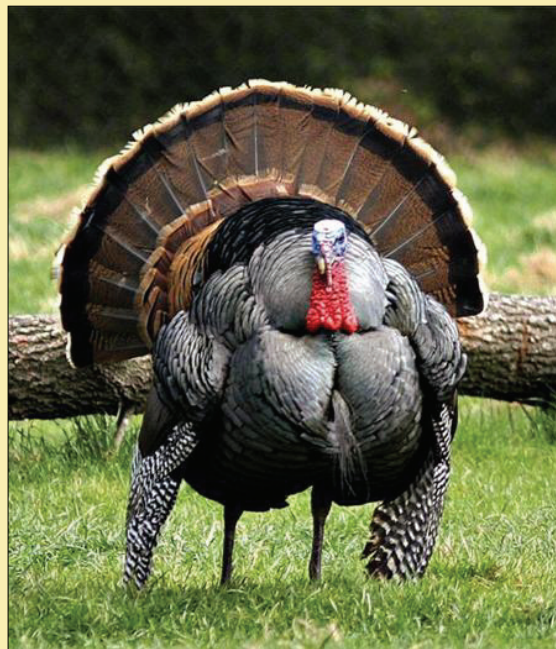


Sheridan County School District #2

Board Meeting



Date: November 5, 2012

Time: 6:00 p.m.

Place: Central Office

Sheridan County School District #2
Board of Trustees Meeting
Central Office – Board Room
November 5, 2012
6:00 p.m.

Agenda

- I. Call to Order**
 - A. Pledge of Allegiance
- II. Approval of Agenda**
- III. Recognition**
 - A. Nancy Drummond – Craig Dougherty
 - B. Board Recognition – Johann Nield
 - C. Acceptance of Donations to Sheridan High School (*Action*) – Dirlene Wheeler
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
 - A. Approval of Minutes – October 8, 2012
 - B. Approval of Bills for Payment
- VI. Old Business**
 - A. Capital Construction Update (*Information*) – Craig Dougherty
 - B. Approval of Policies (*Action*) – Cody Sinclair

Recess for Public Hearing on Wyoming Business Council Grant Application

- VII. New Business**
 - A. Approval of Resolution to Support Wyoming Business Council Grant Application (*Action*) – Tom Sachse
 - B. North Central Association (NCA) Accreditation Visit (*Information*) – Tom Sachse
 - C. Adequate Yearly Progress Update (*Information*) – Tom Sachse
 - D. FY12 Quarterly Financial Update (*Information*) – Roxie Taft
 - E. Department of Audit Responses (*Information*) – Roxie Taft
 - F. Secondary Schools' Improvement Plans (*Information*) – Terry Burgess
- VIII. Reports and Communications**
 - A. Board of Trustees
 - 1. WSBA Resolution Addressing Graduation Rate (*Action*) – Rich Bridger
 - B. PTO/Parents/Students/Organizations
 - C. Site Administration and Staff
- IX. District Reports**
 - A. Superintendent
- X. Executive Session**
 - A. Personnel Matters
 - B. Real Estate Matters
- XI. Adjournment**



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: October 16, 2012

TO: Board of Trustees

FROM: Dirlene Wheeler

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

Sheridan-Johnson Community Foundation (an affiliate of the Wyoming Community Foundation) and Sheridan Media recently donated \$3,000 to Sheridan High School. The purpose of this donation is to help support our Community Donation and Athletic Hardship Fund. This fund is used to help needy students with school supplies, specialized sports clothing (like athletic shoes), and/or camp fees.

Please accept this generous donation to Sheridan High School.

Sheridan County School District No. 2

Board of Trustees Regular Monthly Meeting

Scott Hininger, Chairman

October 8, 2012

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 6:02 p.m. Monday, October 8, 2012, in the Board Room at the Central Administration Office. The presiding officer was Scott Hininger, Chairman. A quorum was determined to be present with the following attendees:

Trustees:

Scott Hininger, Chairman
Molly Steel, Vice-Chair
Wayne Schatz, Treasurer
Richard Bridger
Nancy Drummond
Hollis Hackman
Erica O'Dell

Administrators:

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

Absent:

Ann Perkins, Clerk
Marva Craft

Absent:

Julie Carroll, Facilities Director

II. Approval of Agenda

Molly Steel offered a friendly amendment to the agenda, to move New Business – Item B: Acceptance of Donation to Fort Mackenzie High School and the Wright Place to Recognition – Item C.

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

III. Recognition

A. Jason Hillman – Meadowlark Blue Ribbon School and Speaker at Improving Literacy Achievement Conference

Jason Hillman, Meadowlark Elementary Principal, thanked the Board on behalf of Meadowlark staff and students for providing the environment for growth every year. He said that being a Blue Ribbon School is not something they achieved – it is what they are. Mr. Hillman said he believes that all SCSD2 schools are Blue Ribbon Schools. Scott Stults, Directory of Elementary Education added that this honor is not achieved without a strong leader at the helm, and that Mr. Hillman is that right person at the right place.

Craig Dougherty, Superintendent, said that last summer Mr. Hillman was a presenter at the Annual Reading Recovery Conference in Washington, D.C. He has now been asked to be the “headliner” at the Reading Recovery Improving Literacy Achievement Conference sponsored by the Ohio State University. Mr. Dougherty said this is an enormous honor for not only Mr. Hillman, but also for SCSD2.

B. Marty Williams – Art Award

Brent Leibach, Highland Park Elementary Principal, congratulated Marty Williams, Elementary Art Teacher, for receiving a K-12 Leadership award from Artsonia this year. Artsonia is an online gallery where K-12 students can display their art worldwide. Mr. Leibach said that Ms. Williams makes art come alive in the classroom and then extends it into community. Ms. Williams thanked the SCSD2 administration and the Board for allowing her to do what she loves.

C. Acceptance of Donation to Fort Mackenzie High School and the Wright Place (Action) – Laurien Rahimi

Laurien Rahimi, Fort Mackenzie High School and the Wright Place Principal, reported that the Volunteers of America (VOA) recently donated \$600.00 for school uniforms for needy students. Ms. Rahimi asked the Board to accept this generous donation. Ms. Rahimi was accompanied to the meeting by two Fort Mackenzie students, Sarah Trujillo and Jake Sondgeroth, who modeled the uniforms that have been chosen by the Wright Place and Fort Mackenzie students.

TRUSTEE DRUMMOND MADE A MOTION TO ACCEPT THE DONATION FROM THE VOLUNTEERS OF AMERICA (VOA), AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

IV. Welcome--Audience Comments

There were no audience comments.

V. Consent Agenda Items

A. Approval of Minutes for September 10, 2012

B. Approval of Bills for Payment

General Fund	\$1,338,814,.50
Federal Fund	\$136,591.44
Capital Fund	\$12,918.95
Major Maintenance Fund	\$145,240.00
TOTAL:	\$1,633,564.89

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

VI. Old Business

A. Capital Construction Update (*Information*) – Craig Dougherty:

Craig Dougherty, Superintendent, reported that last month he traveled to Cheyenne, along with Scott Hininger, Rich Bridger, and Julie Carroll, and they succeeded in getting the contract signed for TSP to proceed with the construction documents for Henry A. Coffeen Elementary. They are planning to bid demolition with construction, with a July 2014 completion. Chairman Hininger said that the trip was important to ensure that the project wasn't delayed. Trustee Bridger thanked Facilities Director Carroll and Superintendent Dougherty for the work they did prior to the meeting that made the process go smoothly.

B. Approval of Policies (*Action*) – Cody Sinclair

Cody Sinclair, Human Resources Coordinator, reviewed the policies and procedures that were up for first and second reading this month.

Policies – First Reading:

Mr. Sinclair reported that Policies AC, AC-P, ACE, ACE-P, JB, and JBA-E were reviewed on Wyoming School Board Association's recommendation. They have been reviewed for consistency between the policies; each of the policies now points to Policy JII- Grievance Procedure.

Trustee O'Dell asked if these policies covered gay students. Mr. Sinclair responded that the policies cover all groups that are covered by law.

TRUSTEE DRUMMOND MADE A MOTION TO APPROVE POLICY AC-NONDISCRIMINATION/EQUAL OPPORTUNITIES; POLICY AC-P – TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE; ACE-P – SECTION 504 OF THE REHABILITATION ACT AND AMERICANS WITH DISABILITIES ACT; ACE-P SECTION 504 DUE PROCESS PROCEDURE; POLICY JB – EQUAL EDUCATIONAL OPPORTUNITIES; POLICY JBA – DISCRIMINATION – STUDENT COMPLAINT PROCEDURES; AND POLICY JBA-E EQUAL EDUCATIONAL OPPORTUNITIES GRIEVANCE PROCEDURE FORM ON FIRST READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Policies GCBD, GCQEA, and GDBD were brought forward to review and ensure consistency within these policies in regard to when benefits are terminated for staff leaving employment and specifically retirees. Policy GDBD states that employees that announce their retirements prior to March 1st will receive benefits through the summer.

TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY GCBD – PROFESSIONAL STAFF FRINGE BENEFITS; POLICY GCQEA – EARLY RETIREMENT INCENTIVE PLAN SCHEDULE OF BENEFITS; AND POLICY GDBD – CLASSIFIED STAFF FRINGE BENEFITS, ON FIRST READING, AS PRESENTED. TRUSTEE O'DELL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Policies – Second Reading:

Mr. Sinclair reviewed changes made to the policies up for second reading. Revisions were made to Policy GCC/GDC to clarify how insurance works during an approved leave of absence. The word “rest” was dropped from “rest and recuperation” and wording was added to allow caregiving for immediate family under the leave of absence section of the policy. A change was also made that permits the Superintendent to approve exceptions to the request date in special circumstances. In Policy KH the bulleted sections were changed to be reflective of the new wording “as approved by the superintendent or his/her designee”.

TRUSTEE DRUMMOND MADE A MOTION TO APPROVE POLICY GBEC – STAFF GIFTS AND SOLICITATIONS; POLICY GCC/GDC – STAFF LEAVES AND ABSENCES; JRA-E-2 – NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS; JRA-P – PROCEDURES AND PRACTICES OF THE SCHOOL DISTRICT GOVERNING THE MAINTENANCE, TRANSFER AND DISCLOSURE OF STUDENT EDUCATIONAL RECORDS; AND KH-SOLICITATIONS IN THE SCHOOLS, ON SECOND READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

VII. New Business

A. Elementary School Improvement Plans (*Information*) – Scott Stults

Director of Elementary Education Scott Stults said that he wanted to take this opportunity to share great things that are going on at SCSD2 elementary schools. Mr. Stults said that the PAWS scores are truly the best in the state. From classic kindergarten through fifth grade, we have leaders that are getting it “right”. Each elementary principal was asked to present their School Improvement Plan based on one of the seven SCSD2 values.

