

Sheridan County School District #2

Board Meeting



Date: October 5, 2015

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2

Board of Trustees Meeting

Central Office – Board Room

October 5, 2015

6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Recognition**
 - A. First Federal Land Donation - Terry Burgess
 - B. City of Sheridan Second Egress Project Construction Donation - Terry Burgess
 - C. Girls Golf State Championship - Terry Burgess
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Board Meeting Minutes - September 14, 2015
 - B. Approval of Board Luncheon Minutes - September 21, 2015
 - C. Approval of Board Luncheon Minutes - September 30, 2015
 - D. Approval of Bills for Payment
- VI. Old Business**
 - A. Capital Construction Update (*Information*) - Terry Burgess
 - B. Next Level Update (*Information*) - Mitch Craft
 - C. Approval of Policies (*Action*) - Cody Sinclair
- VII. New Business**
 - A. Approval of Donation of Buses to Sheridan Recreation District (*Action*) - Steve Schlichting
 - B. Approval of Sale of Surplus Bus (*Action*) - Steve Schlichting
 - C. Elementary Schools' Standards-based Report Cards (*Information*) - Scott Stults
 - D. Elementary Schools' Improvement Plans (*Information*) - Scott Stults
 - E. Human Resources Modules (*Information*) - Cody Sinclair
- VIII. Reports and Communication**
 - A. Board of Trustees
 - 1. Board Reports
 - a. Wyoming School Boards Association (WSBA) Resolutions (*Action*) - Molly Steel
 - 2. Committee Reports
 - 3. Other
 - B. PTO/Parents/Students/Organizations
 - C. Site Administration and Staff

IX. Executive Session

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

B. Legal Counsel, Personnel Matters, W.S. 16-4-405(a)(ii)

X. Adjournment

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

Student Learning

Communicating High Expectations

Research-Based, Best Practices

Excellent Staff and Resources

Governance & Leadership

CERTIFICATE OF APPRECIATION

AWARDED TO

First Federal Bank & Trust

For the donation of land to Sheridan County School District #2

We couldn't do it without you!

Awarded this 5th day of October, 2015


Molly Steel, Board Chairman


Craig Dougherty, Superintendent

CERTIFICATE OF APPRECIATION

AWARDED TO

City of Sheridan

For the donation of construction of the second egress at Sheridan High School

We couldn't do it without you!

Awarded this 5th day of October, 2015


Molly Steel, Board Chairman


Craig Dougherty, Superintendent

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting September 14, 2015

Molly Steel, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Monday, September 14, 2015, in the Board Room at the Central Administration Office. The presiding officer was Molly Steel, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

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

Administrators:

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

Absent:

Marva Craft, Clerk

Absent:

A. Pledge of Allegiance

II. Recognition

A. Sports Medicine and Locker Facility Donation List - Terry Burgess

Assistant Superintendent Terry Burgess said that he met with Activities Director Don Julian to discuss the locker sales. He said the goal was to sell 400 lockers and 409 have been sold. There are 472 lockers going into the new facility and 63 are still for sale. Mr. Burgess said the sale of the lockers will continue throughout the school year and/or until all lockers are sold. Mr. Burgess reported that from this fundraiser, \$102,250 has been raised. He said that the Homer and Milton Scott Foundation matched \$100,000, and so a total of \$202,250 has been raised. Mr. Burgess said that the names of the contributors will go on the lockers that they purchased. A plaque, containing the names of all donors, will be displayed at the high

school. Mr. Burgess said that the boosters are appreciative of this community and the people who helped get this locker room project started.

Trustee Wayne Schatz asked if the captions are going to be on the lockers. Mr. Burgess replied that the captions will go on the lockers,

Chairman Molly Steel said that she appreciates all the work Mr. Julian has done.

III. Approval of Agenda

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

IV. Welcome--Audience Comments

V. Consent Agenda Items

A. Approval of Board Meeting Minutes - August 10, 2015

B. Approval of Board Luncheon Minutes - August 17, 2015

C. Approval of Bills for Payment

General Clearing	\$1,161,925.90
Federal Fund	\$98,856.30
TOTAL:	\$1,260,782.20

D. Isolation Payments

1. Martin Family
2. Schreibeis Family

VICE-CHAIRMAN PERKINS MADE A MOTION TO APPROVE THE CONSENT AGENDA ITEMS, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VI. Old Business

A. Capital Construction Update (*Action*) – Craig Dougherty

Superintendent Craig Dougherty reported that the high school training room addition is progressing well and is on target to be completed by March 2016. He said the locker room is on schedule to be completed by September 2017. The project is being supervised by Facilities Director Julie Carroll, the high school administration staff, and the construction company.

Superintendent Dougherty reported that the Sheridan High School parking lot second exit construction has begun and they are still determining a completion date for this fall. He said the district will be working with the city to divide the parking lot in two in order to ease traffic flow as students and parents are exiting school activities. Mr. Dougherty said that we are appreciative of the city, and First Federal Savings Bank for donating their land. He reported that all documents for the second exit construction are marked and requested that the Board ratify the contracts with the City of Sheridan and First Federal Savings Bank.

Regarding the Sheridan Junior High School hill stabilization, Mr. Dougherty reported that the district is working with the city in the final section near the creek. He said that he hopes it will be completed soon. Mr. Dougherty said that vegetation will be planted either this fall or spring 2016. We have been working with University of Wyoming Ag & Horticulture employee, Scott Hininger, to get the correct plants planted. Mr. Dougherty thanked the state for providing the emergency funds to get the hill stabilized.

Mr. Dougherty said that monthly meetings regarding the proposed collaborative high school continue. He reported that it is still in the School Facilities Department's budget. Facilities Director Julie Carroll attended the select committee last week, where our project was placed on review and "re-study" along with three other districts.

Mr. Dougherty reported that cross walks, students walking, and school safety were discussed at the Cap Con meeting last week. He said that feedback was received regarding Coffeen Elementary School and a cross walk will be placed across Montana Avenue. He said that Dr. Ian and Crissy Hunter have expressed their concerns about the traffic on Coffeen Avenue and its effects on students of Woodland Park Elementary. Mr. Dougherty reported that the district has been working with the Wyoming Department of Transportation (WYDOT) to address these concerns. He informed the Board that WYDOT has ordered school signage that will be posted when they arrive. WYDOT will be conducting a delay study, which will monitor how long traffic waits when turning onto, or going straight across, Coffeen Avenue. Mr. Dougherty said, according to WYDOT, that the current average daily automobile traffic does not warrant a slowing of traffic on Coffeen Avenue. He assured the Board that this study will be conducted again. He said that the district has also been working with the City of Sheridan, as they are looking at a new subdivision in that area.

Chairman Steel asked if WYDOT conducts this study over a 24 hour period, or if they do a separate study from 7:30 a.m. to 5:00 p.m. Mr. Dougherty responded that WYDOT is aware of when the traffic is busiest. He said that between cameras and personnel on site, WYDOT would monitor the south end of the highway toward Woodland Park School.

Trustee Wayne Schatz shared his concerns with the entrances and exits from the football stadium. He said that it is confusing where pedestrian traffic should be exiting. He asked if the exits would be well lit. Mr. Dougherty responded that we are trying to direct traffic in and out of the North parking lot and he assured that we will make it a safe environment when entering and exiting the football field.

Chairman Steel asked if they are keeping the memorial walkway to the football field. Facilities Director Julie Carroll responded that it will remain in place.

Trustee Sue Wilson asked if someone has looked into the cross walk and stop sign on De Smet Avenue near Meadowlark Elementary School. Mr. Dougherty responded that Building Maintenance Facilitator Jeff Wells is going to talk with the city about the concerns regarding this cross walk.

TRUSTEE WENDTLAND MADE A MOTION TO RATIFY THE CONTRACTS BETWEEN THE CITY OF SHERIDAN AND FIRST FEDERAL SAVINGS BANK, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

B. Next Level Update (*Action*) – Mitch Craft

Sheridan Junior High School Principal Mitch Craft reported that three employees for the Parent Liaison Program have been hired. He said that the elementary principals and Director of Elementary Education Scott Stults made the final decision in the hiring process. The Thrive program, out of Bozeman, MT, came to Sheridan to do in school, on-site training and this week, the new employees are in Bozeman, MT, with Thrive, for on-the-job embedded training. Mr. Craft said that they will be back in Sheridan and in the elementary schools to start their work on Monday, September 21. Mr. Craft mentioned that he would be reporting spring survey results at the October meeting.

Mr. Craft reported that the website for Next Level is almost complete and that Flood Marketing is going to be providing promotional videos. He said that they will have social media pages such as Facebook, Instagram, and Snap Chat. Mr. Craft believes they will be ready to present these items at the next meeting. Mr. Craft said that he has been communicating with Sandy Thiel with Big Brothers, Big Sisters of Sheridan. Both Sagebrush and Woodland Park Elementary Schools have Big Brothers, Big Sisters site-based programs in place. He said they are ready to move a site based program to Henry A. Coffeen Elementary. Mr. Craft explained that instead of creating our own mentor

program, we are collaborating with Big Brothers, Big Sisters to help them grow and hopefully create over one hundred site-based matches right on school grounds.

Mr. Craft said that he will be speaking with Sheridan College this week about early childhood development and we are very happy to be working with them. He said that on October 14, Becca Steinhoff, with Wyoming Kids First, will be coming to Sheridan to meet with any early childhood care providers who want to look at the larger picture and discuss the needs of children.

Mr. Craft reported that the high school has implemented the Success Academy program. He explained that this is an alternative option to traditional credit recovery. Instead of retaking the whole class, students relearn and retake the standards they failed. He said the Success Academy focuses on key concepts that were missed.

Mr. Craft informed the Trustees that the next quarterly Next Level meeting is scheduled for Wednesday, November 11. He said he wanted them to have this information early in order to get the meeting properly advertised and to make sure the date works for their schedules.

Mr. Craft then asked the Board to approve the service agreement for the Parent Liaison Program.

TRUSTEE WILSON MADE A MOTION TO APPROVE THE PROFESSIONAL SERVICE AGREEMENT FOR THE PARENT LIAISON PROGRAM BETWEEN SHERIDAN COUNTY SCHOOL DISTRICT #2 AND CHILD ADVOCACY SERVICES OF THE BIG HORNS, AS PRESENTED. VICE-CHAIRMAN PERKINS SECONDED THE MOTION.

Vice-Chairman Perkins asked for the names of the liaisons. Mr. Craft gave the liaison's names: Beth Lenz, Carol Clark, and Kelly Rickett.

THE MOTION CARRIED WITH A UNANIMOUS VOTE.

C. Approval of Policies (*Action*) - Terry Burgess

FIRST READING

Assistant Superintendent Terry Burgess said that the we are asking for approval of first reading for the following policies. He explained that the correction in the GCBF - Certified Sick Leave Bank policy was to clarify that all vacation days and sick leave days have to be used before one can petition to the sick leave bank. Mr. Burgess added that there was also one change: the addition of fourteen calendar days when staff may request days from the sick leave bank after the birth or adoption of a child.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY GCBF - CERTIFIED SICK LEAVE BANK AND POLICY GCBF-P - CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES, ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Mr. Burgess said the only adjustment of Policy GCQEA - Early Retirement Incentive Plan is to change the date by which you have to apply for early retirement to February 1st.

TRUSTEE WILSON MADE A MOTION TO APPROVE POLICY GCQEA - EARLY RETIREMENT INCENTIVE PLAN, ON FIRST READING, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Mr. Burgess said that the adjustment of Policy GCQEA-P - Early Retirement Incentive Plan Schedule of Benefits/Application is the same as Policy GCQEA: the dates have moved to February 1st. He said that prior incentive amounts have been deleted and new incentive payment schedules (36 to 24 months) have been recommended by the committees.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY GCQEA-P - EARLY RETIREMENT INCENTIVE PLAN SCHEDULE OF BENEFITS/APPLICATION, ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Mr. Burgess explained that changes and adjustments for Policy GDBF - Classified Sick Leave Bank and Policy GDBF-P - Classified Sick Leave Bank Committee Guidelines mirrors what was done for the certified policies.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY GDBF - CLASSIFIED SICK LEAVE BANK AND POLICY GDBF-P - CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES, ON FIRST READING, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Mr. Burgess said that for Policy IHBJ - Homebound Instruction committees made clarifications and Mr. Kendal Hoopes, our legal counsel, clarified expectations with the recommended changes.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY IHBJ - HOMEBOUND INSTRUCTIONS, ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION.

Trustee Schatz asked if we need to include a computer or Chromebook within the homeschool definition. He asked what the district supplies for these students. Mr. Burgess responded that we have, on occasion, sent a computer or Chromebook with students on homebound instruction. He assured the Board that even if it isn't written in the policy, it is a part of the district's practice.

THE MOTION CARRIED WITH A UNANIMOUS VOTE.

