017

<u>Name</u>	<u>Position</u>
Ashley Cleare	Teacher
Abby Hurley	Teacher
Cody O'Dea	Teacher

**SHERIDAN JUNIOR HIGH SCHOOL AFTER SCHOOL PROGRAM STAFF
2016-2017**

<u>Name</u>	<u>Position</u>
Hesid Brandow	Paraprofessional
Rachael Esh	Teacher

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Ryan Fuhrman	Teacher
Anna Holder	Teacher
Colter Huhn	Teacher
Tony Sawyer	Teacher
Scott Soderstrom	Teacher
Emily Swinyer	Teacher
Julie Weitz	Teacher

FORT MACKENZIE/THE WRIGHT PLACE AFTER SCHOOL PROGRAM
STAFF 2016-2017

<u>Name</u>	<u>Position</u>
Stephen Bailey	Teacher