Highland Park Elementary – Brent Liebach

Mr. Liebach addressed the board value “Structured”. He said that the Board sets the tone, the administrators deliver it to staff – and everyone works from within the same structure. He said that greatness doesn’t happen by chance, it happens when there is a very specific structure. Mr. Liebach said that at Highland Park there is structure from bell-to-bell – there is no guesswork, the teachers know what the students need to be successful learners.

Woodland Park Elementary – Scott Cleland

Mr. Cleland addressed the board value “Progressive”. He highlighted two items that Woodland Park is approaching aggressively – the afterschool program and professional development. Their afterschool program is comprised of thirty-nine third, fourth, and fifth grade students that scored below the 50th percentile on MAP testing. The program is divided into twenty minute segments of homework, reading, math, and real-world applications. In regard to professional development, Mr. Cleland has added vertical team meetings to their staff meetings to enable time for cross-grade discussions. Woodland Park is also using PD 360 as a staff development tool that teachers log-on to for training.

Henry A. Coffeen Elementary – Nikki Trahan

Ms. Trahan addressed the board value “Student Centered”. Ms. Trahan said that everything they do at Henry A. Coffeen Elementary is student-centered. They held their first Leadership Day last spring as a way for students to showcase themselves as leaders. Henry A. Coffeen school uses student-led conferences to create student-centered parent teacher conferences. Ms. Trahan said that their afterschool program, CARE (Creative Academic Recreational Enrichment), is another example of a student-centered approach to educating students.

Sagebrush Elementary – Mike Wood

Mr. Wood addressed the board value “Intentional”. He said that at Sagebrush they do things with a defined, very interconnected purpose. Ten years ago at Sagebrush they envisioned the school that they wanted to be – and today they are that school they envisioned. Mr. Wood said the process is one that never ends, one that they evaluate every day to ensure success for all students.

Meadowlark Elementary – Jason Hillman

Mr. Hillman addressed the board value “Focused”. He said at Meadowlark Elementary they are focused on being a Professional Learning Community, he stated that PLC’s are not a thing – it is what you are. He said at Meadowlark they focus on beliefs and norms – they ask themselves if they are “walking the talk”. He said that students need two things to be successful learners – they need to learn at a high level and know they are loved.

B. Acceptance of Donations to Sheridan High School (Action) – Dirlene Wheeler

Dirlene Wheeler, Sheridan High School Principal, stated that Sheridan Media donated \$1,001.50 from the Sheridan County Fair advertising promotion to the Sheridan High School Future Farmers of America (FFA) Program. The FFA Program also received \$1,766.00 from Shipton’s Big R from a percentage of sales of Pfizer Animal Health Products, through a program with the National FFA Program. Also, the Class of 1952 donated \$4,000.00 to pay for Career and Technical Education certifications for students. Mrs. Wheeler asked the Board to accept these generous donations.

TRUSTEE SCHATZ MADE A MOTION TO ACCEPT DONATIONS TO SHERIDAN HIGH SCHOOL, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

D. Out-of-Country Travel Request – Costa Rica (Action) –Dirlene Wheeler

Dirlene Wheeler, Sheridan High School Principal, requested approval of out-of-country travel for Mario Montaña to take seventeen or eighteen Spanish Club students to Costa Rica, Friday March 22, 2013 through Saturday, March 30, 2013. The students will be accompanied by four adult chaperones.

TRUSTEE DRUMMOND MADE A MOTION TO APPROVE OUT-OF-COUNTRY TRAVEL, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

E. Award Surplus Bus Bid (Action) – Roxie Taft

Roxie Taft, Business Manager, reported on three bids received for two surplus buses. Ms. Taft recommended the Board approve the sale of buses as follows:

- 2000 – 48 Passenger Blue Bird VIN 92888 to Lee Greig for a bid price of \$2,420.00.
- 2000 – 72 Passenger International AM Tran VIN 76719 to Lee Greig for a bid price of \$1,760.00.

TRUSTEE O'DELL MADE A MOTION TO ACCEPT SURPLUS BUS BIDS, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

Reports and Communications

A. Board of Trustees

Trustee Hackman said that the current issue of *The Atlantic* magazine has some good articles – one on how student feedback is being sought and used in teacher evaluations. Trustee Hackman also distributed an article from Montana's Department of Education that relates to graduation rates. Trustee Schatz said he was able to attend the technology sessions at the high school today; he commended the District for the speakers they brought in. Trustee Bridger thanked the elementary principals for their inspiring presentations.

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 Reports

A. Superintendent

Craig Dougherty, Superintendent, said he is excited about the process for the upcoming NCA Accreditation visit, October 15th through 18th. He commended the high school for a great homecoming celebration that involved all clubs and teams. Superintendent Dougherty reported that Traci Turk and Carol Stewart are in Arkansas to learn about a Reading Recovery pilot program to accelerate secondary students. Mr. Dougherty thanked the elementary principals for tonight's presentations.

TRUSTEE STEEL MADE A MOTION AT 7:31 P.M. TO GO TO EXECUTIVE SESSION. TRUSTEE DRUMMOND SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

X. Executive Session:

The Board went into Executive Session at 7:35 p.m. to cover personnel and legal matters.

TRUSTEE DRUMMOND MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:20 PM, THE MOTION WAS SECONDED BY TRUSTEE BRIDGER, AND IT CARRIED WITH A UNANIMOUS VOTE.

The meeting reconvened at 8:20 p.m.

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

TRUSTEE BRIDGER MADE A MOTION TO APPOINT LINDA TRIMMER AND MARY BETH EVERS TO THE SICK LEAVE BANK COMMITTEE, AS PRESENTED. TRUSTEE O'DELL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.

XI. Adjournment:

TRUSTEE SCHATZ MADE A MOTION TO ADJOURN THE MEETING AT 8:21 PM. TRUSTEE HACKMAN SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.

Chairman

Clerk

SHERIDAN COUNTY SCHOOL DISTRICT NO. 2
PERSONNEL REPORT
October 8, 2012

CERTIFIED STAFF

Approvals:

Carla Dunham Henry A. Coffeen School	Common Core State Standards Literary/ Math/Technology Specialist 92.5 days (0.50 FTE)	Effective 10/11/12
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Changes/Transfers:

Sarah Stadick Sagebrush, Meadowlark, and Woodland Park Schools	Technology Integrator/Instructional Facilitator 0.80 FTE to 0.82 FTE	Effective 8/21/12
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Jeri Mathes District and Meadowlark School to District and Woodland Park School	Reading Recovery Coordinator/Teacher- Reading Recovery 1.0 FTE	Effective 8/21/12
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Jean Thomas Highland Park School (1 st Semester) and Woodland Park School (2 nd Semester)	Teacher-Math Recovery 0.5 FTE	Effective 9/4/12
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CLASSIFIED STAFF

Approvals:

Kevin Adams Sheridan High School	Activities Maintenance Custodian 8.0 hours/day	Effective 9/28/12
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Kara Cossel Meadowlark School	Paraprofessional-Special Education 1:1 6.75 hours/day	Effective 9/24/12
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Daveya Green Meadowlark School	Paraprofessional-Special Education 1:1 6.75 hours/day	Effective 9/20/12
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Emily Hanchett Highland Park School	Paraprofessional-Title I 4.0 hours/day	Effective 9/17/12
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Nicki J. Olver Technology Department	Technician-Special Education Assistive 4.0 hours/day	Effective 10/10/12
Becky Sanders Sagebrush School	Paraprofessional-Special Education 1:1 6.5 hours/day	Effective 10/2/12
Julie Stygles-Cook Highland Park School	Cook's Helper 2.0 hours/day	Effective 9/24/12
Debra R. Vine Transportation Department	Bus Driver-Rotator 2.0-4.0 hours/day	Effective 9/21/12

Changes/Transfers:

Charla Graves Meadowlark School	Paraprofessional-Special Education 1:1 7.0 hours/day to 7.5 hours/day	Effective 8/27/12
Barb Jowett Meadowlark School	Paraprofessional-Special Education 1:1 8.0 hours/day to 7.5 hours/day	Effective 8/27/12
Angel Vielhauer Meadowlark School to Coffeen School	Paraprofessional-Special Education 1:1 to Paraprofessional-Title I 6.75 hours/day to 4.0 hours/day	Effective 9/25/12

Resignations:

Janell Ziegler Highland Park School	Cook's Helper 2.0 hours/day	Effective 8/25/12
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Retirements:

Janis Kiedrowski Administration Building	Secretary-Assistant Superintendent 8.0 hours/day	Effective 10/19/12
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Transfers:

Michelle Bristol Henry A. Coffeen School to Administration Building	Secretary-School to Secretary- Superintendent 8.0 hours/day	Effective 10/22/12
Angela Winn Administration Building	Secretary-Superintendent to Secretary- Assistant Superintendents 8.0 hours/day	Effective 10/22/12

EXTRA DUTY 2012-2013

Approvals:

<u>Name</u>	<u>Position</u>
Tim Daniels	Weight Room – 1 st Quarter – SHS
Levi Duca	Basketball – Boys’ Part-Time Assistant Coach – SHS
Raymond Olson	Academic Challenge – SHS
Toni Reid	Weight Room – 1 st Quarter – SHS

Changes:

<u>Name</u>	<u>Position</u>
Jake Arnold	Wrestling – Part-time to Full-time Assistant – SHS
Tyson Shatto	Wrestling – Assistant to Head Coach – SHS
Cody Sinclair	Basketball – Boys’ Part-Time Assistant Coach – SHS

Resignations:

<u>Name</u>	<u>Position</u>
Scott Cleland	Wrestling – Head Coach – SHS
Kale Rager	Basketball – Girls’ 8 th Grade B Coach – SJHS

STORY ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM – BRIDGES FUNDING

Approvals:

<u>Name</u>	<u>Position</u>
Heather Johnson	Substitute
Vicki Sikes	Substitute
Jeanine Sweckard	Teacher

WOODLAND PARK ELEMENTARY SCHOOL AFTER SCHOOL PROGRAM – BRIDGES FUNDING

Approvals:

<u>Name</u>	<u>Position</u>
Jacob Muth	Paraprofessional
Debra Purdy	Paraprofessional
Mary Smiley	Teacher
Andrew Tkach	Paraprofessional

SPECIAL EDUCATION EXTENDED SCHOOL YEAR (ESY) PROGRAM

Approvals:

Name

Jessie Anderson
Heather McKeag
Alicia Rath
Andy Wallenkamp

Position (Location)

Special Education Teacher (Highland Park)
Special Education Paraprofessional (Highland Park)
Special Education Teacher (Meadowlark)
Special Education Teacher (Highland Park)



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: October 30, 2012

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent
Julie Carroll, Facilities Director

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

Henry A. Coffeen Elementary

We are currently working with TSP and our consultants on site layout and slight building modifications to our prototypical design to accommodate programs unique to Coffeen. As we develop this information, it is given to the School Facilities Department for review.