Mr. Burgess said that the committee has made a recommendation to strike the last sentence in Policy IMH - Suicide Prevention. No other changes are being requested.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY IMH - SUICIDE PREVENTION EDUCATION, ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VII. New Business

A. Review Beginning Enrollments (*Information*) - Terry Burgess & Scott Stults

Director of Elementary Education Scott Stults said the Board has access to a link that will show them the enrollments for the 8th day of school. He informed the Board that the enrollment has increased by seventy-one students from last year. Mr. Stults said that all but three schools have seen an increase in enrollments. He noted that the kindergarten number is lower than last year, but is still approximately three-hundred students.

B. Nomination for Sick Leave Bank Committee (*Action*) - Terry Burgess

Assistant Superintendent Terry Burgess said that Human Resources Coordinator Cody Sinclair has requested that the Board approve the nomination of Sara Stevens, of Woodland Park Elementary, to the Sick Leave Bank Committee.

VICE-CHAIRMAN PERKINS MADE A MOTION TO APPROVE THE NOMINATION OF SARA STEVENS TO THE SICK LEAVE BANK COMMITTEE, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

C. 21 CCLC EVALUATION REPORT (*Information*) - Tom Sachse

Assistant Superintendent Tom Sachse said he is pleased to have Melissa Mowry, our external evaluator of the 21st Century Community Learning Centers, here to present her findings on the program. Melissa Mowry explained that this summary was sent to the Wyoming Department of Education (WDE) this summer. She said the district received the Community Learning Centers Competitive Grant. She said that the district received about

\$250,000 from these competitive grants this year. This grant money has been used to create after school programs for students.

The district has chosen to focus the after school programs on the STEM fields, which is highly encouraged by the state. She explained that STEM stands for science, technology, engineering, and math. By introducing students to these STEM programs, she continued, we are getting them to be innovative problem solvers and to be collaborative with one another. Mrs. Mowry said that the STEM programs are being run at all Title schools and the programs are tiered so students can grow at each level. Mrs. Mowry said that four hundred and fifty students participated in the programs last year; the five schools we have represented are utilized by many students.

Mrs. Mowry said that SCSD#2 was able to host a week long summer camp this year. At the camp, students worked in teams to develop an aquatic center for the district. She said that students and teachers were surveyed and the results showed that the students really enjoyed the camp.

Vice-Chairman Perkins asked how the students were selected for these programs. Mrs. Mowry responded that for the after school STEM programs, Yvonne Osborne, the After School Program Coordinator, had a booth at the school's open houses so students could sign-up. For the summer camp, teachers sent out invitations to parents and students. She said that there is no cost to the students.

Chairman Steel asked if the grant was for Title I schools only. Mrs. Mowry responded that the 21 CCLC grant funds Title schools and that Dr. Tom Sachse could talk about the grant that supports the junior high and high school. Dr. Sachse explained the grants and how they get applied to our schools.

VIII. Reports and Communications

A. Board of Trustees

1. Board Reports

a. Wyoming School Boards Association (WSBA) Call for Resolutions (Information) - Molly Steel

Chairman Steel said the WSBA has called for resolutions. She said that last year, we presented four resolutions at the annual WSBA conference: Age for Registration, Compulsory Age of Attendance, Flare Gas on School Trust Lands, and Graduation Rate. Chairman Steel read the resolutions aloud to explain and demonstrate the goals of the resolutions. Trustee Hackman spoke about the resolution he wrote, which was the Flare Gas on School Trust Lands resolution. Chairman Steel said to direct the resolutions to her.

Vice-Chairman Perkins talked about the WSBA Regional meeting that was held at the administration office on Wednesday, September 9. She said that we met with two WSBA directors, Sheridan County School Districts #1 and #3, and Johnson County School District #1 to discuss what we are looking for in our districts. Trustee Hackman added that legislative priorities related to recalibration were discussed. He explained that, at the meeting, the call for resolutions was given to everyone and we are to prepare, present, and vote on our resolutions at the October Board meeting. If the resolutions pass at the October Board meeting, they will be taken to the annual WSBA legislative meeting and will be voted on by all district delegates.

b. WSBA Board of Directors Opening (*Action*) - Molly Steel

Chairman Steel said that Trustee Hollis Hackman and Trustee Richard Hall, from Johnson County School District #1, have stepped forward to run for WSBA Director of Area 7. She said that Executive Director of the WSBA Brian Farmer has asked each Board to vote for a delegate.

VICE-CHAIRMAN PERKINS MADE A MOTION TO APPROVE CHAIRMAN MOLLY STEEL, ON BEHALF OF SHERIDAN COUNTY SCHOOL DISTRICT #2, TO CAST THE DISTRICT'S VOTES FOR HOLLIS HACKMAN IN THE WYOMING SCHOOL BOARDS ASSOCIATION REGIONAL ELECTION. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

c. Board Luncheon Work Session Revised Schedule (*Action*) - Molly Steel

Chairman Steel said that everyone should have seen the revised luncheon schedule and asked that it be approved.

TRUSTEE WILSON MADE A MOTION TO APPROVE THE REVISED 2015-2016 BOARD LUNCHEON WORK SESSION SCHEDULE, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION.

Trustee Schatz asked what was changed. Assistant Superintendent Tom Sachse responded that the items originally scheduled for November and December have switched months, and then two presentations were added: Report Cards and Prevention Programs.

THE MOTION CARRIED WITH A UNANIMOUS VOTE.

2. Committee Reports

Trustee Hackman said that the County Coalition for prevention of suicide is providing training at the high school on October 12. He invited all Trustees to attend. Assistant Superintendent asked if High School Principal Brent Leibach could speak on this topic. Mr. Leibach said that the group Sources of Strength will be at the high school on October 12 to meet with a group of sixty students and ten adults. He said they want a mix of students such as athletes, musicians, and a blend of all grades to represent the large student body population. He said the same of the ten adults; he wants teachers, board members, and community members to attend. Mr. Leibach said they are still working on identifying who will attend and represent the populations, and if Trustees are interested to get in touch with him.

3. Other

Trustee Wislon said she wanted to recognize Dr. Wilhelm, who was one of the speakers for the professional development at the junior high school. She said he was fantastic and was happy she got to listen to him. Trustee Wilson asked that when similar speakers come to town, the Board gets notified and invited. She said she wishes everyone could have heard him speak.

B. PTO/Parents/Students/Organizations

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

C. Site/Administration/Staff

There were no Site/Administration/Staff reports.

IX. District Administration Reports

A. Superintendent

Superintendent Craig Dougherty spoke about the surveys received from the Institute this summer. He said that most of the surveys gave outstanding reviews, saying that this was one of the best conferences they have been to. Mr. Dougherty said that Dr. Anthony Muhammad, who was one of the keynote speakers at the conference, will be working in the state of Wyoming to help educate and train schools about how to implement Professional Learning Communities (PLCs). Mr. Dougherty said that we will be presenting our PLC models at the annual WSBA meeting in November. He said that money is getting tighter in Wyoming and we need to work across districts to ensure that every student in Wyoming is receiving a world class education. The statewide PLC will present the concept of how teachers can work together to get students reaching higher levels of achievement. Mr. Dougherty mentioned that the PLC proposal calls for a statewide director and regional directors for the PLC to be fully implemented. He shared his excitement that districts are

wanting to join us and work together as a state. He said he is excited for Dr. Muhammad to get the program started.

TRUSTEE HACKMAN MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:17 P.M. TO TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S.S. 16-4-405. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 7:17 p.m. to address personnel matters.

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

The meeting reconvened at 8:07 p.m.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE THE REQUESTED ONE-YEAR LEAVE OF ABSENCE FOR THE 2015-2016 SCHOOL YEAR, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

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

XI. Adjournment:

TRUSTEE BRIDGER MADE A MOTION TO ADJOURN THE MEETING AT 8:08 P.M. TRUSTEE HACKMAN 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
PERSONNEL ACTION REPORT
September 14, 2015

ADMINISTRATIVE STAFF

Early Retirement Incentive Plan:

Terry Burgess Administration Building	Assistant Superintendent 1.0 FTE (262 days)	Effective 6/30/16
William Gatley Administration Building	Student Information Systems (SIS) Co- Coordinator 1.0 FTE (262 days)	Effective 6/30/16

CERTIFIED STAFF

Approvals:

Heidi Hart Fort Mackenzie High and the Wright Place Junior High School	School Counselor 0.5 FTE (182 days)	Effective 8/26/15
Jessica Johanson Henry A. Coffeen	Teacher-Classic Kindergarten 1.0 FTE (180 days)	Effective 9/1/15
Eula Yancy Henry A. Coffeen and Woodland Park Schools	Teacher-Art 0.2 FTE (187 days)	Effective 8/21/15

Early Retirement Incentive Plan:

Yvonne Gatley Highland Park School	Literacy Coordinator/PLC Instructional Facilitator 1.0 FTE (185 days)	Effective 6/6/16
Margaret Grode Henry A. Coffeen and Highland Park Schools	Speech Pathologist 1.0 FTE (185 days)	Effective 6/6/16

CLASSIFIED STAFF**Approvals:**

Kelli Anderson Sheridan Junior High School	Paraprofessional-Special Education 1:2 7.0 hours/day (175 days)	Effective 9/10/15
Susan Benepe Henry A. Coffeen School	Paraprofessional-General (5.0 hours/day)/After School Program (3.0 hours/day) 175 days	Effective 9/1/15
Stephanie Campbell Sheridan Junior High School	Paraprofessional-Special Education 1:2 7.0 hours/day (175 days)	Effective 9/1/15
Brandon Garner Sheridan Junior High School	Paraprofessional-ESL (7.0 hours/day) 175 days/ After School Fitness Program (4.0 hours/week) 32 weeks	Effective 9/1/15
Ellen Goode-Neeson Woodland Park School	Paraprofessional-General (3.5 hours/day) 175 days/ After School Program Site Coordinator (3.5 hours/ day) 143 days	Effective 9/1/15
Janeen Haskett Woodland Park School	Paraprofessional-ESL 6.0 hours/day (175 days)	Effective 9/10/15
Matthew Henderson Sheridan Junior High School	Paraprofessional-Special Education (Behavior) 7.0 hours/day (175 days)	Effective 9/1/15
Sally Jones Fort Mackenzie High and the Wright Place Schools	Cook-Head 4.5 hours/day (177 days)	Effective 9/21/15
Ashley King Sheridan Junior High School	Paraprofessional-Special Education 7.5 hours/day (175 days)	Effective 9/1/15
Erin Kranz Henry A. Coffeen School	Paraprofessional-ESL 6.0 hours/day (175 days)	Effective 9/1/15
Sarah Menth Henry A. Coffeen School	Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 9/1/15

Sarah Mercer Sheridan High School	Cook's Helper Ala Carte /Hot Lunch 2.0 hours/day (177 days)	Effective 9/9/15
Randy Peck Transportation Department	Bus Driver 2.0 to 4.0 hours/day (175 days)	Effective 8/17/15
Doreen Phelan Sheridan High School	Cook's Helper 5.0 hours/day (177 days)	Effective 8/28/15
Jennifer Sandy Henry A. Coffeen School	Paraprofessional-ESL 6.0 hours/day (175 days)	Effective 9/1/15
Lauren Stewart Woodland Park School	Paraprofessional-After School Program 3.0 hours/day (143 days)	Effective 9/8/15
Arianna Thurow Meadowlark School	Paraprofessional-ESL 6.0 hours/day (175 days)	Effective 9/1/15
Matthew Wattier Sheridan Junior High School	Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 9/1/15
Shirly Wimmer Transportation Department	Bus Driver 2.0 to 4.0 hours/day (175 days)	Effective 8/17/15

Changes/Transfers:

Antonia Becker Sagebrush School	Paraprofessional-Title I (6.0 hours/day) 175 days to Paraprofessional-Title I (6.0 hours/day) 175 days/After School Program (2.5 hours/day) 95 days	Effective 9/1/15
Hesid Brandov-Ysrael Sheridan Junior High School	Paraprofessional-Special Education 1:2 to Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 9/8/15
Brenda Brastrup Henry A. Coffeen School	Paraprofessional-General (1.0 hours/day to 3.0 hours/day)/Title I (6.0 hours/day to 5.0 hours/day) 175 days	Effective 9/1/15
Carrie Cook Woodland Park School	Paraprofessional-General 6.0 hours/day to 7.0 hours/day (175 days)	Effective 9/1/15

Cody Dahlen Sheridan Junior High School	Paraprofessional-Guided Study Hall (7.0 hours/day) Effective 175 days to Paraprofessional-Guided Study Hall 9/1/15 (7.0 hours/day) 175 days/After School Program Paraprofessional (1.0 hours/day for 4 days/week) 32 weeks
Amanda Dirksen Sheridan Junior High School	Paraprofessional-Title I (6.5 hours/day) 175 days/ Effective to Paraprofessional-Title I (6.5 hours/day) 175 9/1/15 days/After School Program Paraprofessional (1.25 hours/day for 4 days/week) 32 weeks
Shannon Farstveet Sheridan Junior High School	Paraprofessional-Special Education 1:1 (2.0 hours/ Effective day)/ESL (5.0 hours/day) to Paraprofessional-ESL 9/1/15 (7.0 hours/day) 175 days
Debra Hanson Sheridan High School	Secretary-Activities (8.0 hours/day) 205 days to Effective Secretary-Activities (8.0 hours/day) 210 days 8/10/15
Tara Kelly Sagebrush School	Paraprofessional-General (6.5 hours/day) 175 days Effective to Paraprofessional-General (6.5 hours/day) 175 9/1/15 days/After School Program (5.5 hours/week) 31 weeks
Kristen Mattix Sagebrush School	Paraprofessional-Title I (7.0 hours/day) 175 days to Effective Paraprofessional-Title I (7.0 hours/day) 175 days/ 9/1/15 After School Program (2.5 hours/day) 48 days
Susan McGuire Sagebrush School	Paraprofessional-Title I (4.5 hours/day to 5.0 Effective hours/day) 175 days/After School Program Site 9/1/15 Coordinator (3.5 hours/day to 3.0 hours/day) 143 days
Jami McLean Sheridan High School	Paraprofessional-Copier (7.0 hours/day) to Effective Paraprofessional-Library Media Technology (8.0 8/24/15 hours/day) 180 days
Cindy Morris Sheridan High School to Sheridan Junior High School	Paraprofessional-Special Education 1:2 to Effective Paraprofessional-Special Education 9/1/15 7.0 hours/day (175 days)

Jamie Ostermyer Sheridan High School	Paraprofessional-Special Education (7.0 hours/day) to Paraprofessional-Special Education (7.0 hours/day)/After School Detention Paraprofessional (1.0 hours/day for 4 days/week) 175 days	Effective 9/1/15
Rebecca Rosenlund Sagebrush School	Paraprofessional-Special Education 1:2 (7.0 hours/day (175 days) to Paraprofessional-Special Education 1:2 (7.0 hours/day) 175 days/After School Program (2.0 hours/week) 31 weeks	Effective 9/1/15
Gayle Wells Sheridan High School	Secretary-Attendance (8.0 hours/day) 200 days to Secretary-Attendance (8.0 hours/day) 195 days	Effective 8/10/15
Bridgette White Fort Mackenzie High and the Wright Place Schools to Meadowlark School	Cook-Head (4.5 hours/day) to Cook-Second (6.0 hours/day) 177 days	Effective 8/28/15
Judith Willis Henry A. Coffeen School	Paraprofessional-Office (7.0 hours/day) to Paraprofessional-Office (5.0 hours/day) 175 days/ After School Program Site Coordinator (3.0 hours/day) 143 days	Effective 9/1/15
Anne Young Fort Mackenzie High and the Wright Place Schools	Paraprofessional-General (8.0 hours/day) to Paraprofessional-Library Media Technology (8.0 hours/day) 180 days	Effective 8/24/15

Resignations:

Mamie Arzy Sheridan High School	Cook's Helper 2.0 hours/day (177 days)	Effective 8/31/15
Sean Bowman Henry A. Coffeen School	Paraprofessional-ESL 6.0 hours/day (175 days)	Effective 8/14/15
Dixie Green Woodland Park School	Paraprofessional-General (4.5 hours/day) 175 days/ After School Site Coordinator (3.5 hours/day) 143 days	Effective 8/24/15

Peggy Hagel Meadowlark School	Second Cook 6.0 hours/day (177 days)	Effective 8/18/15
Shantel L. O'Dell Sheridan Junior High School	Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 9/11/15

EXTRA DUTY 2015-2016

Approvals:

<u>Name</u>	<u>Position</u>
Katherine Barker	Volleyball-7th-8th Grade C Coach-SJHS
Lela Belus	Cross Country-Assistant Coach-SHS
Karl "KC" Fiedler	Cross Country-6th-8th Grade B Coach - SJHS
Erin Kranz	Drama Coach-SHS
Greg McClure	Cross Country-Assistant Coach-SHS
Abigail Mowry	Volleyball-7th-8th Grade C Coach-SJHS
Jory Turk	Swimming-Boys Assistant Coach-SHS

ACADEMIC EXTRA DUTY 2015-2016

Approvals:

<u>Name</u>	<u>Position</u>
Rebecca Adsit	Teacher Mentor-SJHS
Jennifer Black	Staff Mentor-Henry A. Coffeen
Melissa Brackley	Teacher Mentor-Meadowlark
Joyce Carroll	Teacher Mentor-Highland Park/Sagebrush
Scott Cleland	Summer School Principal-Highland Park
Jami Clifford	Teacher Mentor-SJHS
Melissa Condos	Teacher Mentor-Henry A. Coffeen
Timothy Cooper	Teacher Mentor-SJHS
Brett Dahl	Summer School Principal-Sagebrush
LeeAnne Dixon	Teacher Mentor-Highland Park/Meadowlark/Sagebrush
Megan Edmunds	Teacher Mentor-Henry A. Coffeen
Kristie Garriffa	Teacher Mentor-Woodland Park
Darin Gilbertson	Teacher Mentor-Fort Mackenzie/the Wright Place
Cristina Gorzalka	Balanced Literacy Training-Elementary
Valerie Grammens	Teacher Mentor-Sagebrush

LuAnn Heward	Teacher Mentor-Henry A. Coffeen/Woodland Park
Toby Laird	Staff Mentor-SHS/Fort Mackenzie/the Wright Place
Jennifer McIntire	Teacher Mentor-Woodland Park/Henry A. Coffeen/Meadowlark
Shebree Moore	Teacher Mentor-Henry A. Coffeen
Shebree Moore	Classroom Instruction Techniques for Paraprofessionals-District
Abigail Mowry	Using Technology in Instruction-District
Megan Muth	Teacher Mentor-Sagebrush
Casey O'Connor	Summer School Principal-Meadowlark
Lorna Poulsen	Teacher Mentor-SJHS
Courtney Pushcar	Teacher Mentor-Woodland Park
Paige Sanders	Summer School Principal-Woodland Park
Razmick Sarkissian	Teacher Mentor-Elementary
Sarah Stadick	Staff Mentor-Elementary
Mike Swan	Staff Mentor-SHS
Nicole Trahan	Summer School Principal-Henry A. Coffeen
Nicole Trahan	Supervising Literacy Coordinators- Elementary
Allison Voigt	Teacher Mentor-Henry A. Coffeen/Highland Park
Milton Wiest	Leadership Development-District

SAGEBRUSH AFTER SCHOOL PROGRAM STAFFING - 2015-2016

Approvals:

<u>Name</u>	<u>Position</u>
Pamela Moore	Teacher

STORY AFTER SCHOOL PROGRAM STAFFING - 2015-2016

Approvals:

<u>Name</u>	<u>Position</u>
Jennifer Debban	Teacher (68 days)
Vicki Sikes	Teacher (68 days)

**SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) STAFFING -
2015-2106**

Approvals:

<u>Name</u>	<u>Position</u>
Heather McKeag	Paraprofessional
Jane Varah	Teacher

Sheridan County School District No. 2

Board of Trustees

Board Luncheon Work Session

September 21, 2015

Molly Steel, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The Luncheon Work Session of the Board of Trustees of Sheridan County School District #2 was called to order at 12:00 p.m., Monday, September 21, 2015, in the Second Floor Conference Room at the Central Administration Office. The presiding officer was Molly Steel, Chairman. The following attendees were present:

Trustees:

Molly Steel, Chairman
Ann Perkins, Vice Chairman
Wayne Schatz, Treasurer
Hollis Hackman
Tony Wendtland

Administrators:

Terry Burgess, Assistant Superintendent
Tom Sachse, Assistant Superintendent

II. New Business

A. Professional Learning Communities (PLCs) (*Information*) - Mitch Craft & Mick Wiest

Sheridan Junior High School Principal Mitch Craft and Professional Learning Community Coordinator Mick Wiest presented information about PLCs.

III. Adjournment

VICE-CHAIRMAN PERKINS MADE A MOTION TO ADJOURN THE MEETING AT 12:53 P.M. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 12:53 p.m.

Chairman

Clerk

Sheridan County School District No. 2

Board of Trustees

Board Luncheon Work Session

September 30, 2015

Molly Steel, Chairman

Craig Dougherty, Superintendent

MINUTES OF MEETING

I. Call to Order

The Luncheon Work Session of the Board of Trustees of Sheridan County School District #2 was called to order at 12:00 p.m., Wednesday, September 30, 2015, in the Second Floor Conference Room at the Central Administration Office. The presiding officer was Molly Steel, Chairman. The following attendees were present:

Trustees:

Molly Steel, Chairman
Ann Perkins, Vice Chairman
Wayne Schatz, Treasurer
Craig Achord
Sue Wilson

Administrators:

Craig Dougherty, Superintendent
Tom Sachse, Assistant Superintendent
Scott Stults, Director of Elementary Education

II. New Business

A. Elementary Standards-based Report Cards (*Information*) - Scott Stults

Director of Elementary Education Scott Stults presented information about the Elementary Standards-based Report Cards.

III. Adjournment

VICE-CHAIRMAN PERKINS MADE A MOTION TO ADJOURN THE MEETING AT 12:55 P.M. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting adjourned at 12:55 p.m.

Chairman

Clerk



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

Craig Dougherty, Superintendent

DATE: September 29, 2015

TO: Board of Trustees

FROM: Terry Burgess, Assistant Superintendent

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

Sheridan High School Projects and Future Planning

Construction on the Sheridan High School locker room and training room is progressing nicely. Mechanical, electrical, and plumbing rough-ins are in progress. Concrete has been poured over the metal decking on the second floor. Steel continues to be erected on the second floor. The roof is expected to be installed by the end of October. Landscaping will be constructed by the district grounds coordinator and will begin in the next several weeks and continue into next spring. The new addition and building tie-in will continue through March of 2016. The renovation of the old lockers will begin in March 2016 and the anticipated completion date is September 2016.

The construction of the second parking lot exit is progressing and will be a great addition to Sheridan High School. Fencing, grading, restoration, and final completion will continue through the end of October. The project is being funded by the city with generosity from First Federal in donating a section of property to help construct this egress.

Sheridan Junior High School Hill Stabilization

We should have construction completed in the next several weeks and the creek restored. We will continue to work on vegetation this fall and next spring.

Collaborative High School

We continue to meet monthly regarding the proposed collaborative high school. The next collaborative meeting will be held October 12th. The timeline that we envision is to receive design money in April 2016, bids for construction in January 2017, capital construction money in April 2017, and completion by August 2018. Currently, SCSD#2 is recommended to receive design and construction funds in this biennium by the Wyoming School Facilities Department. However, at the Select Committee our project was placed on a list for review and possible "re-study."



Craig Dougherty, Superintendent

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DATE: September 28, 2015

TO: Board of Trustees

FROM: Mitch Craft, Sheridan Junior High School Principal

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

At the October Board of Trustees meeting, I will provide updates on the following:

- Attendance Committee
 - Data highlights from spring Next Level Student Attendance Survey
- Community Engagement Committee
 - Website & marketing
- Executive Committee
 - Quarterly Meeting: November 11, 2015 - 12:00-1:00 p.m., SCSD#2 Board Room

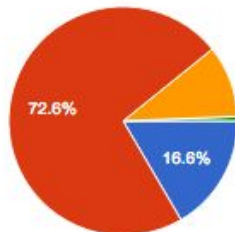


Next Level Student Attendance Survey

Data Highlights - Spring 2015

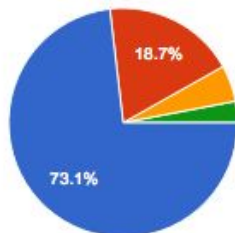
Total Students Surveyed	797
SJHS	566
SHS	230
Ft. Mackenzie	1

I live:



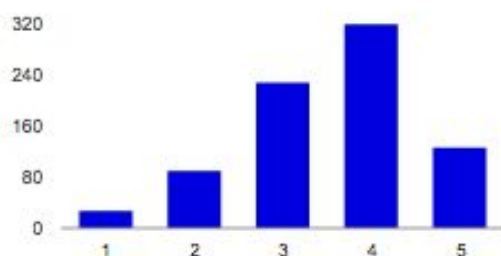
In a family with one adult	132	16.6%
In a family with two adults	579	72.6%
In another type of family situation	81	10.2%
Alone	5	0.6%

How many times have you moved in the last year?



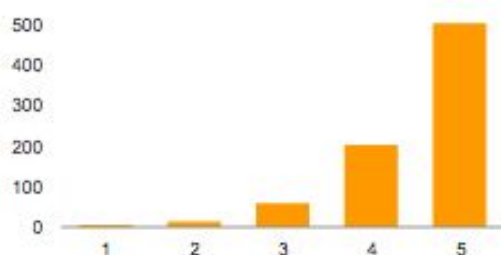
No moves	583	73.1%
1 move	149	18.7%
2 moves	41	5.1%
3 or more moves	24	3%

School is a welcome and friendly place.



Strongly Disagree: 1	29	3.6%
2	90	11.3%
3	230	28.9%
4	320	40.2%
Strongly Agree: 5	128	16.1%

Getting good grades is important to me.