We will be scheduling times to present this information to Coffeen staff with Principal Trahan. After we receive all the pertinent information from the traffic study, we will then begin presenting the building and site information to parents.



Craig Dougherty, Superintendent

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

DATE: October 29, 2012
TO: Board of Trustees
FROM: Cody Sinclair, Human Resources Coordinator
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

JICC	Student Conduct on School Buses
JICE	Student Publications
JICF	Secret Organizations
JICI	Weapons
JIE/JIG	Married or Pregnant Students
JIH	Student Searches, Information Gathering, and Student Arrests

The following policies are being recommended for second reading:

AC	Nondiscrimination/Equal Opportunities
AC-P	Title IX and Other Discrimination/Harassment Complaint Procedure
ACE	Section 504 of the Rehabilitation Act and Americans with Disabilities Act
ACE-P	Section 504 Due Process Procedure
G CBD	Professional Staff Fringe Benefits
GCQEA	Early Retirement Incentive Plan Schedule of Benefits
GDBD	Classified Staff Fringe Benefits
JB	Equal Educational Opportunities
JBA	Discrimination – Student Complaint Procedure
JBA-E	Equal Educational Opportunities Grievance Procedure Form

***Policies -
First Reading***

STUDENT CONDUCT ON SCHOOL BUSES

~~GENERAL STATEMENT OF POLICY~~

The right of students to ride a school bus is contingent upon their good behavior and observance of school policies. Failure to behave and to observe school policies ~~may~~ **will** result in the imposition of discipline. The same policies and regulations which apply to students also apply to other passengers in the event of a non-school use of a bus.

AUTHORITY AND RESPONSIBILITY FOR STUDENT DISCIPLINE

- A. DURING TRANSPORTATION FROM HOME TO SCHOOL AND BACK OR WHEN NO DISTRICT PERSONNEL ARE PRESENT OTHER THAN THE BUS DRIVER
During transportation of students from home to school, from school to home and on any other occasion when no teacher, coach or other District personnel are present on the bus, the bus driver shall have the authority and responsibility to supervise the bus passengers and to implement the District's policies concerning discipline and safety.
- B. DURING TRANSPORTATION TO SCHOOL ACTIVITIES WHEN DISTRICT PERSONNEL OTHER THAN THE BUS DRIVER ARE PRESENT
During transportation of students from school to any activity when any teacher, coach or other District personnel are present, the teacher, coach or other District personnel shall have the primary authority and responsibility to supervise the bus passengers and to implement the District's policies concerning discipline and safety, and the bus driver shall have secondary responsibility for discipline but shall have primary responsibility for the safety of the operation of the bus.

AUTHORITY OF BUS DRIVERS AND TRANSPORTATION SUPERVISOR TO SEARCH AND SEIZE AND TO IMPOSE SANCTIONS

- A. AUTHORITY OF BUS DRIVERS
The bus drivers shall have the same authority as **any staff member** ~~a teacher~~ under Policy JIH to search for and seize contraband.

STUDENT CONDUCT ON SCHOOL BUSES (contd.)**B. AUTHORITY OF TRANSPORTATION SUPERVISOR**

The Transportation Supervisor shall have the same authority as a building principal under Policy JIH to search for and seize contraband. The Transportation Supervisor shall have the same authority to suspend passengers from a bus that a principal would have to suspend students from school under Policy JK and shall follow the same procedures in doing so as a principal would be required to follow under Policy JKD/JKE.

AUTHORITY OF SUPERINTENDENT TO ISSUE REGULATIONS

The Superintendent shall have the authority to issue regulations to implement these policies.

See also:

ACA - Sexual Harassment Policy

~~JIC - Student Conduct~~

JICFA - Hazing of Students

JICG/JICH - Student Alcohol/Tobacco/Drug Abuse by Students

JICI - Weapons

JK - Student Discipline

JKA - Corporal Punishment

JKB - Detention of Students

JKD/JKE - Suspension or Expulsion of Students

JLF - Reporting of Child Abuse

JLIA - Supervision of Students

KGA - Non-School Use of Buses

First Reading: ~~1/11/00~~

Second Reading: ~~2/08/00~~

STUDENT PUBLICATIONS

The Board encourages students to express their views in school-sponsored publications, but they must observe the rules of responsible journalism. This means that libelous statements, obscenity, defamation of persons, false statements, material advocating racial or religious prejudice, hatred, violence, the breaking of laws and school regulations, or material designed to disrupt the educational process will not be permitted.

The Board also encourages school-sponsored publications as an educational activity through which students can gain experience in writing, reporting, editing, and an understanding of responsible journalism. The sponsors of student publications have a responsibility to review the contents of these publications before publication **for the purpose of:** ~~and to~~ **(1) assisting** students in improving their **writing** skills **and** their modes of expression; ~~and to recognize~~ **(2) prohibiting** material that is **contrary to this policy** ~~in poor taste, misleading, false, ill-advised, prejudiced, and even libelous.~~

Review of content prior to publication is not censorship, but part of the educational process as it concerns student publications. It can be pointed out to students, as it frequently is to journalists, that a publisher (in this case, the school district) enjoys freedom to determine what will and will not be published.

First Reading: 8/12/97

Second Reading: 10/21/97

~~SECRET ORGANIZATIONS~~

~~Membership in secret clubs, societies, or organizations has not contributed toward the morale and total well being of the student body of Sheridan school system. The school will refuse to recognize and allow any activities connected with these organizations to be associated with any phase or part of the school program.~~

~~Students will not be allowed to promote these organizations during any part of the school day or during other school activities. This restriction shall cover all types of activity relating to these organizations--membership recruitment, wearing of distinguishing clothes or emblems and any other action by members of secret organizations.~~

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

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

WEAPONS

POLICY

It is the strict policy of the District that no student, school personnel, visitor or other person shall bring or possess a firearm, simulated firearm, destructive device, or deadly weapon on District property or at any school functions.

DEFINITIONS

For purposes of this policy, the following terms shall be defined as follows:

1. DEADLY WEAPON: Means, but is not limited to, a firearm, explosive or incendiary material, motorized vehicle, an animal or other device, instrument, material or substance, which in the manner it is used or is intended to be used is reasonably capable of producing death or serious bodily injury, or as defined by applicable law.
2. DESTRUCTIVE DEVICE: Shall mean any device intended to ignite or discharge in an explosive or incendiary fashion, or expel gaseous or other materials in a noxious or harmful manner, or as defined by applicable law.
3. DISTRICT: Shall mean Sheridan County School District #2.
4. DISTRICT PROPERTY: Shall mean any school building, playground, facility, bus, vehicle, or any other property owned, leased, or used by the District which is capable of being occupied by a human.
5. FIREARM: Shall mean any handgun, rifle, shotgun, starter gun or other weapon designed to expel a projectile by action of an explosive, compressed air or other gas, or as defined by applicable law.
6. SCHOOL FUNCTIONS: Shall mean any function or event sponsored, in whole or in part, by the District, or which is attended by school personnel, representatives, agents or students for school purposes.
7. SCHOOL PERSONNEL: Shall mean teachers, administrators, guidance counselors, social workers, psychologists, nurses, librarians, and any other support staff who are employed in any capacity or who perform any services for or on behalf of the District.

WEAPONS (contd.)

8. **SERIOUS BODILY INJURY:** Shall mean bodily injury which creates a substantial risk of death or which causes miscarriage, severe disfigurement or protracted loss or impairment of the function of any body member or organ, or as defined by applicable law.
9. **SIMULATED FIREARM:** Shall mean any device which so closely approximates the appearance of a firearm as defined by this policy that it is reasonably foreseeable that such device will be mistaken for a firearm.
10. **STUDENT:** Shall mean any person who is presently a student of the District, any exchange student or a student from any other school system visiting or temporarily on District property for any reason.
11. **VISITOR OR OTHER PERSON:** Shall mean any parent, school personnel from other districts, states, or school systems, student from other districts, states, or school systems, or any other person not meeting the definition of school personnel or student under this policy.

EXCEPTIONS

1. This policy shall not prohibit the display or use of a simulated firearm or weapon, or any firearm or weapon which is incapable of firing or discharging, so long as such use or display is for a legitimate educational purpose. Display or use must be pre-approved by the principal of any school where such display or use is contemplated.
2. Nothing in this policy shall be deemed to prohibit a police officer, sheriff, sheriff's deputy, federal law enforcement agent or other state or federal law enforcement agent from being present on District property and in possession of a firearm or deadly weapon when on official law enforcement business.

PENALTIES

1. **STUDENTS:** Any student violating this policy may be suspended or expelled as provided by law.
2. **SCHOOL PERSONNEL:** Any person meeting the definition of school personnel under this policy, and who violates this

WEAPONS (contd.)

policy, may be suspended, dismissed, terminated or otherwise disciplined as provided by law.

3. VISITORS OR OTHER PERSONS: Any visitor or other person meeting the definition of such under this policy, and who violates this policy, may be removed from District property or any school function, either temporarily or permanently, at the sole discretion of **the superintendent, assistant superintendent, building principal, or her/her designee** District. ~~Prior to so removing such a visitor or other person, a principal, **assistant principal**, or the superintendent of the District shall inform such individual of the reasons for the removal and the evidence against him, and shall give such individual a chance to present his version of the charges against him and to present evidence in his behalf. However, if, in the judgment of the principal, **assistant principal**, or the superintendent, such violation imminently endangers persons or property or threatens to disrupt the academic process, such visitor or other person may be so removed immediately. Such individual will then be given a chance to be heard as soon thereafter as practicable, and not later than seventy two (72) hours after the removal, not counting Saturdays and Sundays.~~

~~Any visitor or other person charged with a violation under this policy may appeal a decision of the principal or superintendent directly to the Board of Trustees of the District. The appealing party shall file such an appeal in writing with the District's Administration Office within five (5) working days after the date of the decision being appealed. The Board shall schedule a time at its next regularly scheduled meeting to hear the appeal. The hearing before the Board shall be informal. A final written determination shall be made by the Board within five (5) working days following the meeting. The decision of the Board of Trustees shall be final.~~

Such individuals may also be subject to criminal prosecution as provided by law.

Legal Reference: Safe & Drug Free Schools and Communities Act of 1994.

WEAPONS (contd.)

First Reading: ~~11/13/01~~
Second Reading: ~~12/11/01~~

MARRIED OR PREGNANT STUDENTS

The marriage or pregnancy of a student shall not affect **his/her** the right of ~~students~~ to receive a public education ~~or nor their~~ **his/her** privileges as ~~a~~ students of the district. **These events shall also not affect his/her** ~~nor their~~ opportunities to take part in any extracurricular activities or honors offered by the school. However, in such cases, the following shall apply:

1. **Any** ~~students~~ who becomes married shall report the marriage to the principal;
2. **Female students** ~~Girls~~ who become pregnant and wish to remain in school will be permitted to do so with the approval of their physician. The physician **shall** ~~will~~ state whether or not attendance and full participation in the regular school program is advisable. If continued attendance is not advised by the physician, the principal is authorized to make special arrangements for the instruction of the student and to provide an educational program designed to meet her special needs.