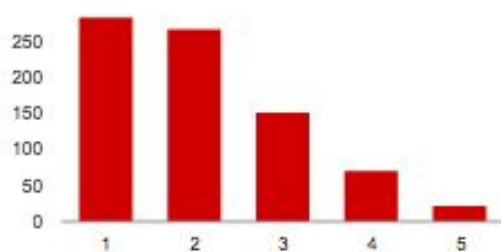
Strongly Disagree: 1	6	0.8%
2	18	2.3%
3	60	7.5%
4	206	25.8%
Strongly Agree: 5	507	63.6%

I have been recognized for something positive in school.



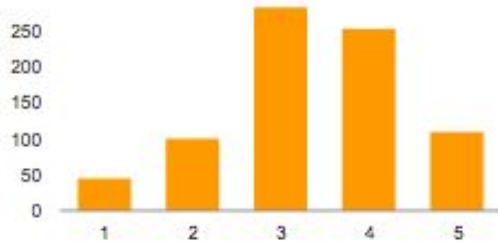
Often	301	37.8%
Seldom	372	46.7%
Never	124	15.6%

I give up when schoolwork is difficult.



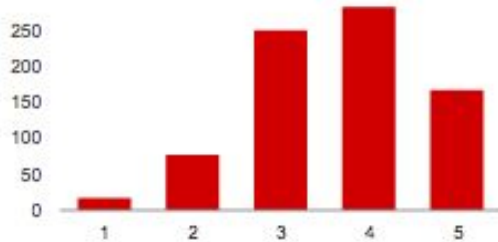
Strongly Disagree: 1	283	35.5%
2	267	33.5%
3	153	19.2%
4	71	8.9%
Strongly Agree: 5	23	2.9%

School inspires me to learn.



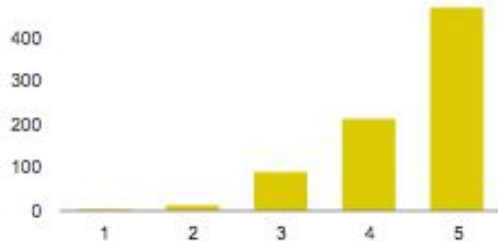
Strongly Disagree: 1	47	5.9%
2	101	12.7%
3	284	35.6%
4	255	32%
Strongly Agree: 5	110	13.8%

I learn new things at school that are interesting to me.



Strongly Disagree: 1	18	2.3%
2	78	9.8%
3	250	31.4%
4	283	35.5%
Strongly Agree: 5	168	21.1%

I want to do my best at school.



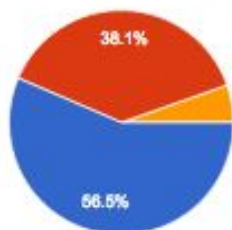
Strongly Disagree: 1	4	0.5%
2	15	1.9%
3	91	11.4%
4	213	26.8%
Strongly Agree: 5	472	59.4%

Every student is important at this school.



Strongly Disagree: 1	46	5.8%
2	46	5.8%
3	149	18.7%
4	205	25.7%
Strongly Agree: 5	351	44%

Issues at home effect my attendance.



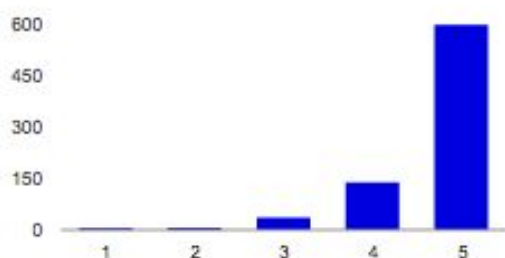
Never	450	56.5%
Seldom	304	38.1%
Often	43	5.4%

Medical problems effect my attendance



Never	297	37.5%
Seldom	377	47.5%
Often	119	15%

My parents care that I go to each of my classes.



Strongly Disagree: 1	6	0.8%
2	7	0.9%
3	38	4.8%
4	142	17.8%
Strongly Agree: 5	604	75.8%

Comments

In mid-May of 2015, 797 students from three SCSD2 schools took the Next Level Student Attendance Survey. Students answered 38 questions, including both demographic and opinion questions. The survey results allow the Next Level Attendance Committee to disaggregate the data based on any factor in the survey, such as school, grade level, transience, participation in activities, etc. Student responses to Likert Scale opinion questions (1=strongly disagree, 3=neutral, 5=strongly agree) reveal a generally positive pattern in terms of attitudes toward school, parental support, and self worth. SJHS and SHS collected enough data to set goals targeting specific areas. For example, in response to the question "I have been recognized for something positive in school," SJHS has increased positive office referrals and randomized recognition of students with zero missing assignments. With many efforts such as this in place, SHS and SJHS hope to see positive trends in the data when the survey is administered again in May of 2016.



Craig Dougherty, Superintendent

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DATE: September 28, 2015
TO: Board of Trustees
FROM: Cody Sinclair, Human Resources Coordinator
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

DJ	Purchasing
<u>DJ-P1</u>	<u>Purchasing Procedures</u>
DJC	Petty Cash Accounts
DJGA	Vendor Relations
GCQEA	Early Retirement Incentive Plan (Returning to First Reading)
GCQEA-P	Early Retirement Incentive Plan Schedule of Benefits/Application (Returning to First Reading)

The following policies are being recommended for second reading:

GCBF	Certified Sick Leave Bank
<u>GCBF-P</u>	<u>Certified Sick Leave Bank Committee Guidelines</u>
GDBF	Classified Sick Leave Bank
<u>GDBF-P</u>	<u>Classified Sick Leave Bank Committee Guidelines</u>
IHBJ	Homebound Instruction
IMH	Suicide Prevention Education (NEW)

*Policies -
First Reading*

PURCHASING

The ~~S~~superintendent or his/her designee shall serve as purchasing agent for the district. He/she shall be responsible for developing and administering the purchasing program for the district. The purchasing procedures employed by the ~~S~~superintendent shall comply with all applicable laws and regulations (including retention policies) of the state, the United States Department of Education (USDE), and the United States Department of Agriculture (USDA). The ~~S~~superintendent or his/her designee shall ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

The district will adhere to the standards set forth in "Buy American" for the food service program (7CFR 210.21(c)(3)(d)).

Debarment and Suspension: For all purchases and contracts to be paid with federal dollars which are expected to equal or exceed \$25,000, the district must have verification regarding debarment, suspension, ineligibility, and voluntary exclusion for the vendor.

Standards of conduct: Employees will not engage in or participate in any procurement when there is a conflict of interest, ~~real or perceived~~. In addition, employees cannot solicit or accept any gratuities, favors, or anything of monetary value from prospective vendors.

No employee shall participate in the selection, award or administration of a purchasing contract when any of the following persons have a financial interest in the firm selected for award:

- The employee
- Any member of his/her immediate family
- People with whom there is a personal relationship
- An organization which employees or is about to employ any of the above

~~The district expects all employees to behave with the utmost integrity, refrain from self-serving activity, be fair in all aspects of the procurement process, be alert to conflicts of interest, and avoid any compromising situations.~~

PURCHASING (contd.)

Employees found to be in violation of this policy will be subject to disciplinary action.

Protest procedures: The ~~D~~istrict shall provide vendors with a process to formally object to the award of a contract for services or a contract for purchase. Prior to making a formal protest, the vendor should first discuss any issues with the ~~S~~uperintendent or his/her designee. If a vendor proceeds with a formal protest, the vendor must provide a written protest to the ~~S~~uperintendent or his/her designee, within 10 days of the board action awarding the bid outlining:

1. The criteria the vendor claims put ~~it~~ the vendor at an unjust advantage, or
2. Evidence that the proper bid procedure was not followed, or
3. Evidence that the district made a mathematical error, or
4. Evidence the district erred in the bid award, or.
5. Any other claims that the ~~School-D~~istrict's bid award was improper under applicable law.

The ~~S~~uperintendent or his/her designee will review the protest and provide a written answer within 45 business days. During the review process, the district has no obligation to delay or otherwise postpone an award.

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

7 CFR Parts 210, 215, 220, 3016 and 3019 (as applicable)

2 CFR Part 200.318

First Reading: 3/2/15
 Second Reading: 4/6/15

PURCHASING PROCEDURES

All purchases made with district funds shall be made by the appropriate administrator or his/her designee through the business office on official purchase orders or vouchers—~~upon requisition by the appropriate administrator~~. Any purchase not so made will be deemed to be a personal purchase by the staff member and must be paid for by the staff member. Confirming orders will not be permitted without prior authorization for the purchase from the business manager or superintendent.

Purchases made from school activity funds shall require authorization of the school principal or activities director. No individual is to order anything for any group using the name and purchasing authority of the school district.

First Reading: 1/14/97
Second Reading: 8/26/97
~~Reviewed: 4/6/09~~

PETTY CASH ACCOUNTS

In order to facilitate refunds and minor purchases, the Board shall authorize petty cash funds for the schools, the superintendent's office, and the transportation department.

Expenditures against these funds must be itemized on a voucher and turned in to the ~~B~~business ~~M~~anager whenever replenishment is requested. Expenditures from petty cash funds shall be charged to the applicable budget category. ~~Once a budget item is exhausted no further expenditure against the item may be made from the petty cash fund.~~ The voucher must be approved by the business manager and must have the expenditure dated, itemized, and accompanied by appropriate receipts.

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

VENDOR RELATIONS

Only sales representatives of materials, equipment, or services ~~that are normally used in the school~~that receive authorization from the superintendent or building principal will be allowed to meet with ~~D~~district personnel. In no case, ~~however,~~ may sales ~~representatives~~persons call on pupils, teachers, or other employees during school hours without the permission of the ~~building principal or activities director/assistant activities directors~~superintendent or building principal. These calls may be made only at times that will not interfere with educational programs.

See also policies:

- KH - Solicitations in the Schools
- KHB - Advertising in the Schools

First Reading: 5/18/09
Second Reading: 6/22/09

EARLY RETIREMENT INCENTIVE PLAN**RATIONALE/PURPOSE**

The intent and purpose of this plan is to allow qualified School District No. 2 employees an incentive and an opportunity for early retirement. It provides a reward to employees who have served the District for extended periods of time. It also affords the District the opportunity to replace employees who are advanced on the salary schedules, creating, in most cases, financial savings to the District.

Participation in this plan is entirely voluntary and is open to all employees who qualify under its terms. The selection from the applicants for participation in the plan will be made by the Board of Trustees in accordance with the provisions set forth below, within the sole discretion of the Board of Trustees, taking into account the needs and best interests of the District.

Participation in this plan is considered a privilege and not a right, and the Board of Trustees is entitled to permit or to limit participation and to change or delete all or any part of this plan in its sole discretion, in accordance with the needs and best interests of the District and in accordance with applicable state and federal laws.

The benefits provided by this plan are not limited to, and do not constitute a retirement system or a replacement of the Wyoming Retirement System. Under this plan the benefits provided are in consideration of the individual employee's waiver of continued employment with School District No. 2 and of the receipt of such wages, salaries, and benefits that the employee could expect from such continued employment.

REQUEST FOR EARLY RETIREMENT:

A qualified employee desiring to participate in this plan must submit his or her written request to the Superintendent upon forms available from the central administration office prior to ~~February 1st January 15, 2015 (Option 1 Amount) or prior to March 1 (Option 2 Reduced Amount)~~ of the fiscal year (July 1-June 30) in which the employee desires to enter the Early Retirement Incentive Plan. If the application for the Early Retirement Incentive Plan is accepted by the Board the effective date of resignation will be at the end of the current school year for certified staff and the effective date of resignation will be at such date as determined by the Board for all other staff.

EARLY RETIREMENT INCENTIVE PLAN (contd.)

~~Option 1 will not be available for any applications submitted after January 15, 2015.~~

The Superintendent or his designated representative will transmit all requests to the Board, together with the superintendent's recommendations. The Board will act upon all requests not later than the Board's first regular meeting in April of each year. The Board will promptly notify applicants of its decision.

ELIGIBILITY FOR RETIREMENT:

For purposes of this plan a School District employee eligible to participate in this plan is defined to be:

1. CLASSIFIED EMPLOYEE: A person currently employed by the District under an annual work agreement, including but not limited to a paraprofessional, secretary, school nurse, custodian, bus driver, food service worker, bookkeeper, mechanic and maintenance worker, discipline assistant or non-certified supervisor.
2. PROFESSIONAL EMPLOYEE: A person currently employed by the District under an annual contract.
3. Substitute teachers and seasonal employees are not eligible for participation in the plan.

In order to qualify for participation in the plan, the employee, as defined, must meet all of the following guidelines:

1. CLASSIFIED EMPLOYEE: Must be employed by the District for a minimum of fifteen (15) school years as of the requested retirement date~~prior to the date of application for participation in the plan~~, and;
 - a. Have been employed by the District for the five (5) school years immediately preceding the date of application for participation in the plan.
2. PROFESSIONAL EMPLOYEE: Must have completed a minimum of twenty (20) school years of employment in education services as of the requested retirement date~~prior to the date of application for participation in the plan~~. Employment elsewhere than with School District No. 2 must be verified by the employee at the time of application for participation in the plan.