First Reading: 1/14/97
Second Reading: 8/26/97

STUDENT SEARCHES, INFORMATION GATHERING, AND STUDENT ARRESTS

GENERAL POLICY

~~The primary mission of public schools is to educate its students. That mission requires that students enjoy an educational~~ **Sheridan County School District #2 endeavors to provide an** ~~hereby implements procedures to provide students an educational~~ environment that is safe, secure, and intellectually challenging. The safety and security of students entrusted to a school must be of paramount importance. Inherent in this mission is the **To accomplish that task, the School District Board shall exercise its** authority of the School District to conduct reasonable searches and seizures within the limitations established by the United States Constitution and Wyoming State Constitution. ~~The Board will, through this policy, afford~~ In this regard, the District recognizes that the students attending its schools, enjoy the same rights against compelled self-incrimination and unreasonable search and seizure afforded to adults. Searches by school officials of students' persons, lockers, automobiles, or of the property of the student shall be conducted in a manner to protect the rights of all students consistent with the responsibility of the School District to provide an atmosphere conducive to the educational process.

In order to provide a safe educational environment ~~To fulfill this overall mission,~~ there must be a reasonable **partnership relationship** between the District and the law enforcement agencies that support public safety within the City of Sheridan. Such an understanding requires the District and law enforcement **personnel to each** respect the mission of the other. ~~Law enforcement officers, by virtue of their office, swear an oath to protect and defend the citizens of the community through their enforcement of the law and their defense of the constitutional rights of its citizens. Law enforcement recognizes that unnecessary disruption of the educational process disrupts learning and interferes with development of good citizenship, thereby undermining the agency's relationship with its community. Law enforcement acknowledges that, With the exception of the School Resource Officer(s) assigned to the district, and in the absence of the consent of school administration or a duly executed search warrant, law enforcement only has those rights of access to schools that it shares with the public. To facilitate these ends, the District has entered into an understanding with local law enforcement through the School Resource Officer program, to enhance the~~

**STUDENT SEARCHES, INFORMATION GATHERING,
AND STUDENT ARRESTS (contd.)**

safety and security of each student. The role of a School Resource Officer is that of a community liaison between the District's schools and the law enforcement community. The School Resource Officer provides enforcement of state laws, law-related education, and provides problem-solving solutions for students. The **primary objective** ~~central mission~~ of the School Resource Officer program is to keep the schools safe for the students and faculty.

DEFINITIONS

Emergency: Any set of circumstances which create an immediate risk that harm has or is likely to occur to any person or significant damage has or is likely to occur to property, and which require crime scenes on school property to be secured for the immediate protection or safety and welfare of students, staff, the general public, and public property.

School Resource Officer: A police officer assigned to a district who is employed by and under the control of the Sheridan Police Department and who may be used as a designee by a District administrator.

Reasonable Suspicion: "Reasonable suspicion" means a set of facts and circumstances as determined from credible information which can be articulated that would cause a reasonable person to suspect that contraband or evidence of a violation of a law, school rule, or policy is present on the person or in the personal property to be searched.

ARREST, SERVICE OF PROCESS, OR TAKING A STUDENT INTO CUSTODY

If a law enforcement officer has a warrant for a student's arrest, or any legal process to be served upon a student, by law the officer must be permitted to arrest or serve process upon the student. However, whenever possible, the arrest or service of process should be conducted privately by the School Resource Officer in an administrator's office or other room out of the view of the other students.

Normally, a student should not be released to law enforcement authority by school officials unless the student has been taken into custody or placed under arrest by a law enforcement officer, or the parent, guardian, or representative of the

**STUDENT SEARCHES, INFORMATION GATHERING,
AND STUDENT ARRESTS (contd.)**

student agrees to the release. When an emergency situation exists, the school administrator, or his/her designee, may summon law enforcement officials to the school to take a student into custody. When students are removed from the school by law enforcement officials for any reason, including taking the student into custody or arresting the student, every reasonable effort will be made to contact the student's parent(s), guardian(s), or representative **as soon as possible** immediately.

INFORMATION GATHERING BY LAW ENFORCEMENT PERSONNEL

Upon entering school property, law enforcement officers (except an active School Resource Officer assigned to the School District) will immediately contact a building administrator or, in the case of an activity, the responsible adult in charge. In emergencies, this requirement may be waived.

If any law enforcement official or Child Protection Agency official requests an interview for any issue other than child abuse, child neglect, or some crime involving the parent, and the requested interview is a non-related school issue and is not a safety issue, the parent(s) or legal guardian(s) are required to give written permission or be present at the interview.

The student will be informed that he/she has the right to refuse an interview. A student may not be interviewed during the school day unless the principal or other delegated staff member is present, preferably a social worker, counselor, unless the parent or legal guardian waives this requirement.

If the topic of the interview is child abuse, or child neglect and the investigator determines that the child should be interviewed independently of his/her parents and the school is the most appropriate setting for the interview, school officials may forego the attempt to contact the parents prior to the interview. It will be the responsibility of the investigator in abuse, or neglect cases to determine who will be present during the interview. The school may insist upon having a representative from the school present. Once the investigation has been completed it is the responsibility of the law enforcement or Child Protection Agency official

**STUDENT SEARCHES, INFORMATION GATHERING,
AND STUDENT ARRESTS (contd.)**

to notify the parent(s) or legal guardian(s).

In cases of information gathering from students for an incident on school property, during school hours, or at a school-sponsored event, the School Resource Officer may participate in the investigation.

SEARCHES BY STAFF

Searches may be ~~considered and~~ conducted **by School District staff** on school property or at school-sponsored events. The authority to inspect students' school lockers, persons, belongings, and automobiles is inherently granted school boards and school officials to maintain order. Exercise of that authority by school officials requires the existence of "reasonable suspicion" before conducting a search without student consent. This authority may be exercised as needed in the interest of protecting students, the academic environment, and student and school property.

First Reading: ~~2/13/06~~
Second Reading: ~~3/27/06~~

***Policies -
Second Reading***

NONDISCRIMINATION/EQUAL OPPORTUNITIES

Sheridan County School District No. 2 shall at all times, except as otherwise provided by law, have schools that are equally free and accessible to all children residing in the district who are five (5) years of age as of September 15 of the applicable school year and under the age of twenty-one (21), subject to the policies of the Board of Trustees. The District is committed to a policy of non-discrimination in all policies and practices dealing with employees, applicants for positions with the School District, students, education programs, services, and individuals with whom the School District does business. The District does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, ~~or~~ disability **or other classifications that are protected by law**. It is the policy of the District to maintain a nondiscriminatory environment free from discrimination, intimidation, harassment, or bias. All employees, students, applicants, or other persons dealing with the District who believe that they have been unlawfully discriminated against by the District will utilize the process set forth in Policy JII and JII-E.

Americans with Disabilities Act (42 U.S.C. 12,101),
Individuals with Disabilities Education Act, and as amended.
Rehabilitation Act of 1973, §504 (29 U.S.C. §794)

W.S. 21-4-301
21-7-302
21-4-303

Article 1, §18, Wyoming Constitution
Article 7, §12, Wyoming Constitution
Title VII, Civil Rights Act of 1973 (42 U.S.C. §2000e)
Section 1981, Civil Rights Act of 1866 and 1870, 14 Stat. 39
(1866), 18 Stat. 140 (1870)
Age Discrimination in Employment Act (ADEA) (29 U.S.C. §621)
Title IX, Civil Rights Act of 1974 (42 U.S.C. §2000e)

See also policies:

- ACA - Sexual Harassment
- GCE - Professional Staff Recruiting
- GCG - Part-Time Substitute Professional Staff Employment
- GDE - Classified Staff Recruiting and Hiring
- JII - Grievance Procedure

First Reading: 10/8/12
Second Reading:

TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE

Any employee, student and/or the parents/guardian of any student or employee who believe they have been subject to discrimination or harassment on the basis of race, color, national origin, sex, age, religion, handicap, ~~marital status, sexual orientation, pregnancy,~~ disability, ~~criminal record, political activity,~~ or creed other classifications that are protected by law which in any way adversely affects their employment, access to, participation in, ability to benefit from, admissions, membership, or otherwise results in inequality in any school-sponsored organizations, clubs, facilities, activities, or programs, is encouraged to utilize the due process procedure set forth in Policy JII below as a mechanism to resolve his/her complaint.

CIVIL RIGHTS COMPLIANCE OFFICER

Sheridan County School District No. 2 designates the Human Resources Coordinator ~~Director of Special Education~~, whose address is 201 N. Connor Street, Suite 100, Sheridan, WY 82801, phone 307-674-7405, as the District's Civil Rights Compliance Officer for all civil rights issues, inclusive of disability not covered by the Section 504 Due Process Procedures. The Human Resources Coordinator ~~Director of Special Education~~ shall also act as the Title IX Coordinator. The Civil Rights Compliance Officer shall have responsibility to coordinate efforts to comply with and carry out responsibilities under Title IX, Title VII, and all other civil rights and discrimination laws, both state and federal. The Compliance Officer shall have responsibility to investigate any complaint communicated to the Compliance Officer alleging noncompliance or alleging any actions that would be prohibited by Section 504 of the Rehabilitation Act, Title II of the Americans with Disabilities Act, all civil rights laws, including both state and federal laws, in any way governing discrimination and/or harassment based upon a protected class. The District may designate a different person to carry out the duties of the 504 Compliance Officer and/or Civil Rights Compliance Officer.

SECTION 504

With regard to any complaint involving identification, evaluation, or placement involving Section 504, you are entitled to receive notice of your student and parental rights regarding Section 504. The hearing procedures relating to identification,

TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE (contd.)

evaluation and/or placement under Section 504 can be found in Policy JII the ~~procedures entitled 504 Due Process Procedures (ACE-P).~~

RECORDS

With regard to any claim involving harassment or discrimination, you shall also be given the opportunity to examine all relevant records. Documents submitted or utilized in the grievance procedure shall be retained for not less than two (2) years.

NONRETALIATION

No retaliation (reprisal) of any kind shall be taken against any person participating in this grievance procedure either as a complainant, respondent or witness.

PROCEDURES

All hearings requested hereunder shall be conducted pursuant to the procedures set forth in Policy JII.