EARLY RETIREMENT INCENTIVE PLAN (contd.)

- a. Must have been employed by the District as a professional employee for at least ten (10) years, and;
 - b. Must have been employed by the District in a professional position for the five (5) years immediately preceding the date of application for participation in the plan.
3. CLASSIFIED AND PROFESSIONAL EMPLOYEE:
- a. Board of Trustees-approved leaves of absence will not interrupt the accumulation of continuous employment credit.
 - b. The employee must be currently employed under an annual contract or work agreement as of the date of application for participation in the plan.

GENERAL CONDITIONS, PROVISIONS, AND LIMITATIONS:

1. The submission of an application for participation in the plan signifies the employee's election to voluntarily terminate the employee's employment by the District if the application is approved.
2. The submission of an application for participation in the plan does not limit, restrict, or alter the right of the District, through its Board of Trustees and designated officials, to suspend, terminate, or dismiss an employee in the manner and for the reasons provided by law.
3. Nothing contained within this plan or implied by its term is intended to, nor does it, grant to any employee the expectation of permanent employment with the District, other than what employment rights any employee has, or may have, by virtue of contract or operation of law.
4. The Board of Trustees has the sole authority and discretion to approve or disapprove any early retirement request, and no rights accrue to any employee under this plan until such time as the Board approves that employee's application for participation in the plan.
5. Except as set forth below, the Board of Trustees is not limited or restricted in the criteria it may use in approving applications for participation in the plan and

EARLY RETIREMENT INCENTIVE PLAN (contd.)

will make selections for participation in accordance with its good faith assessment of the best interests and needs of the District. The Board, in making its selections, will consider, as part of the criteria, the following, in no particular order of preference:

- (a) Length of continuous service with the School District No. 2;
 - (b) Financial savings to the District;
 - (c) Current and expected future instructional, administrative, and support service's needs;
 - (d) Availability of potential replacements;
 - (e) Any other factors deemed relevant.
6. As an example, and not as a requirement or a restriction, the Board may approve up to two percent (2%) of the total number of all employees, excluding part-time, seasonal, and substitute employees, regardless of categories, for early retirement in any one year. The Board may approve less than the stated example in any or all categories in any year based upon the needs and best interests of the District, including financial considerations, personnel and teaching needs, and the ability of the District to fund the plan in any given year.
 7. The employee receiving benefits under this plan will be responsible for all taxes accruing from such benefits.
 8. The benefits under this plan will be calculated according to the Schedule of Benefits attached to the plan.
 9. In the event an otherwise qualified employee who applies for participation in the plan is not selected for participation that employee is not precluded from applying again in subsequent years.
 10. The Board may change the Schedule of Benefits (GCQEA-P) at any time it deems appropriate to the needs and best interests of the District. Any change in the Schedule of Benefits will be applied prospectively only and not retroactively.
 11. The participating employee must keep the School District's

EARLY RETIREMENT INCENTIVE PLAN (contd.)

Business Office informed of the employee's address to which benefits are to be mailed.

12. The benefits received under this plan will not be considered wages or salary for purposes of the Wyoming Retirement System and will not result in additions to, or credit towards, the employee's interests in the Wyoming Retirement System.
13. For purposes of the Schedule of Benefits attached to this plan, only those years of service by an employee with the District will be used to calculate that employee's benefits under the plan.
14. An employee approved for participation in this plan may accept employment in any other vocation or with any other school district after retirement without jeopardizing that employee's right to continue to receive the full measure of that employee's benefits. Such an employee, if re-hired by the School District under an annual contract or work agreement, forfeits the right to continue to receive benefits under the plan and must, as a condition to re-employment with the School District, repay all early retirement benefits received prior to such re-employment. This paragraph is not applicable to retired employees re-hired in temporary, coaching, or substitute capacities.
15. An employee that is retiring at the end of the school year and is approved for participation in this plan will continue to receive their insurance benefits (life, health/dental, and vision) through the District until August 31st. September 1st the retiree would be eligible for COBRA (Consolidated Omnibus Budget Reconciliation Act) coverage and conversion of other benefits as applicable.

PAYMENT OF BENEFITS:

Benefits will be paid in accordance with the schedule of benefits. In the event an employee receiving benefits under this plan dies, the District will continue to pay the benefits the employee would have received under this plan to the employee's designated beneficiary. If an employee's beneficiary predeceases the employee or if no beneficiary has been designated, payments will be made to the employee's estate for distribution in the manner provided by law.

This policy will only be implemented if funding is available.

EARLY RETIREMENT INCENTIVE PLAN (contd.)

First Reading: 9/14/15~~10/6/14~~
Second Reading: ~~11/3/14~~

EARLY RETIREMENT INCENTIVE PLAN
SCHEDULE OF BENEFITS /APPLICATION

This current version of the Schedule of Benefits supersedes all previous Schedule of Benefits associated with Policy GCQEA. Applicants for the Early Retirement Incentive Plan must meet all criteria set forth in Policy GCQEA. The Board has the sole authority and discretion to approve or disapprove any early retirement request, and no rights accrue to any employee under this Plan until such time as the Board approves that employee's application for participation in the Plan.

~~OPTION 1: EARLY RETIREMENT INCENTIVE AMOUNT (PRIOR TO JANUARY 15, 2015)~~

~~The following formulas will be used to determine the amount of the incentive that will be granted to employees that apply for the Early Retirement Incentive Plan prior to January 15, 2015 and are approved by the Board to participate in the Early Retirement Incentive Plan:~~

~~PROFESSIONAL STAFF INCENTIVE FORMULA:~~

~~One-time Incentive = (Average FTE for past 10 years) * [(11 steps * \$1,155 per step) + (4 levels * \$1,200 per level)]~~

~~CLASSIFIED STAFF INCENTIVE FORMULA:~~

~~One-time Incentive = (Average FTE for past 10 years) * 8 hrs * 15 steps * \$0.35/step * # of work days for current position
 Option 1 will not be available for any applications submitted after January 15, 2015.~~

~~OPTION 2: REDUCED EARLY RETIREMENT INCENTIVE AMOUNT (JANUARY 16TH TO MARCH 1ST)~~

The following formulas will be used to determine the amount of the incentive that will be granted to employees that apply for the Early Retirement Incentive Plan ~~between January 16th and prior to February-March 1st~~ and are approved by the Board to participate in the Early Retirement Incentive Plan:

PROFESSIONAL STAFF INCENTIVE FORMULA:

One-time Incentive = (Average FTE for past 10 years) * [(7 steps * \$1,155 per step) + (2 levels * \$1,200 per level)]

EARLY RETIREMENT INCENTIVE PLAN
SCHEDULE OF BENEFITS/APPLICATION (contd.)

CLASSIFIED STAFF INCENTIVE FORMULA:

One-time Incentive = (Average FTE for past 10 years) * 8 hrs * 9 steps * \$0.35/step * # of work days for current position

FTE = scheduled hours per day divided by eight

These incentive amounts are a one-time amount that will be paid out in ~~36-24~~ equal monthly installments over the course of ~~three~~ two years. The resignation will be effective at the end of the current school year for all certified teaching staff, and at the Board's discretion for all other employees. The ~~36-24~~ monthly payments for the Early Retirement Incentive Plan will begin in September for an employee, whose resignation is effective on or before June 30th. An employee, whose resignation is effective, after June 30th will be eligible to start receiving their ~~36-24~~ monthly payments for the Early Retirement Incentive Plan starting in September of the next school year. Questions concerning insurance benefits should be directed to the Human Resources Office.

Applications for the Early Retirement Incentive Plan may be obtained from the Human Resources Office and must be submitted by the designated application deadlines stated above. Please refer any questions to the Human Resources Office.

**EARLY RETIREMENT INCENTIVE PLAN
SCHEDULE OF BENEFITS/APPLICATION (contd.)**

EARLY RETIREMENT INCENTIVE PLAN APPLICATION

This application is due to the Human Resources Office by 7:30 a.m. on ~~on January 15th or March February 1st~~ ~~(depending on which option is being applied for as explained in the Schedule of Benefits)~~.

Name of Staff Member: _____

Proposed Date of Retirement: _____

Current Position/School: _____

Years of Employment in Education (Professional Staff Only): _____

Years of Sheridan County School District #2 Service (minimum for Professional Staff 10 years/Classified Staff 15 years): _____

Continuous Employment with Sheridan County School District #2 for the past five (5) years (Y/N): _____

PLEASE NOTE: Pursuant to Policy GCQEA, the submission of an application for participation in the Early Incentive Retirement Plan signifies the employee's election to voluntarily terminate the employee's employment by the District if the application is approved.

An employee approved for participation in this Plan may accept employment in any other vocation or with any other school district after retirement without jeopardizing that employee's right to continue to receive the full measure of that employee's benefits. Such an employee if rehired by the School District under an annual contract or work agreement, forfeits the right to continue to receive benefits under the Plan and must, as a condition to re-employment with the School District, repay all early retirement benefits received prior to such re-employment. This paragraph is not applicable to retired employees re-hired in temporary, coaching, or substitute capacities.

Signing this application signifies that you have read, understand, and will comply with the above requirements and all those requirements specified in Policy GCQEA and in the Schedule of Benefits (GCQEA-P).

Signature

Date

EARLY RETIREMENT INCENTIVE PLAN
SCHEDULE OF BENEFITS APPLICATION (contd.)

First Reading: 9/14/15~~10/6/14~~
Second Reading: 11/3/14

*Policies -
Second Reading*

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. ~~as well as their accrued sick leave~~). Members must make application for Sick Leave Bank days to a Board-appointed committee comprised of four (4) certified staff, one (1) classified staff, one (1) school administrator, and one (1) school board member. The Board of Trustees will accept applications from staff for openings on the Sick Leave Bank Committee.

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

Sick Leave Bank members who meet the elimination period (~~180~~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.

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: 9/14/155/14/12
 Second Reading: 6/18/12

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES

1. All Sick Leave Bank requests for days will be processed through the Sick Leave Bank Committee. All information submitted to the Sick Leave Bank Committee will be provided in an anonymous format so that no individual applicant can be personally identified by a member of the committee. The applicant will submit all requested information to the superintendent or the superintendent's designee who will prepare all materials necessary for the Sick Leave Bank Committee's consideration such that no personally identifiable information is shared.
2. Certified teachers of Sheridan County School District #2 are eligible to join the Sick Leave Bank. Those who wish to join the Sick Leave Bank must do so within one month after the beginning of the current school year ~~of each new school year~~ or within ten (10) days of employment. Those who wish to join need apply only once.
3. 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.
- ~~34.~~ A diagnosis and prognosis are needed from the teacher's physician-licensed medical provider along with a time-line.
- ~~45.~~ 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.
- ~~56.~~ 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.
- ~~67.~~ Staff may request use of sick leave days from the Sick Leave Bank for Aa normal pregnancy and normal delivery only to cover days within 14 calendar days after the birth or adoption of their child. do not qualify for use of sick leave days from the Sick Leave Bank.
- ~~78.~~ Staff may request use of sick leave days in the event of Mmmaternity complications that can are be verified by the

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

~~attending employee's licensed medical provider physician may qualify for days from the District Sick Leave Bank.~~

~~89.~~ 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.

~~910.~~ 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. ~~and a grievance cannot be filed.~~

~~1011.~~ 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.

~~1112.~~ Any member of the Sick Leave Bank need not necessarily contribute one day each year. After the initial one day contribution, additional days will be withdrawn from members' accumulated sick days when the total number of days in the Sick Leave Bank falls below 100.

~~1213.~~ Sick Leave Bank benefits are applicable for the duration of the teacher's continuous contracted employment.

CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

- | ~~13~~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.

- | ~~14~~15. The Committee will meet within five (5) working days after receiving a request to use Sick Leave Bank days.

- | ~~15~~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.

- | ~~16~~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.

- | ~~17~~18. A retiring teacher may donate extra accumulated sick days for use by the Certified and/or Classified Sick Leave Bank.

- | ~~18~~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.

- | ~~19~~20. The Human Resources Office will report the status of the Sick Leave Bank to the Board of Trustees annually at the June meeting.

First Reading:	9/14/15 <u>5/5/14</u>
Second Reading:	5/27/14

CLASSIFIED SICK LEAVE BANK

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

Classified staff may become eligible members ~~in the first month of employment~~ 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 two (2) days per year. The maximum number of hours in a given fiscal year utilized from the Classified Sick Leave Bank shall be 1000 hours.

Eligible Classified Sick Leave Bank members who meet the elimination period (~~180~~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.

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

First Reading: 9/14/15~~5/5/14~~

Second Reading: 5/27/14

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~~after being employed by the District for one full year~~. 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.
34. A diagnosis and prognosis are needed from the classified staff's ~~physician~~ licensed medical provider along with a time-line.
45. 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.
56. 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.
67. Staff may request use of sick leave days from the Sick Leave Bank for Aa normal pregnancy and normal delivery only to cover days within 14 calendar days after the birth or adoption of their child.~~do not qualify for use of sick leave days from the Classified Sick Leave Bank.~~

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

~~78.~~ Staff may request use of sick leave days for ~~M~~maternity complications that ~~can be~~ are verified by the employee's attending physician licensed medical provider ~~may qualify for days from the Classified Sick Leave Bank.~~

~~89.~~ 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 two (2) days per year. Therefore, she would begin receiving her normal days of sick leave each year minus the two (2) days being repaid until all the additional days are repaid. Days granted by the Sick Leave Bank Committee will be through the conclusion of the fiscal 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.

~~-910.~~ Following the vote of the Sick Leave Bank Committee, the chairperson will inform the Human Resource Office and the requesting classified staff of the committee's decision. The final committee decision will be submitted to the requesting applicant by the assistant superintendent of human resources. The decision of the committee regarding that decision is final and a grievance cannot be filed ~~are not subject to further review by school district administration.~~

~~1011.~~ 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.

~~1112.~~ 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

CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES (contd.)

members' accumulated sick days when the total number of days in the Sick Leave Bank falls below 600 hours.

- | ~~12~~13. Classified Sick Leave Bank benefits are applicable for the duration of the classified staff's employment.
- | ~~13~~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.
- | ~~14~~15. The Committee will meet within five (5) working days after receiving a request to use Classified Sick Leave Bank days.
- | ~~15~~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.
- | ~~16~~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.
- | ~~17~~18. A retiring classified staff may donate extra accumulated sick days for use by the Classified and/or Certified Sick Leave Bank.
- | ~~18~~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.
- | ~~19~~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: 9/14/15~~5/5/14~~
 | Second Reading: 5/27/14

HOMEBOUND INSTRUCTION

~~Sheridan County School District No. 2 shall offer homebound instruction to A parent or guardian of a student, who is hospitalized or homebound for more than one (1) week because of an injury or illness. The student must submit to the school district documentation and/or information from the student's physician licensed medical provider with regard to the injury or illness. unable to attend school because of illness or injury for more than one week., may request that the student receive homebound instruction. Illness/injury Documentation of the illness/injury is required for approval of homebound instruction.~~

The building principal will select a homebound instructor from available staff or substitutes.

The homebound ~~tutor—instructor~~ will utilize the district's curriculum and/or software to instruct the homebound student and consult with the homebound student's regular classroom teacher(s). The homebound ~~tutor—instructor~~ will be responsible for securing needed textbooks and other educational materials from the school; coordinate instruction with course requirements in cooperation with the regular teachers; and submit a periodic evaluation of the student's performance to the regular classroom teacher(s).

W.S. 21-4-402

First Reading: ~~9/14/156/20/11~~
 Second Reading: ~~7/20/11~~

SUICIDE PREVENTION EDUCATION

The School District requires each teacher and school administrator within the district to receive at least eight (8) hours of suicide prevention education every four (4) school years. Any teacher or school administrator shall receive at least two (2) hours of suicide prevention education during the initial school year of employment with the district if the teacher or school administrator has not received suicide prevention training complying with this policy prior to employment.

The superintendent or his/her designee shall select a suicide prevention training program that has been approved by the Wyoming Department of Education and make the program available to all teachers and school administrators within the district.

~~Suicide prevention education may consist of self review of suitable materials that have been approved by the superintendent or his/her designee.~~

The superintendent or his/her designee shall make all suicide prevention education materials and classes available to interested community members.

W.S. 21-3-110(xxxiii)

First Reading: 9/14/15
Second Reading:



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

Craig Dougherty, Superintendent

DATE: September 28, 2015

TO: Board of Trustees

FROM: Steve Schlicting, Transportation Director

SUBJ: **Approval of Donation of Buses to Sheridan Recreation District** (*Action*)

Background

We are replacing two buses this year that could be utilized by the Sheridan Recreation District. These buses have been approved for replacement by the Wyoming Department of Education (WDE) and the Board of Trustees. State statute allows the donation of public assets to other governmental entities, so donating them to Sheridan Recreation District will fit that model.

Request

Please take action to allow the following buses to be donated to the Sheridan Recreation District, as we have already taken delivery of the replacement buses:

<u>Bus</u>	<u>Year Model</u>	<u>Manufacturer</u>	<u>Vehicle VIN</u>
27	2002	International	1HVBRAAL52B942625
51	2003	Chev/MidBus	1GBHG31U631134290



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

Craig Dougherty, Superintendent

DATE: September 28, 2015

TO: Board of Trustees

FROM: Steve Schlicting, Transportation Director

SUBJ: **Approval of Sale of Surplus Bus** *(Action)*

The district received two bids on one (1) surplus bus.

The bids were \$3,500.00 and \$5,125.00.

I am recommending the Board take action to approve the sale of the bus as follows:

- 2006 54 Passenger IC CE School Bus VIN 215243 to Greig Bus Service for a bid price of \$5,125.00.



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 28, 2015

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Elementary Schools' Standards-based Report Cards** *(Information)*

For the past year, a variety of stakeholders (teachers, parents, and principals) have been working with Mick Wiest and myself to create a new, standards-based report card. We plan to fully implement the use of this report card this year and I wanted to share the major differences for Trustees and the public. We will be sending a letter to parents and holding PTO meetings about the proposed changes so everyone knows what to expect. At your board meeting, I would like to review the new report cards and highlight some of the advantages for teachers, parents, and students.



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 28, 2015

TO: Board of Trustees

FROM: Scott Stults, Director of Elementary Education

SUBJ: **Elementary Schools' Improvement Plans** *(Information)*

Each of the five elementary principals will be presenting his/her school improvement plan for the 2015-2016 school year at the October 5 board meeting. This site plan will include: school strengths, areas of improvement, and specific interventions to improve student learning.

There will be an opportunity to ask questions of principals at the conclusion of their three to five minute presentations.

- Sagebrush
- Woodland Park
- Meadowlark
- Henry A. Coffeen
- Highland Park

Sagebrush Elementary
Principal: Brett Dahl

Fall School Improvement Report 2015-16

Achievement Results:

PAWS Data (Proficient & Advanced)

	Sagebrush	State Average	% Above State
<i>Third Grade</i>			
Reading	64%	61%	3 %
Math	61%	50%	11 %
<i>Fourth Grade</i>			
Reading	77%	60%	17 %
Math	61%	50%	11 %
<i>Fifth Grade</i>			
Reading	74%	58%	16 %
Math	82%	53%	29 %

MAP Highlights:

Reading

Grade	Sagebrush % below 50% tile / % above 50% tile	Nation % below 50% tile / % above 50% tile
1 st	12% / 88%	50% / 50%
2 nd	31% / 69%	50% / 50%
3 rd	39% / 61%	50% / 50%
4 th	41% / 59%	50% / 50%
5 th	12% / 88%	50% / 50%
Kinder	29% / 71%	50% / 50%

Math

Grade	Sagebrush % below 50% tile / % above 50% tile	Nation % v 50% tile / % ^ 50% tile
1 st	12% / 88%	50% / 50%
2 nd	29% / 71%	50% / 50%
3 rd	37% / 63%	50% / 50%
4 th	20% / 80%	50% / 50%
5 th	10% / 90%	50% / 50%
Kinder	37% / 63%	50% / 50%

Sagebrush Overall MAP Data

	Sagebrush % below 50% tile / % above 50% tile	Nation % v 50% tile / % ^ 50% tile
Reading	28% / 72%	50% / 50%
Math	25% / 75%	50% / 50%

School Improvement SMART Goals:

- 90% of Sagebrush students will demonstrate proficiency on grade level common assessments.
- 88% of Sagebrush students will demonstrate proficiency on PAWS in all subtests.
- 90% of Sagebrush students will demonstrate fall-spring growth on all subtests of MAP.

PBIS target areas: school-wide behavioral expectations.

PBIS goal: Student discipline referrals will decrease by a minimum of 5%.

Strategies & Interventions:

Professional Learning Community (PLC): The Professional Learning Community framework will provide the platform for which all work will be done at Sagebrush Elementary School. Our focus will be to provide clarity to the process and make sure that each phase is implemented with fidelity. STUDENT LEARNING will be the standard by which ALL decisions are made. Our teachers and staff have worked diligently in the past 12 months in tackling questions one and two of the PLC framework; What do we want our students to learn? and How will we know they've learned it? The development of Power Standards and assessments that align with them, allows us to turn our focus to questions 3 and 4 of the

framework; how will we respond when they haven't learned? and how will we respond when they have learned? We have significantly improved our understanding of assessment data and improved processes that allow us to track student learning down to the standards we are expecting them to master. It is vital to continuously build our staff's capacity of understanding as it relates to working within a Professional Learning Community. Our school board and administrative team have supported our efforts in building this capacity. This past June, we were able to take 9 staff members to a PLC at Work Institute that both supported and confirmed our initial steps and also provided tremendous clarity to the direction we are headed. It is the responsibility of the building administrator to put teachers in the position to be successful within the PLC framework. Therefore, we have established collaborative time built into the school day in which teachers clarify essential learnings, calibrate student work, tweak common assessments to ensure adequate rigor levels, share their greatest hits, analyze assessment data, and use data to drive future instruction. This focus on the "right work" ensures that our collaborative time is spent on one topic, STUDENT LEARNING!

Literacy Goal: Through the PLC framework, our collaborative teams will continue to fine-tune our Power Standards in the areas of reading and writing as well as the formative process that allows them to identify levels of student learning. Our focus will be to again provide every student a guaranteed and viable curriculum through developed Power Standards, or essential standards. Because we have now identified essential Power Standards and developed valid and reliable assessments that go with them, our focus will also be on providing targeted intervention to those students who have yet to learn the essentials while simultaneously providing enriching learning opportunities to those who have. Our first book study, *Learning by Doing*, will provide our staff with further clarity and research supporting best practices that support student learning through the PLC framework. Sagebrush will continue to utilize 'flooding' groups, as well as intervention and enrichment groups to ensure students learn the non-negotiable skills.

Mathematics Goal: Sagebrush will continue grade level meetings for mathematics. This year our focus will be to effectively align and implement the common core mathematics standards, utilize PAWS blueprints, and develop consistency in our delivery of non-negotiable grade-level skills. Our teachers will utilize their professional development knowledge in the area of developing number knowledge and structuring numbers to supplement our Core Math curriculum. We will also continue to focus on problem solving, thinking skills, and Exemplars in order to develop higher-level math understanding in our students. Our teachers have worked closely with our district level math coordinator to identify essential skills that students must learn to mastery. This alignment and clarity will assist our teachers in developing the non-negotiable skills in which to build our curriculum. We will also utilize our math interventionist and Title 1 personnel as resource in providing targeted interventions to those students who we have identified as needing support as math learners. Our staff is also in the process of identifying Power Standards in the area of Math. Being more intentional in the area of math (again, identifying power standards) is something I have asked our staff to work towards moving forward. We will be reallocating some of our math time to "check in" with skills/concepts and thus intervening / enriching in a timely fashion within the allotted math time each week.

Building Culture: As a school, our most basic function is that we exist for student learning. Tied into providing this education is our culture. Our commitment as a staff is “to ensure ALL children achieve high levels of learning”. Arriving at this statement demonstrates our staffs’ recognition of student learning as our focus as opposed to teaching and covering material. This purpose statement will be readily available throughout our building as a consistent reminder of our purpose.

Our welcoming and warm atmosphere is a place where students and their parents can thrive, feel safe and build trusting and strong relationships. This foundation ultimately allows students to realize their potential, and feel comfortable in taking the risks that are associated with high levels of understanding and performance. We understand the truths regarding strong relationships, honoring each student and their families and ensuring that all involved in our school have a positive experience. We also have extremely high expectations of our students as well as our staff. Through all that we do here at Sagebrush, our constant mantra is “choose excellence.” Visually it can be seen all around our school: it’s on all our PBIS posters, it’s posted in the hallways, and it can be found in teacher’s rooms. It can also be heard throughout our school. Teachers and staff are continually reminding students to choose excellence in all that they do and all that they are. We illustrate what it means to choose excellence. Saying, “choose excellence” isn’t an empty comment. We go farther and actually teach and define what excellence is. We really want students to understand that everyone can strive for excellence in all that they do. For example, when you walk into our school you’ll see a display with our students and staff of the month. In this way we showcase excellence by celebrating our students and by describing exactly what each student and staff member did to choose excellence. This shows everyone that we are accountable for our actions, and that each person has the opportunity to choose excellence in such a variety of ways.