- ~~1. It is often possible to resolve complaints informally at the level at which the alleged discrimination occurred. Therefore, before a formal complaint is filed, the following informal procedure should be followed.~~
- ~~2. If a student feels he/she has been discriminated against or harassed or otherwise has a grievance pertaining to any state or federal nondiscrimination laws, the student and/or student's parents/guardian are encouraged to attempt to discuss the matter with the student's teacher in an effort to resolve the problem as expeditiously as possible. In some cases, such as allegations of sexual harassment by the teacher, discussing the complaint with the teacher who is alleged to have engaged in such conduct may not be appropriate. In such cases, the student and/or the student's parents may discuss their complaint with the principal as described below.~~
- ~~3. If after discussion with the teacher the student or student's parents/guardian is not satisfied with the~~

TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE
(contd.)

~~disposition of the matter, he/she shall have the right to present the matter and discuss it with the principal.~~

- ~~4. Similarly, if any other employee of the District feels that he/she has been discriminated against or harassed, the employee is similarly encouraged to present the matter to the principal and discuss it with the principal or, if an administrator other than the principal is his/her supervisor, then with the appropriate administrator. The administrator shall, within ten (10) school days, investigate the matter and provide a written decision regarding the complaint, and if the complaint is determined to be valid, a proposed resolution to the complaint.~~
- ~~5. If the aggrieved student or employee is not satisfied with the disposition of his/her grievance by the principal or if no decision has been rendered within ten (10) school days after presentation of the grievance in writing, he/she may file a formal written complaint with the Compliance Officer for Sheridan County School District No. 2. At that stage the complainant will be required to elect to either proceed forward on an informal basis with the Compliance Officer conducting an impartial investigation and informal hearing or, alternatively, the complainant may request a formal hearing to be conducted before the Compliance Officer. If the Compliance Officer is alleged to not be impartial, the hearing shall be before the Superintendent of Schools; and if complainant asserts that neither is impartial, then the Superintendent shall appoint another person to act as the impartial hearing officer.~~

INFORMAL PROCESS

~~If the Complainant elects to utilize an informal hearing process, complainant will be required to execute a written waiver of formal hearing. The informal hearing process will allow the complainant to submit to the hearing officer all documents and information supporting complainant's position and also provide the hearing officer with the names of all witnesses that would support complainant's position. A copy of all information provided to the hearing officer will also be provided to the party alleged to have engaged in the harassment or discrimination. The hearing officer shall, within fifteen (15)~~

TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE (contd.)

~~school days after receipt of the complaint, interview the complainant, the charged party, and any witnesses that either party believes have relevant information to the complaint or the defense thereof, as well as any other persons the hearing officer deems appropriate to interview. The hearing officer will give both the charging party and the responding party an opportunity to present their positions in the presence of each other and with the assistance of a representative, including legal counsel, as they deem appropriate. The oral presentation of the grievance shall occur not sooner than fifteen (15) school days or later than thirty (30) school days after the original complaint is filed. A formal written decision of the hearing officer will be provided to both parties together with a directive for resolving the matter if the complaint has been substantiated. The proposed resolution may include any disciplinary procedure against the student, up to and including expulsion, and may include any disciplinary procedure against a staff member, up to and including termination.~~

~~FORMAL HEARING PROCESS~~

~~If complainant requests a formal hearing, complainant will notify the District's Compliance Officer, who will conduct the hearing, unless alleged to not be impartial, in which case the hearing officer will be the Superintendent unless he/she is alleged not to be impartial, in which case the hearing officer will be selected as provided for above. The complaint shall specify the basis of the claim providing names, dates and locations, to the extent available. Complainant shall also provide the name of any person, including legal counsel, who will assist or represent complainant. Upon receipt of a complaint and a request for formal hearing, the hearing officer shall notify the party being charged with the harassment or discrimination and provide his/her with a copy of the written complaint filed by the complainant. Within ten (10) school days, a meeting will be held between the complainant and/or his/her representatives and the individual against whom a claim of harassment or discrimination is asserted and/or his/her representatives for the purpose of selecting a hearing date. The hearing shall be held within thirty (30) school days from the date of that meeting. The parties shall also set a date to exchange documents, exhibits, and a list of proposed witnesses. The hearing shall be held and conducted generally in compliance with the Wyoming Administrative~~

TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE
(contd.)

~~Procedures Act. The hearing shall be recorded in such a manner that it can be transcribed, if necessary.~~

~~The student, parent/guardian or employee asserting a charge of harassment or discrimination based upon protected classification shall be considered the petitioner and have the burden of proof. The charging party shall first present his/her evidence, after which the responding party shall present his/her evidence in defense thereof, after which the charging party may be permitted to reply. Both parties will have an opportunity to give an opening statement, to present evidence and call witnesses, cross-examine opposing witnesses, and thereafter present a closing statement. Each side may be requested, if represented by legal counsel, to present proposed findings of fact and conclusions of law. The hearing officer shall, within fifteen (15) school days following completion of the hearing, draft proposed findings of fact and conclusions of law rendering a decision on the claim, which findings and conclusions of law shall thereafter be delivered to both the charging party and the responding party. If the claim is substantiated, the conclusions shall include a recommended resolution to the complaint.~~

~~The Compliance/hearing Officer may at any time he/she deems it appropriate, engage the assistance of an attorney to assist in conducting the hearing.~~

APPEAL

~~Either the charging party or the respondent shall have the right to appeal the decision of the hearing officer to the Board of Trustees of Sheridan County School District No. 2. Any person desiring to appeal the decision of the Compliance/hearing Officer shall file with the Board of Trustees a notice of intent to appeal within ten (10) school days after receipt of the findings of fact and conclusions of law. For the purpose of determining receipt, the parties will be deemed to have received the findings of fact and conclusions of law two (2) days after they are placed in the mail to the address provided by the complainant or the responding party. A copy of the notice of appeal must be delivered to the Board of Trustees, the District's Compliance Officer, and the other party to the complaint. Thereafter, the party desiring an appeal shall file with the Board of Trustees within ten (10) school days, a written memorandum explaining the~~

TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE (contd.)

~~basis of the appeal and the reason the appealing party is asking the Board of Trustees to reverse the decision of the hearing officer. A copy of this memorandum shall be served upon the other party to the complaint, who shall then have ten (10) school days to file a response. The Board of Trustees of the School District shall within thirty (30) days after receipt of the final memorandum, meet to review the matter. At its sole discretion the Board of Trustees may request the parties to appear and present a verbal argument or, alternatively, may decide the matter on the basis of the evidence presented to the hearing officer, the findings of fact and conclusions of law rendered by the hearing officer, and the memoranda presented by the parties. At its option the Board may also request the hearing officer to explain any decisions rendered. The Board shall render a written decision on the appeal to all parties within twenty (20) school days after the meeting of the Board of Trustees at which the appeal is considered. The Board may authorize and direct the Chairman or Vice Chairman to sign off on the written decision decided upon by the Board of Trustees without the requirement of an additional meeting.~~

~~APPEAL TO DISTRICT COURT~~

~~The decision of the hearing officer as reviewed by the Board of Trustees may be appealed to the appropriate District Court within and for the State of Wyoming as provided for the appeal of administrative decisions in the Wyoming Rules of Appellate Procedure.~~

~~LIMITATIONS~~

~~Any student, parent or employee who believes the student or employee has been discriminated against or harassed based upon their protected classification, must initiate the complaint procedure at least at the principal level within sixty (60) calendar days after the student or employee knew or should have known of the act or condition on which the complaint is based, the complaint shall be considered as having been waived if the hearing process has not been initiated. In the case of a continuing discrimination or harassment, the complaint must be filed within sixty (60) calendar days of the last incident of harassment or discrimination.~~

**TITLE IX AND OTHER DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURE
(contd.)**

AGENCY CONTACTS

Persons with complaints involving harassment and/or discrimination may also contact the Wyoming Department of Education, Office for Civil Rights Coordinator, 2nd Floor, Hathaway Building, Cheyenne, WY 82002-0050 or 307-777-6198 or the Office for Civil Rights, Region VIII, U.S. Department of Education, Federal Building, Suite 310, 1244 Speer Blvd., Denver, CO 80204-3582 or 303-844-3417 or the Wyoming Department of Employment at 1510 E. Pershing Blvd., Room 150, Cheyenne, WY 82002, 307-777-7261.

First Reading: 10/8/12
Second Reading:

**SECTION 504 OF THE REHABILITATION ACT OF 1973
AND AMERICANS WITH DISABILITIES ACT**

~~Sheridan County School District No. 2 will comply with all rules and regulations of Section 504 of the Rehabilitation Act of 1973.~~

NOTICE OF NON-DISCRIMINATION

Applicants for admission and employment, students, parents, persons with disabilities, and employees, ~~and all unions or professional organizations holding collective bargaining or professional agreements with Sheridan County School District Number #2~~ are hereby notified that this school does not discriminate on the basis of race, color, national origin, sex, age, religion, handicap, or disability or other classifications that are protected by law in admission or access to, or treatment or employment in, its programs and activities. Any person having inquiries concerning the school's compliance with the regulations implementing Title VI, Title IX, the Americans with Disabilities Act (ADA), or Section 504 is directed to contact the District's Human Resources Coordinator ~~Director of Special Education, Section 504/ADA Coordinator~~ (201 N. Connor Street/P. O. Box 919, Sheridan, Wyoming, 82801 / 307-674-7405), who has been designated by the school to coordinate efforts to comply with the regulations regarding nondiscrimination.

First Reading: 10/8/12
Second Reading:

SECTION 504 DUE PROCESS PROCEDURES

Pursuant to the provisions of 34 C.F.R. 104.36, an impartial hearing will be used to resolve differences involving the provision of education and related services, including identification, evaluation and placement for students with disabilities entitled to protection under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, and the implementing regulations found in 34 C.F.R. Part 104 Subpart D.

A hearing may be initiated by a parent or guardian on behalf of a student by making a written request for a hearing and sending it to the District's Section 504 Compliance Officer. The District may request a hearing by so notifying the parents in writing. All hearings shall be conducted pursuant to the procedures set forth in Policy JII.

~~*A request for a hearing must list with specificity the issue or issues that the party wants to have decided in the hearing and the remedy that the party is seeking. Only those issues related to actions regarding the identification, evaluation, or educational placement of students with disabilities under 34 C.F.R. Part 104 Subpart D are appropriate issues for a hearing under these procedures.*~~

~~*Once a request for a hearing is received, the District will select an impartial hearing officer, who has been trained regarding Section 504, to preside over the hearing.*~~

~~*The hearing officer shall send a notice to the parties of the date, time, and place of the hearing and a statement of the legal authority and jurisdiction under which the hearing is being held.*~~

~~*The parties have the right to be represented by counsel at the hearing and each party is responsible for its own attorneys' fees.*~~

SECTION 504 DUE PROCESS PROCEDURES (contd.)