Fall School Improvement Report 2015

Achievement Results Highlights:

PAWS Data Highlights (Proficient & Advanced)

	Woodland Park	State Average
<i>Third Grade</i>		
Reading	78%	61%
Math	56%	50%
<i>Fourth Grade</i>		
Reading	76%	60%
Math	59%	50%
<i>Fifth Grade</i>		
Reading	65%	58%
Math	63%	53%

MAP Highlights:

While MAP (Measures of Academic Progress) data has always been a focus at Woodland Park, we are committed to ensuring this data impacts student learning continually. This year, we are using our MAP data to impact instructional decisions in and out of the regular classroom. Because of MAP's focus on the Common Core State Standards, we have used this data to help place students in intervention groups based on specific needs. This close analysis has allowed us to reach beyond the reading level. We have been able to pinpoint what students have learned and what they still need to expand on. This knowledge also helps to inform our common assessment implementation to ensure we are regularly monitoring the progress of our students. We also use our MAP data to determine our Early Literacy Proficiency Rates for grades K-3rd and ensuring our students of need are placed on a Group Reading Plan.

Another notable change this year is our implementation of Winter MAP testing for all students. This will allow us to validate our progress monitoring data using another form of data partially through the year in Reading, Language and Math. Overall MAP provides teachers with

additional data in order to adjust teaching strategies or interventions based on student need. Our data is posted in Google Drive for teachers to reflect on and ensure all students are making growth.

School Improvement Goals:

We have a lot to be proud of at Woodland Park Elementary. As we continue to build upon our use of the PLC model we have put a lot of focus on our use of proficiency scales and common assessments in reading, writing and math. Teachers use student data to guide their instruction with the end goal of student learning.

Anthony Muhammad, states that the first step toward growth and change is honesty in regards to the “brutal facts about your current reality.” We have taken this to heart! We want to confront our areas of need and seek out the resources we have. While we are incredibly proud of our students and the growth they make, we will never stop learning how to help them be even more successful.

The PLC model allows us to more effectively provide the best education to each and every learner. Students who show that they need more time to fully understand a concept receive extra help during I/E (intervention/enrichment) time. Likewise, students who have mastered an outcome get the opportunity for enrichment. The I/E time and collaboration is what makes our PLC so effective with individualized student learning. During our collaboration time we are able to answer the four critical questions of a PLC; what do we want students to learn, how will we know if they’ve learned it, what will we do if they haven’t learned it, and what we will do if they’ve demonstrated proficiency.

Woodland Park continues to be a 1:1 school, K-2 has iPads and 3-5 has Chromebooks.. This way, students can still have access to their accomplishments on the iPads from the previous year; as well as, access to a variety of resources to help with intervention and enrichment. All of this technology acts as yet another wonderful resource that helps us to individualize learning even more and make learning meaningful. The devices are used during our I/E times and our literacy and math blocks in countless ways, even allowing students to easily listen to themselves read and problem solve.

Our after-school program is another source of pride for us at Woodland Park and another excellent way for us to intervene and enrich. Students who are part of this program meet Monday through Friday until 5:15. The programs starts with an enrichment piece (a project using Legos, engineering, etc.), followed by remediation as needed with certified teachers. Remediation is organized like an I/E group, using guided reading, writing, and math. Teachers use data from PLCs to help guide instruction to fill in learning gaps.

Reading Goal:

Reading in the elementary school lays the essential foundation of literacy that enables all future literacy achievement. At Woodland Park, we understand the crucial role effective literacy

instruction plays in the lives of our students. We want our students to read for meaning and check for understanding at a deeper level with text at their grade level. This could be done through the use of shorter text and within each content area by focusing on reading strategies and our ELA State Standards. With this in mind, as a staff, we plan continuous reflection and growth with our instruction, assessment, and intervention practices this includes the use of our Running Record Rubric, Guided Reading Rubric and Text Selection Rubric.

Part of this reflective process involves our PLC philosophy. We move through an intentionally planned cycle of learning with our students to ensure our students are reaching their greatest potential. We provide intervention and enrichment to ensure student learning for *all* students at *all* levels. We observe and learn from each other, through collaboration, observations, and our weekly book study. All of our assessments, proficiency scales, and data data are posted in Google Drive and shared with our staff.

We have continued to evaluate our common assessments, which are aligned with the Wyoming State Standards. These are tools that provide us with far more than a mere evaluation of how our students are performing. Our common assessments provide us with data to evaluate instructional decisions, compare results and learn from each other, and guide our future teaching. As a team we have analyzed these assessments to ensure adequate complexity is emphasized. We continue to vertically align our reading standards and assessments to ensure we are meeting the needs of our students and having those conversations as a staff.

Mathematics Goal:

In an effort to better fulfill the demands of the Common Core State Standards, we have teams piloting a new version of our Everyday Math curriculum. Our Math Coordinator, Terry Martin has done an excellent job integrating the new Everyday Math curriculum; as well as, helping our teachers align the curriculum with the state standards and fill in any gaps with the necessary skills to help our students become successful mathematicians.

We continue to send teachers to Strength in Number training to help align math intervention to our math series Everyday Math, along with continuous staff development in Developing Number Knowledge. We have aligned games and activities to our math intervention, Strength in Number and Developing Number Knowledge, more effectively with our devices. Students can access Exemplars and other resources on their devices. We'll continue to fine-tune ways to implement these devices further into our daily routines. Through all of these methods, we aim to focus on the learning of each child, and consequently raise our test scores.

Behavior Goal:

Woodland Park continues to use the Consequence Guide to ensure continued use of PBIS and consistency among discipline and behaviors. This year we have pledged to become a "Bucket Filling" school. Bucket Filling involves saying and/or doing something kind for yourself and others. Bucket Filling is one of the most popular and effective character development programs. Bucket Filling focuses on the positive and enhances other character development programs,

including fostering a growth mindset, which is something we continue to encourage with our students. We are finding all of our character traits (kindness, respect, responsibility, trust, fairness and citizenship), become more tangible. We continue to use self-control (mindfulness) for students in grades K, 2nd and 3rd, along with the Check-in/Check-out system for struggling students to build positive relationships between students and adults and encourages students to be mindful about their behavior on a regular basis. The Check-in/Check-out system is an individualized plan tailored to what students are struggling with behaviorally. Our students know what is expected of them behaviorally. These expectations are continually reinforced, and are posted throughout our school so that we can focus on learning without letting behaviors take up valuable learning time. This has proven to be a beneficial tool at Woodland Park.

Strategies & Interventions:

- Continue to make the shift to meet the needs of our students through rigor and the Common Core Standards
- Common formative assessments to help us guide and focus instruction
- Meeting vertically to look at assessment on the same standards across grade levels
- More exposure to shorter text, with both student and grade level text, with an emphasis on reading for meaning and a deeper understanding of the text
- After school professional development (reading and math)
- Vertical Alignment
- Math Task Force
- Collaborating with the district PLC coordinator, Mick Wiest
- Coaching cycles with both Terry Martin (Math Coordinator) and Kristie Gariffa (Literacy Coordinator)
- Literacy/Technology Night for Parents
- Math/Technology Night for Parents
- STEM Parent Night
- Newsletters are informative and offer a teaching component
- Afterschool program provides both intervention and enrichment
- Create a vocabulary guideline, that would be vertically aligned across grade levels
- Continue to create I/E groups for reading, writing, and math interventions.

Fall School Improvement Report 2015

Achievement Results:

PAWS Spring 2015 Data (Proficient & Advanced)

	Meadowlark	State Average
<i>Third Grade</i>		
Reading	82% Proficient	61% Proficient
Math	83% Proficient	50% Proficient
<i>Fourth Grade</i>		
Reading	76% Proficient	60% Proficient
Math	78% Proficient	50% Proficient
<i>Fifth Grade</i>		
Reading	73% Proficient	58% Proficient
Math	90% Proficient	53% Proficient

MAP Highlights:

- MAP Testing Data from Spring 2015
 - Math Proficiency (Above the 40th percentile)
 - 3rd Grade: 88%
 - 4th Grade: 86%
 - 5th Grade: 88%
 - Reading Proficiency (Above the 40th percentile)
 - 3rd Grade: 93%
 - 4th Grade: 81%
 - 5th Grade: 90%
- Teachers will evaluate the Learning Continuum Reports indicating student performance within a RIT score range. Student performance within these ranges will be examined to determine areas for student growth.
- Teachers will work with students to establish goals and develop a plan to meet their target growth rate.
- Teachers will be using this data to drive instruction.

School Improvement SMART Goals:

- *Meadowlark Smart Goals continue to focus on grade level formative and district level assessments to allow for continued reflection and immediate impact on student learning. Reflection will take place during our weekly PLC meetings.*
- *Goals are focused on student learning and individual student acceleration.*
- *We will continue our systematic intervention and enrichment in reading and writing.*
- *All students will show Bobcat Pride and meet behavioral expectations.*

Strategies & Interventions:

This will be the ninth year Meadowlark Elementary School has utilized the Professional Learning Community philosophy.

Our PLC grade level teams continue a balanced literacy approach within reading and writing to align our instruction with the Wyoming State Standards. Classroom reading and mathematics instruction focuses on individual student needs within small groups. This provides daily intervention as well as enrichment opportunities within the classroom.

To continually improve our communication with parents and overall school community, we are working in conjunction with Thrive and Child Advocacy Services of the Big Horns to include Kelly Rickett as our parent liaison this year. This program has great potential to have a lasting impact on the students and families of Sheridan.

We will have PLC teams that will:

- collaborate to create essential outcomes. Staff will meet weekly during the regular school year. The meetings will occur during planning time; teachers are not being pulled out of class for PLC meetings. We will have cross level meetings during our staff meetings.
- design assessments that measure the essential outcome.
- update our “at risk” student database with individual reading running record data.
- have a systematic approach to address students that are not proficient in a particular skill during the school day. We will have an intervention group for every non-proficient student.
- divide students in groups based on their performance on formative assessments. Our goal is to send the most at-risk group with the teacher that demonstrated the highest proficiency in teaching the essential outcome.
 - These at-risk students will receive ½ hour of additional instruction every day, targeting the essential outcome where they did not demonstrate proficiency.
 - The students that demonstrated proficiency will receive ½ hour of enrichment instruction every day to advance their understanding of the essential outcome.

- The groups will meet for ½ hour every day. Students at Meadowlark are going to receive a double dose of writing and/or reading every day. One session in their classroom and one session in their IE group.
- incorporate the use of proficiency scales to focus our instruction and ability to determine student understanding.
- participate in teacher-led staff development. The staff development will be based on student data and need. Themes range from reading, writing, instructional strategies and technology integration.

Student Interventions:

Students will receive additional reading intervention within the classrooms and from the reading specialists in the building. At risk students in grades 1-5 will be targeted for additional small group instruction throughout the week. Specialist and classroom teachers will continue to monitor student data to determine which students need additional instruction throughout the year.

In the area of mathematics, grades K-5 are supplementing word problems with varying levels of difficulty to supplement our Everyday Mathematics Curriculum. Our focus ranges from computation to application. Teachers are also including instruction based on the Strength in Numbers. Each PLC team will meeting with Terry Martin, the district math coordinator, monthly to discuss instructional strategy and student development.

Meadowlark continued our reading program for our Kindergarten students this past summer. Students and parents were invited to come once a week to read and check-out appropriate books at the child's individualized reading level that could be read at home throughout the week. Books could be brought back the following week and exchanged for different books. This program ran the entire summer from June through August.

The Meadowlark After School Program continues to target our at-risk students with more intense teacher-led instruction in the areas of reading and math three times per week.

Meadowlark has also increased the use of technology throughout the curriculum. All grade levels are one to one for electronic devices. Kindergarten through second grade are utilizing iPads while third through fifth grade are utilizing Chromebooks at each grade level. Again this year, we are incorporated weekly typing for all second through fifth grade students to meet word processing requirements.

Bobcat Pride:

- Building school community remains our focus this year. Our Celebration Committee, lead by teachers at all levels, participated in quarterly celebrations last year which were extremely successful. We had exceptional feedback from parents who attended these celebrations.

- We will continue to promote school community with our “Buddy Class” program. Each intermediate classroom is a “Buddy Class” with one of our primary classrooms. Students get together several times each month to work together on projects, mentor fellow students, learn technology or simply read together.
- Behavioral expectations will be continually reinforced on a weekly basis in the classrooms. Expectations will also be reinforced on announcements on a daily basis.
- Students will have opportunities to be recognized for showing Bobcat Pride.
- Students will have clear expectations, following the P.B.I.S. model for behavior. They will be recognized for meeting behavioral goals throughout the year.

Summary for Improvement at Meadowlark Elementary:

All school improvement goals are focused on the academic and behavioral development of our students. Meadowlark believes in the power of collaboration and has utilized the Professional Learning Community framework successfully for nearly a decade. Decisions are made, instruction is examined, assessments are created and data is analyzed as a team. We truly believe the power in our success is our ability to work within a community centered on a common goal of student achievement. Even though we had have our fair share of successes we also take a systematic approach to areas of improvement. We don’t jump to the latest trends or rely on data from outside populations. Our focus is our students and their success. I feel confident in the professional staff at Meadowlark and our ongoing pursuit of excellence for all students.