~~During the hearing, each party will have an opportunity to present evidence relevant to the issues being decided in the hearing. Student and student's parents shall have the right to review any and all records in the possession of the District pertaining to the student and/or the issues which are the subject matter of the hearing. The hearing officer may make such provision as is fair and equitable for each side to see the other's exhibits and evidence in advance of the hearing.~~

~~A written or electronic verbatim record of the hearing shall be kept. The decision of the hearing officer shall be in writing and shall be delivered to the District and the parent within ten (10) working days following completion of the hearing. The decision of the hearing officer will be based solely on the evidence presented at the hearing and shall include a summary of the evidence and the reasons for the decision. Upon conclusion of the hearing and issuance of the decision, the record of the proceedings will be returned to the District.~~

~~Either party has the right to request that the decision of the hearing officer be reviewed by the Board of Trustees of the District or its impartial designee. The request for review must be filed within thirty (30) days following the decision of the hearing officer. The request must be in writing and state with specificity the disagreements with the hearing officer's decision. The Board of Trustees or impartial designee will review the record of the hearing and may request additional written information or oral testimony. The Board of Trustees or impartial designee will issue a written decision and such decision will be final.~~

~~For discrimination complaints relating to disabilities or 504 other than identification, evaluation, placement or 504 plan operation, see Board/Administration regulation/policy entitled "Discrimination/Harassment Grievance Procedure".~~

First Reading: 10/8/12

Second Reading:

PROFESSIONAL/*CERTIFIED* STAFF FRINGE BENEFITS

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

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

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

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

First Reading: 10/8/12

Second Reading:

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 March 1 of the calendar year in which the employee desires to take early retirement. 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.

EARLY RETIREMENT INCENTIVE PLAN (contd.)**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) years prior to the date of application for participation in the plan, and;
 - a. Have been ~~continuously~~ employed by the District for the five (5) years immediately preceding the date of application for participation in the plan.
2. **PROFESSIONAL EMPLOYEE:** Must have completed a minimum of twenty (20) years of employment in education services 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.
 - a. Must have been employed by the District as a professional employee for at least ten (10) years, and;
 - b. Must have been ~~continuously~~ employed by the District in a professional position for the five (5) years immediately preceding the date of application for participation in the plan.

EARLY RETIREMENT INCENTIVE PLAN (contd.)**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 at least fifty (50) years old as of December 31 in the calendar year of application.
- c. 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 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:

EARLY RETIREMENT INCENTIVE PLAN (contd.)

- (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 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

EARLY RETIREMENT INCENTIVE PLAN (contd.)

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 or 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.

First Reading: 10/8/12

Second Reading:

CLASSIFIED STAFF FRINGE BENEFITS

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

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

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

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

CLASSIFIED STAFF FRINGE BENEFITS (contd.)

The Board of Trustees shall endeavor to provide classified staff with individual work agreements by July 1st of each year.

First Reading: 10/8/12

Second Reading:

EQUAL EDUCATIONAL OPPORTUNITIES

To the extent possible every pupil of this school district will have equal educational opportunities and shall not be discriminated against regardless of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law.

No student shall on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law be excluded from participating in, be denied the benefits of, or be subjected to discrimination under any educational program or activity conducted by the District specifically including, but not limited to, access and participation in course offering, athletics, counseling, employment assistance, and extra-curricular activities. The District shall comply with its policy relating to nondiscrimination on the basis of race, color, national origin, sex, age, religion, handicap, disability, or other classifications that are protected by law as is specifically set forth in Policies AC and ACE.

First Reading: 10/8/12

Second Reading:

DISCRIMINATION - STUDENT COMPLAINT PROCEDURE

Any student of this District who believes he/she has been discriminated against, denied a benefit, or excluded from participation in any District program or activity on the basis of sex, age, race, religion, national origin or handicap may file a written complaint with the School District Civil Rights Compliance Officer/Title IX Coordinator.

Prior to filing the complaint the student shall contact the building principal or the individual whose decision generated the complaint and make an appointment for an informal meeting in an attempt to resolve the complaint. If the alleged complaint is not resolved satisfactorily at the informal meeting, the person may file a complaint in accordance with the procedures set forth in Board Policy JII AC-P. The complaint shall be initiated at least at the principal level within sixty (60) calendar days after the student, parent or employee knew or should have known of the act or condition on which the complaint is based.

For complaints involving identification, evaluation or placement involving Section 504, you are directed to utilize the procedure set forth in Policy JII ~~Section 504 due process procedures,~~ Policy AC-P.

First Reading: 10/8/12
Second Reading:

EQUAL EDUCATIONAL OPPORTUNITIES GRIEVANCE PROCEDURE FORM

NAME _____

ADDRESS _____

COMPLAINT CLAIMS DISCRIMINATION BASED ON:

RACE _____ **COLOR** _____ **NATIONAL ORIGIN** _____

SEX _____ **AGE** _____ **RELIGION** _____

HANDICAP/DISABILITY _____ **OTHER (Specify)** _____

PHONE _____

DATE OF INCIDENT _____

LOCATION(S) _____

*Please describe in full detail, the nature of your complaint.
Include the names of persons involved, if any.*

Complainant's Signature _____

Date Grievance Was Filed _____

Signature of Civil Rights Compliance Officer/Title IX Coordinator _____

First Reading: 10/8/12

Second Reading:



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: October 30, 2012

TO: School Board Members

FROM: Tom Sachse, Asst. Superintendent for Curriculum and Assessment

SUBJ: **Approval of Resolution to Support Wyoming Business Council Grant Application** (*Action*)

During your meeting, we have been asked to consider a resolution supporting a proposal to the Wyoming Business Council to conduct a study on Workforce Development. This is a long-term effort in collaboration with the City of Sheridan and Sheridan College to focus the attention of the Sheridan Economic and Educational Development Authority (SEEDA) on the educational contributions to broadening the job opportunities in the community.

During the recess for public hearing, you will have an opportunity to get a briefing on the proposal from a representative of Sheridan College. Of course, members of the public are also invited to offer comments on the plan. The attachments to this memo summarize the study and include the resolution. Trustee Steel has taken a leadership role in helping the city and college select a likely contractor for the study, if it is funded by the Council.

SEEDA Project Proposal

Proposed Study: Target Industries II/Career Technical Education and Training (CTET) Study (WBC Grant Update)

Concept:

In 2007, under contract with Forward Sheridan, the Wadley-Donovan Group completed the *Target Opportunities Study* and *Target Industries Profile for Sheridan County*. These two documents defined commercial and industrial sectors for the community to concentrate economic development efforts based on existing enterprises, market outlook, and the Sheridan area labor pool. One area that the Wadley-Donovan Study did not explore in detail was the community's educational programs geared to career, technical education, and training.

This study would consist of two parts. The first is a review of the 2007 target industry profile studies, updating as needed community data on industry sectors and the labor force. The second, and more critical component, is an analysis of the community's Career Technical Education and Training (CTET) programs. Working in close partnership with Sheridan College and Sheridan County School District #2, the selected consultant will analyze existing conditions, make recommendations, and help develop strategies to address the following areas:

- Existing labor force and CTET resources.
- Gap between needs of target industries and skill set of labor force trained by existing CTET programs in the region.
- Resident barriers to utilizing existing CTET programs.
- CTET resource needs (faculty, staff, equipment, facilities).

SEEDA is uniquely positioned to spearhead validation of the 2007 target industry studies, as a joint powers board, whose partner entities are made up in part of representatives of both secondary and higher education institutions. More importantly, the proposed CTET study would evaluate and develop implementation strategies to further enhance the training and educational opportunities of the labor force, and provide strategies to further tailor educational programs to anticipate the needs of existing and future enterprises.

The proposed primary funding mechanism for this project would be a Wyoming Business Council Planning Grant through the Business Ready Communities Grant and Loan program. This program has a maximum \$50,000 award for target industry studies, and requires a 25% match of the total eligible project cost.

Public Hearing Timeline:

- School Dist. #2 Board Meeting – November 5, 2012
- NWCCD Board of Trustees Meeting – November 15, 2012
- City Council Meeting – November 19, 2012
- Grant Deadline – December 1, 2012

- Wyoming Business Council Meeting – TBD (March 14, 2013)
- State Land Investment Board Final Decision – TBD (April 11, 2013)

Responsibilities and Obligations (SEEDA):

- Project funding
- Prepare RFP and select consultant
- Manage Consultation contract (SEEDA admin resources)
- Implement Recommendations of Study

Linkages:

- City – Understanding labor force needs, partnerships for grant funding, CTET training ultimately leads to economic development opportunity and business activity.
- College – Further cooperative strategy for enhancement of CTET programs. Document needs of industry and needs of educational partners (staff, equipment, facilities). Continue to minimize barriers to participation in CTET programs.
- School District – Further cooperative strategy for enhancement of CTET programs. Document needs of industry and needs of educational partners (staff, equipment, facilities). Continue to minimize barriers to participation in CTET programs.

Financials:

- Estimated Cost (Assuming Wyoming Business Council Grant) - \$66,625
- Grant Amount – \$50,000
- Required Matching Funds from Existing SEEDA Account – \$16,625

RESOLUTION NO. 12-01

**A RESOLUTION AUTHORIZING SUBMISSION OF APPLICATION TO THE
BUSINESS READY COMMUNITY GRANT AND LOAN PROGRAM FOR A
PLANNING GRANT ON BEHALF OF THE GOVERNING BODY OF THE
SHERIDAN ECONOMIC AND EDUCATIONAL DEVELOPMENT AUTHORITY**

**FOR THE PURPOSE OF: A REGIONAL TARGET INDUSTRY AND
CAREER AND TECHNICAL EDUCATION STUDY.**

WITNESSETH

WHEREAS, the Sheridan Economic and Educational Development Authority (SEEDA) Joint Powers Board desires to participate in a PLANNING GRANT APPLICATION as part of the BUSINESS READY COMMUNITY GRANT AND LOAN PROGRAM to assist in financing this project; and

WHEREAS, the SEEDA Joint Powers Board recognizes this project will help create opportunities for further economic development in the Sheridan community by validating target industries and detailing labor force and training needs for those target industries; and

WHEREAS, the project is part of a larger strategy to address the needs of area industry while also opening up opportunities for new businesses and job creation; and

WHEREAS, the BUSINESS READY COMMUNITY GRANT AND LOAN PROGRAM requires that certain criteria be met, as described in the Wyoming Business Council's Rules governing the program, and to the best of our knowledge this application meets those criteria; and

WHEREAS, the Governing Body of the SEEDA Joint Powers Board will match the requested BUSINESS READY COMMUNITY GRANT AND LOAN PROGRAM PLANNING GRANT PROJECT from the following source(s):

A cash match of \$16,625 from funds set aside by SEEDA for economic development; and

WHEREAS, the SEEDA Joint Powers Board held a public hearing on November 5, 2012 to identify the economic development opportunity and determine all possible funding solutions for this project. Options explored included professional services funds of the SEEDA partner entities and other local funding set aside for economic development. The SEEDA Joint powers Board, solicited testimony from citizens and gave full consideration to all comments received; and

WHEREAS, the SEEDA Joint powers Board is made up of a partnership between the City of Sheridan, The Northern Wyoming Community College District and Sheridan County School District #2. Further the SEEDA Joint Powers Board is working in partnership with Forward Sheridan, the Sheridan Economic Development Taskforce, and other economic development partners; and

WHEREAS, the City of Sheridan engaged the private sector with the market area and gave full consideration to all comments received; and

WHEREAS, the public benefit of this project is to validate target industries identified in the 2007 Sheridan County Target Industry Study, identify the labor force and training needs of those target industries, and develop a strategy and implementation plan to meet those needs.