Fall School Improvement Report 2015

Achievement Results:

PAWS Data (Proficient & Advanced)

	Henry A. Coffeen	State Average
<i>Third Grade</i>		
Reading	80%	61%
Math	58%	49%
<i>Fourth Grade</i>		
Reading	73%	60%
Math	70%	51%
<i>Fifth Grade</i>		
Reading	81%	59%
Math	71%	53%

Highlights:

As we aligned our expectations to the Common Core rubrics, 86% of K-5 students were proficient or advanced on the 2015 Spring DWA.

As assessed with the Fountas and Pinnell reading benchmark, 84% of all students, Kindergarten - 5th, met grade-level proficiency in the spring of 2015. Eighty-eight percent of students in 3rd-5th grade were proficient on this assessment.

We have 57 3rd-5th grade students on our Student Leadership Team!

Our after school program is the largest in the district with 137 students enrolled in eight classes. The coding class focusing on algorithms is very popular, as is BMX bikes which focuses on inertia, propulsion and velocity. Session Two will focus on Earth Science, Robotics and the Solar System.

Our school has grown tremendously in the last 7 years. Attendance is at an all time high of 358 students.

The YMCA continues to support us through a variety of activities including swim lessons, Fun Fridays, reading incentives and training our leadership students. This partnership has allowed our students to enjoy some of the community activities they would not otherwise have access to.

School Improvement SMART Goals:

We will increase the percentage of students scoring proficient or advanced on the PAWS reading assessment from 77% to 83% in grades 3-5 by 5/31/16.

We will increase the percentage of students scoring proficient or advanced on the PAWS math assessment from 66% to 73% in grades 3-5 by 5/31/16.

Strategies & Interventions:

Professional Learning Communities

- We continue full implementation of intervention and enrichment (I/E) groups.
 - Weekly team meetings focus on student data and essential outcomes. We are paying close attention to our at-risk and special needs students when looking at data and determining interventions.
 - Rubrics and common assessments are used to evaluate student knowledge in order to target instruction.
 - There is an increased emphasis on identifying essential outcomes in reading and developing common assessments to measure these outcomes.
 - Teachers are using the assessment information gained from summer professional development to develop and implement proficiency scales to measure student progress. These scales allow students the opportunity to understand each learning target with clarity and set specific goals related to each learning outcome.
 - Using technology, we continue to focus on implementing the CCSS Language Arts standards.
 - Math is a target area this year. We are using math intervention and enrichment and/or small group pull-out with the math recovery team to ensure students are receiving instruction focused specifically on their individual needs to fill gaps in knowledge and attain proficiency.

Reading, Writing, and Math Instruction

- In addition to structured I/E groups, we will continue to teach using the workshop model.
 - Writing is taught for a minimum of 30 minutes per day.
 - Reading is taught for a minimum of 90 minutes per day.
 - Math is taught for a minimum of 90 minutes per day.
 - Teachers continue to work with flexible groups to adjust instruction based on student need (Guided Reading and Literacy Circles).
 - K-3 teachers use Running Record Rubrics, Text Selection Rubrics, and Guided Reading Rubrics to reflect on and improve reading instruction.
 - K-3 teachers meet monthly with the Literacy Coach for continued professional development in analyzing and using running records, reading

instruction and appropriate selection of materials to improve instruction for students.

- Teachers use nonfiction and informational texts to assist students in gaining fluency with these forms of literature.
- Reading and Math “Booster” groups provide students with extended opportunity to attain proficiency. These groups run four days per week for 30 minutes each day.
- Teachers and interventionists are using a variety of Common Core resources to instruct students in Close Reading strategies and to assist students in gaining a deeper understanding of complex text.
- We use the Fountas and Pinnell Leveled Literacy Intervention System (LLI). Students in grades K-5, who are below reading level, are ability grouped into 30-minute reading intervention groups. This instruction is in addition to classroom instruction.
- Teachers continue professional development in Developing Number Knowledge and the Strength in Numbers model to develop awareness of the foundational skills needed by students to attain more advanced concepts.

Read 180

Read 180 is a research based intervention program targeted at below level readers in grades 4 and 5. It provides teachers with explicit teaching instructions and strategic checkpoints to provide data-driven, differentiated instruction. Unlike the LLI program, although Read 180 is a replacement reading intervention model, our instruction is a combination of in-class and pull-out instruction to ensure students do not miss out on grade-level appropriate instruction.

The Read 180 model focuses on:

- Teacher-directed instruction
- Technology-based instruction
- Modeled and independent reading

After school Tutoring Program

Based on assessment information from PAWS, MAP, teacher observation, and common and formative assessment, students will stay after school for 60 minutes a day, 2-4 times per week.

The afterschool program will:

- Target students below grade level in reading, writing and math.
- Utilize small group intensive tutoring to assist students in becoming proficient.
- Foster the development of proficiency toward the CCSS.

Leader In Me-

The *Leader in Me* is a leadership philosophy for children based on Stephen Covey’s *The 7 Habits of Highly Effective People*. This philosophy encourages schools and communities to “Develop Leaders One Child at a Time.”

Through continued implementation of this philosophy, we will:

- Inspire trust within our school culture

- Align our beliefs, lives, and instruction with the 7 Habits
- Identify leadership opportunities for students and celebrate their talents
- Frequently monitor student progress in their academics and social/emotional well-being

To sustain this change, we have:

- Trained staff in the 7 Habits
- Implemented a 7 Habits Staff Leadership Team
- Developed a Student Leadership Team
- Established positive home-school relations
- Created a safe, orderly, and positive environment for children to succeed
- Initiated instruction in the 7 Habits for students
- Continued our focus on P.B.S. expectations within the leadership framework
- Applied the “Boys Town” social skills in our guidance curriculum
- Developed a “Leaders To Watch” list that allows us to easily monitor and determine appropriate interventions for students whose behavior has been a consistent concern.

Fall School Improvement Report 2015

Achievement Results:

HP students scored between 9 and 29 percentage points better than the state averages on PAWS test. Comparing apples to apples, we had our 4th grade moving to fifth grade students make an 18% gain in math proficiency.

PAWS Data (Proficient & Advanced)

	Highland Park	State Average
<i>Third Grade</i>		
Reading	78%	61%
Math	59%	50%
<i>Fourth Grade</i>		
Reading	71%	60%
Math	72%	50%
<i>Fifth Grade</i>		
Reading	82%	58%
Math	82%	53%

Highlights:

The first grade students at Highland Park had an average MAP growth of 24 points on the reading test. The fifth grade math students went from being 64% proficient or advanced in 4th grade to 82% proficient or advanced in 5th grade on the PAWS test. Highland Park was able to introduce robotics to 119 of our students using an after school robotics program.

School Improvement SMART Goals:

Our School Improvement Goal for Reading is to have 100% of our students in grades K-5 reading at or above grade level as measured by common formative assessments, the MAP test, as well as the Fountas and Pinnell reading test.

Our School Improvement Goal for Math is to have 100% of students fluent in addition, subtraction, multiplication, or division; depending on their respective grade level standards.

Strategies & Interventions:

Our strategies and interventions will continue to be centered on the Professional Learning community (PLC) model. Through small group intervention based on student performance on teacher generated common assessments. These assessments will be centered around proficiency scales teachers created on what we feel are essential reading standards all students in a grade level must know. We will also meet the needs of students through instructional strategies focused to address the learning needs of each child. These needs will be directly addressed in our intervention groups, differentiated instruction, individual and small instruction groups, as well as in our after school program.



Craig Dougherty, Superintendent

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DATE: September 29, 2015

TO: Board of Trustees

FROM: Cody Sinclair, Human Resources Coordinator

SUBJ: **Human Resources Modules** (*Information*)

Over the past six months the Human Resources Office has been reviewing Human Resources (HR) computer modules in order to improve the efficiency, provide better service to staff, and reduce the use of paper. We reviewed the HR modules currently offered by the three major programs the district already utilizes: TalentEd (online application system), Infinite Campus (student information system), and Software Unlimited, Inc (payroll system). We were looking for a system that would allow us to transition the majority of our paper process into an electronic format as well as allow staff more access to their own personnel information. Minimizing the duplication of data entry due to additional work hours and increased opportunity for errors was also a factor in our review of each system.

TalentEd Records met all the criteria we were looking for in an HR module. This system will allow the HR office to issue/track employment contracts, securely transition personnel files entirely to an online system, utilize online approval process for professional development (and other approval processes), and streamline the employment process from the beginning to the end of employment. The workflow process will allow the district to improve efficiency and communication within departments while at the same time reducing redundancies and workload of each department.

The other two systems that we reviewed did not have the workflow processes, electronic contract process, or ability to transition to electronic personnel files. The cost of the three programs varied greatly, however, the additional costs of the TalentEd Records system is justified due to the savings in staff time that we will see with the improved efficiency and elimination of redundancy. This is especially critical with the increased requirements of state and federal (PPACA) reporting. We were able to reduce the cost of the TalentEd Records module by requesting a multiple year agreement. Kendal Hoopes has reviewed and provided feedback on the contract with TalentEd.

We plan to begin implementing TalentEd Records immediately with the goal of piloting workflow processes this winter/spring and fully implementing the system by the summer 2016.



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Craig Dougherty, Superintendent

DATE: October 5, 2015

TO: Board of Trustees

FROM: Molly Steel, Chairman

SUBJ: **Wyoming School Boards Association (WSBA) Resolutions** *(Action)*

The list below shows the resolutions that will be submitted to the Wyoming School Boards Association prior to October 13th. Four resolutions require board action prior to submission: Age for Registration in Kindergarten, Compulsory Age of Attendance, Flare Gas on School Trust Lands, and Graduation Rate. I will request that you take action to approve these resolutions at the board meeting on October 5th.

- Age for Registration in Kindergarten
- Compulsory Age of Attendance
- Flare Gas on School Trust Lands
- Graduation Rate



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 (Spitzer et. al.) 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:



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

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Potential Legislative Sponsor:



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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:



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

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
PERSONNEL ACTION REPORT
October 5, 2015

ADMINISTRATIVE STAFF

Early Retirement Incentive Plan:

Thomas Sachse Administration Building	Assistant Superintendent 1.0 FTE (262 days)	Effective 6/30/16
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CERTIFIED STAFF

Changes:

Sharon Deutscher Sheridan High School to Sheridan High and Sheridan Junior High Schools	Teacher-Business (0.8 FTE)/Social Studies (0.2 FTE) to Teacher-SHS Business (0.7 FTE)/Social Studies (0.2 FTE)/SJHS Business (0.1 FTE) 185 days	Effective 8/25/15
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Larry Ligocki Sheridan High and Sheridan Junior High Schools	Teacher-SHS Business (0.8 FTE)/SJHS Business (0.2 FTE) to Teacher-SHS Business (0.9 FTE)/SJHS Business (0.1 FTE) 185 days	Effective 8/25/15
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Early Retirement Incentive Plan:

Pamela Fish Sheridan Junior High School	Teacher-Science 1.0 FTE (185 days)	Effective 6/6/16
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CLASSIFIED STAFF

Changes:

Victoria Benedict Meadowlark School	Paraprofessional-Special Education (7.0 hours/day) to Paraprofessional-Special Education (7.5 hours/day) 175 days	Effective 9/15/15
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Misty Jolovich Transportation Department	Bus Driver (5.5 hours/day)/Bus Washer/Bus Garage Custodian (0.8 hours/day) to Bus Driver (4 hours/day)/Bus Washer/Bus Garage Custodian (2 hours/day) 175 days	Effective 9/1/15
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**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
October 5, 2015**

Carol Jowett Transportation Department	Paraprofessional-Special Education (4.75 hours/day)/Bus/Meal Delivery (2.0 hours/day) to Paraprofessional-Special Education (3.0 hours/day)/Bus/Meal Delivery (2.0 hours/day) 175 days	Effective 9/1/15
Anne-Marie McClintock Fort Mackenzie High School to Fort Mackenzie High and the Wright Place Schools	Technician-Discovery Program 8.0 hours/day (180 days)	Effective 9/1/15
Lisa Tracy Transportation Department	Bus Driver (5.0 hours/day)/Bus Washer/Bus Garage Custodian (0.8 hours/day) to Bus Driver (5.0 hours/day)/Bus Washer/Bus Garage Custodian (2 hours/day) 175 days	Effective 9/1/15
Carla Trier Fort Mackenzie High School to Ft. Mackenzie High and the Wright Place Schools	Paraprofessional-Special Education 7.0 hours/day (175 days)	Effective 9/1/15

ACADEMIC EXTRA DUTY 2015-2016

Approvals:

<u>Name</u>	<u>Position</u>
Rebecca Adsit	Improving Student Writing

**SHERIDAN HIGH SCHOOL AFTER SCHOOL PROGRAM STAFFING -
2015-2016**

Approvals:

<u>Name</u>	<u>Position</u>
Cottey Greene	Teacher
Laine Parish	Teacher
Lindsay Parish	Teacher

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL ACTION REPORT
October 5, 2015

**SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) STAFFING -
2015-2016**

Approvals:

Name

Pauline Edwards

Nicholas Flores

Position

Teacher (SHS)

Teacher

DRAFT