**NOW, THEREFORE, BE IT RESOLVED BY SHERIDAN COUNTY SCHOOL DISTRICT #2, A
PART THE GOVERNING BODY OF SHERIDAN ECONOMIC AND EDUCATIONAL AUTHORITY JOINT
POWERS BOARD:**

That a grant application for in the amount of \$50,000 be submitted to the Wyoming Business Council for consideration of assistance in funding a Regional Target Industry and Career and Technical Education Study.

PASSED, APPROVED AND ADOPTED THIS 5th day of November, 2012.

By:

Scott Hininger, Chairman

Ann Perkins, Clerk



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: October 30, 2012

TO: School Board Members

FROM: Tom Sachse, Asst. Superintendent for Curriculum and Assessment

SUBJ: **North Central Association (NCA) Accreditation Visit** *(Information)*

Our external visiting team from NCA has completed its visit and we were very pleased with their exit report. The scores we received were within fractions of the scores we turned into them when we rated ourselves. They had many commendations and had two overall recommendations.

They found very high technology uses in some of our schools, but there were some classes and sites where they recommended more attention to having students use more technology for learning. We have already begun this work and the Board will receive an update from Sheridan Junior High School (at your January meeting) describing the e-textbook pilot in History.

They also found the district was “living its mission and vision,” but suggested we deepen the communication of those actions with a broad array of stakeholder groups. This is an area where we hope to engage parents and community groups as we begin our annual parent focus group meetings in the new calendar year.

We will receive a formal report in the next month or so and will report our response in the next two years to come.



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: October 30, 2012

TO: School Board Members

FROM: Tom Sachse, Asst. Superintendent for Curriculum and Assessment

SUBJ: **Adequate Yearly Progress Update** (*Information*)

We received our Adequate Yearly Progress (AYP) determinations from the Wyoming Department of Education (WDE) late this year, because they were waiting for guidance from the US Department of Education regarding the removal of writing from the statewide assessment in Wyoming. The AYP determinations trigger the sanctions from No Child Left Behind (NCLB).

This year, although Fort Mackenzie improved the graduation rate, they fell one percent short of the improvement target. They are in the third year of “school improvement” and have made all necessary reporting requirements. As the NCLB targets increase towards the expectation of 100% proficiency by 2014, students with IEPs have not met their target and the Junior High has received a warning notice in the area of reading. The targets are getting high. For example, in sixth grade the reading target is 85% proficient for students on an IEP. Our sixth grade students with IEPs scored a respectable 73% but did not reach that target. Traci Turk has been working with all special education and regular staff to focus more directly on the needed improvements among special education students. She will report on these efforts at your February Board meeting.

We expect the targets to rise about 10% per year these last two years of NCLB, making it increasingly difficult for schools to meet the targets for all the defined subgroups.



Roxie Taft, Business Manager

Office of the Superintendent
201 N. Connor Street, Suite 100
P.O. Box 919
Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

Date: October 29, 2012
To: Board of Trustees
FROM: Roxie Taft, Business Manager
SUBJ: **FY12 Quarterly Financial Update** *(Information)*

In accordance with policy DI, Fiscal Accounting and Reporting, attached is financial information as of September 30, 2012 that represents the first quarter of fiscal year 2013.

Cash in Bank Report

This report outlines our cash balances for each fund as of the end of the quarter.

General Fund Revenue Report

This report compares our budgeted revenue, by source, to what we have received year-to-date. We have received 17.96% of our revenues.

General Fund Expenditure Report

This report compares our budgeted expenses, by program, to what we have expensed year-to-date. We have spent 13.50% of our budget.

SHERIDAN COUNTY SCHOOL DISTRICT #2
REPORT ON CASH SEPTEMBER 2012

FUND	CASH BALANCE
General	\$9,937,156.08
Federal	\$713,024.85
Capital Projects	\$2,005,632.94
Lunch	\$533,422.51
Memorial	\$114,815.85
Misc Activity	\$132,074.51
HS Activity	\$168,495.64
Major Maintenance	\$1,860,329.14
Depr Reserve	\$2,353,451.25
Early Retirement	<u>\$386,191.76</u>
 TOTAL	 \$18,204,594.53

SHERIDAN COUNTY SCHOOL DISTRICT #2
GENERAL FUND REVENUES THROUGH SEPT 2012

SOURCE	GENERAL FUND BUDGET	REVENUE RECEIVED YTD	% OF BUDGET RECEIVED	REVENUE BALANCE TO BE RECEIVED
Local	\$ 11,319,500.00	\$ 229,684.99	2.03%	\$ 11,089,815.01
County	\$ 2,982,000.00	\$ 147,421.26	4.94%	\$ 2,834,578.74
State	\$ 29,908,887.00	\$ 7,563,162.35	25.29%	\$ 22,345,724.65
Other	\$ 5,000.00	\$ -	0.00%	\$ 5,000.00
TOTAL	\$ 44,215,387.00	\$ 7,940,268.60	17.96%	\$ 36,275,118.40

Local = monies collected from our assessed 25 mills, the majority of which we receive in December and June, interest, student fines, out of state tuition, admissions, local motor vehicle fees, and building use fees.

County = monies collected from our share of the county-wide 6 mill assessment, the majority of which is collected in December and June, our share of the county-wide motor vehicle fees, county fines, and forest reserve funds.

State = we receive 15% of our foundation payment in August, then 10% a month September through May plus the Taylor grazing fees.

Other = sale of fixed assets and compensation for losses.

SHERIDAN COUNTY SCHOOL DISTRICT #2
GENERAL FUND EXPENDITURES THROUGH SEPTEMBER 2012

PROGRAM	LOCATION	12-13		% OF	REMAINING
		GENERAL FUND	SPENT	BUDGET	
		BUDGET	YR TO DATE	SPENT	BALANCE
INSTRUCTION					
1110	Elementary Instruction	\$10,230,560.00	\$1,046,658.69	10.23%	\$9,183,901.31
1120	JH/MS Instruction	\$5,141,698.00	\$452,814.18	8.81%	\$4,688,883.82
1130	Secondary Instruction	\$5,320,969.00	\$555,584.16	10.44%	\$4,765,384.84
1210	Special Education	\$5,531,100.00	\$367,941.12	6.65%	\$5,163,158.88
1233	Gifted and Talented	\$110,800.00	\$11,199.70	10.11%	\$99,600.30
1250	Spec Ed Tuition	\$605,000.00	\$52,421.37	8.66%	\$552,578.63
1270	ESL Instruction	\$150,300.00	\$3,794.94	2.52%	\$146,505.06
1280	Homebound Instruction	\$22,280.00	\$356.87	1.60%	\$21,923.13
1290	Behavior Center Services	\$161,235.00	\$0.00	0.00%	\$161,235.00
1420	Junior High Activities	\$293,313.00	\$31,092.30	10.60%	\$262,220.70
1421	Junior High Intramurals	\$22,500.00	\$0.00	0.00%	\$22,500.00
1430	SHS Activities	\$1,037,170.00	\$174,442.58	16.82%	\$862,727.42
1530	SHS Vocational Instruction	\$954,905.00	\$86,997.77	9.11%	\$867,907.23
TOTAL INSTRUCTION		\$29,581,830.00	\$2,783,303.68	9.41%	\$26,798,526.32
INSTRUCTIONAL SUPPORT					
2110	Guidance	\$834,023.00	\$84,991.20	10.19%	\$749,031.80
2112	SHS Student Strategic Plan	\$130,650.00	\$11,244.74	8.61%	\$119,405.26
2115	Student Information Services	\$256,650.00	\$92,818.37	36.17%	\$163,831.63
2117	Assessment Services	\$174,443.00	\$14,974.94	8.58%	\$159,468.06
2120	Social Work	\$455,400.00	\$37,555.17	8.25%	\$417,844.83
2130	Health Services	\$278,725.00	\$25,302.38	9.08%	\$253,422.62
2140	Psychological Services	\$428,400.00	\$54,053.18	12.62%	\$374,346.82
2152	Speech Pathology	\$371,000.00	\$40,394.48	10.89%	\$330,605.52
2171	Occupational Therapy	\$99,000.00	\$7,878.03	7.96%	\$91,121.97
2172	Physical Therapy	\$45,000.00	\$3,750.00	8.33%	\$41,250.00
2190	Other Special Ed Contracts	\$145,000.00	\$16,859.69	11.63%	\$128,140.31
2210	Staff Training	\$103,920.00	\$11,422.24	10.99%	\$92,497.76
2220	Library/Media	\$586,739.00	\$47,740.64	8.14%	\$538,998.36
2230	Special Ed Director	\$195,450.00	\$39,466.55	20.19%	\$155,983.45
2240	Technology Integration	\$100,150.00	\$25,417.72	25.38%	\$74,732.28
Total Instructional Support		\$4,204,550.00	\$513,869.33	12.22%	\$3,690,680.67

SHERIDAN COUNTY SCHOOL DISTRICT #2
GENERAL FUND EXPENDITURES THROUGH SEPTEMBER 2012

PROGRAM	LOCATION	12-13 GENERAL FUND BUDGET	SPENT YR TO DATE	% OF BUDGET SPENT	REMAINING BALANCE
GENERAL SUPPORT					
3310	Central Administration	\$556,745.00	\$180,119.99	32.35%	\$376,625.01
3311	Asst. Supt. & Dir Elem Ed	\$394,700.00	\$91,233.72	23.11%	\$303,466.28
3320	School Administration	\$2,060,775.00	\$342,658.78	16.63%	\$1,718,116.22
3330	Business Administration	\$455,650.00	\$98,957.97	21.72%	\$356,692.03
3350	Board of Education	\$189,200.00	\$14,044.30	7.42%	\$175,155.70
3400	Maint & Custodial	\$4,579,000.00	\$1,190,051.83	25.99%	\$3,388,948.17
3500	Transportation	\$2,100,800.00	\$590,321.96	28.10%	\$1,510,478.04
3830	Personnel/Staff Services	\$384,600.00	\$86,037.19	22.37%	\$298,562.81
3850	Technology Coordination	\$722,150.00	\$189,049.30	26.18%	\$533,100.70
Total General Support		\$11,443,620.00	\$2,782,475.04	24.31%	\$8,661,144.96
6200	Food Service Fund Transfer	\$110,000.00	\$110,000.00	100.00%	\$0.00
6200	Trust Fund Transfer	\$500,000.00	\$0.00	0.00%	\$500,000.00
Total Other		\$610,000.00	\$110,000.00	18.03%	\$500,000.00
TOTAL GENERAL FUND		\$45,840,000.00	\$6,189,648.05	13.50%	\$39,650,351.95



Craig Dougherty, Superintendent

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

DATE: October 22, 2012

TO: Board of Trustees

FROM: Roxie Taft

SUBJ: **Department of Audit Responses** (*Information*)

The Department of Audit has released two audit reports that require responses from all school districts.

Cody and I will be in attendance if you have any questions on the staff experience response, and Tom will be available if you have any questions on the distance education response.

This is being presented for your information and no action is required.



Craig Dougherty, Superintendent

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November 5, 2012

Justin Chavez
Department of Audit, School Finance Division
Herschler Building, 2nd Floor
122 West 25th Street
Cheyenne, WY 82002

Re: Statewide Distance Education Audit Report (October 15, 2012)

Dear Mr. Chavez:

Sheridan County School District #2 concurs with the statewide distance education audit report findings regarding concerns on how distance education is handled statewide and variances on what and how data are reported. We believe further clarification is needed to provide clear guidance to assure accuracy of data reported to the state.

We appreciate the attention to detail and professionalism shown by the audit team that visited our district. Maintaining and reporting accurate data to the WDE is of the utmost importance to Sheridan County School District #2.

Thank you for the opportunity to read and respond to this report prior to the report being made public.

Sincerely,

Craig Dougherty
Superintendent



Craig Dougherty, Superintendent

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

November 5, 2012

Justin Chavez
Department of Audit, School Finance Division
Herschler Building, 2nd Floor
122 West 25th Street
Cheyenne, WY 82002

Re: Statewide Staff Experience and Education Audit Report (October 15, 2012)

Dear Mr. Chavez:

Upon review of the Statewide Staff Experience and Education Audit Report there are a few points that we would like to address. The audit that took place in the spring of 2012 was auditing data from October 1, 2009. This means that errors discovered in this audit could not be corrected until October 1, 2012. There are two years of data (WDE602 reports for October 1, 2010 and October 1, 2011) that will not reflect the changes that resulted from the audit. Therefore, the same errors will show up as audit findings for two more years. For example, this past spring our auditors noted that the corrections we made uniformly in all our personnel files as a result of their previous audit had not yet moved through the funding model system. Our recommendation to address this lag in audit corrections would be for the auditors to focus on the most current WDE602 report.

We are also concerned by the comment in the audit report about the “disconnect between the information reported to the WDE (Wyoming Department of Education) and the data actually used in the funding model” (page 3). If data is not accurately transferred to the funding model from the reports we submit it could have a major impact on funding. We have not used the prepopulated reports created by WDE to complete our WDE602 report, but instead maintain continuous tracking of our own data. When we checked our data against the WDE’s prepopulated WDE602 reports we found errors that lead us to question the accuracy of data used in the funding model.

As noted in the audit report (page 6 and page 8), confirming accreditation of educational institutions is an issue that needs to be addressed by the WDE. We spend a considerable amount of time researching accreditation on the internet, however, we do not report years of experience when accreditation cannot be verified. Similarly, when researching experience of our professional and administrative staff we are conservative in claiming years of experience as we do not have clear guidance on what is allowed and what is necessary to prove experience outside

educational settings. Additionally, there is confusion over what constitutes a year of experience – as noted in the audit report, districts do not have “access to the actual calculations made for their data” (page 7).

We appreciate the attention to detail and professionalism shown by the audit team that visited our district. Maintaining and reporting accurate data to the WDE is of the utmost importance to Sheridan County School District #2. We strive to incorporate recommendations made by the audit team in our systematic self-audits to ensure the highest level of data accuracy.

Thank you for the opportunity to read and respond to this report prior to the report being made public.

Sincerely,

Craig Dougherty
Superintendent



Craig Dougherty, Superintendent

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201 N. Conner Street
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Sheridan, WY 82801
Phone: 307-674-7405
Fax: 307-674-5041

DATE: October 30, 2011

TO: Board of Trustees

FROM: Terry Burgess, Assistant Superintendent

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

Each of the three secondary principals will be presenting his/her school improvement plan for the 2012-13 school year at the November 5th 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 each principal at the conclusion of their three-to-five minute presentation.

SCSD 2 Board Report



School: Sheridan High School

Date: 2012 - 2013

SHS Graduating Class Five-Year ACT Trends

Year	Number of Students Tested	Average ACT Scores									
		English		Mathematics		Reading		Science		Composite	
		School	State	School	State	School	State	School	State	School	State
2008	190 4,361	20.6	20.1	21.5	20.8	22.2	21.8	21.4	21.0	21.6	21.1
2009	203 5,530	20.0	18.9	21.3	19.8	21.7	20.4	21.2	20.2	21.2	20.0
2010	208 5,533	20.2	19.0	21.9	19.8	21.5	20.4	20.9	20.1	21.3	20.0
2011	233 5,533	21.0	19.4	22.1	20.0	22.1	20.8	21.4	20.4	21.8	20.3
2012	197 5,527	20.3	19.2	22.5	20.2	21.9	20.5	22.0	20.6	21.8	20.3

PAWS Percent Proficient and Advanced

	Reading	Writing	Math
2009 11 th	62% (65%)	85% (77%)	69% (62%)
2010 11 th	72% (63%)	94% (83%)	77% (63%)
2011 11 th	84% (73%)	83% (80%)	80% (64%)
2012 11 th	76% (77%)	-----	81% (66.2%)

(State Averages are in parentheses)

Early Out Success: Friday Early Out success continues as demonstrated by the increase in the percentage of “As, Bs, & Cs” earned at the end of second semester. Friday Early Out began in 2008.

Percentage of “As, Bs, & Cs” earned at the end of Second Semester

Grade	2004	2005	2006	2007	2008	2009	2010	2011	2012
9 th	82	63	73	73	86	91	91	88	90
10 th	76	61	76	64	82	91	91	88	86
11 th	76	62	76	76	89	89	87	86	91
12 th	85	80	82	82	88	92	93	92	93
All	80	66	77	74	87	91	90	89	90

AP Scholars: In 2012, SHS had 31 AP Scholars, and one National Scholar. In past years results are as follows: 2011 = 26 AP scholars, 2010 = 33 AP scholars, and in 2009 = 19 AP scholars.

National Merit Semifinalists: Three students were named National Merit Semifinalists this fall. Since 2000, SHS has had 57 National Merit Semifinalists.

AP Testing: In 2012, 62% of SHS students received a three or better, which is considered passing. 71% of AP tests taken by Sheridan High School students in 2011 received a three or better, 73% in 2010.

Graduation Rate:

2008	2009	2010	2011	2012	2013
76%	80%	84%	85%	84% projected	89% projected

What actions have been taken in response to these data?

2012 - 2013 School Improvement Data Goals for this school year.

- Increase graduation rate by decreasing drop out numbers.
- Increase the number of students earning As, Bs and Cs.
- All students will increase problem solving and critical thinking skills.
- All students will improve reading, writing and math skills.
- Improve school culture by incorporating Freshman Learning Community (FLC) seminars on Mondays.
- Curricula will be aligned incorporating Common Core standards in Math, Science, English, and Social Studies.
- Incorporate specific reasoning and comprehension questions in an ACT-like format for all 9 – 11 graders in Math, Science, Social Studies, and English.

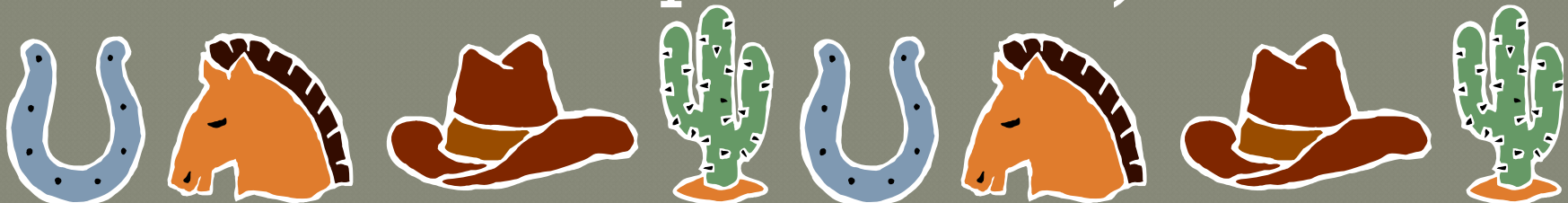
Strategies & Interventions:

1. Develop a plan for incorporation of Common Core State Standards in Math, and develop a comprehensive curriculum to deal with the struggling math students.
2. Adjust the English curriculum in a comprehensive manner to include non-fiction reading and formative assessments. Incorporate grammar and vocabulary instruction grades 9 – 11.
3. Incorporate a common research writing rubric in all classes.
4. Align science course content in Integrated Science and Biology; include formative assessments to measure science progress in all science classes.
5. Incorporate the key facets of a positive and respectful culture, along with skills for success at SHS into Freshman Learning Community.
6. Tutor at lunch, Saturday School, and after school; continue with the Friday Early Out assistance and Graduation Coaches for struggling students.
7. Establish Professional Learning Communities for staff to change the focus from teaching to student learning - School Culture
8. Create Individualized Learning Plans to help students problem solve through issues that may be impeding learning. Engage parents by inviting them to the school for their ideas and input in the development of this plan.
9. Incorporate positive reinforcements by honoring successes and emphasizing what is valued.
10. Incorporate technology continually to assist with formative assessment and increase immediate feedback to students as well as improve student engagement.

Vision Statement: *Sheridan High School promotes a culture for learning by working as a Professional Learning Community, provides quality curriculum, instruction, and data-driven assessments, emphasizes the learning for each individual student, and communicates with parents on a regular basis.*

STUDENT LEARNING

- **F**actual Knowledge (knowing that)
- **P**rocedural Knowledge (knowing how)
- **C**ommunicating Skills (Reading, writing and viewing)
- Thinking Skills (Analyzing information, form**u**lating and testing hypotheses)
- **S**ocial Skills (Collaborating, seeing someone else's point of view)





The Wright Place M.S. and Fort Mackenzie H.S.
620 Lewis St. Sheridan, WY 82801
307.673.8730 www.scsd2.com

Report to Sheridan County School District #2 Board of Trustees

Laurien Rahimi – November 5, 2012

1. Purpose & Commitments of The Wright Place MS and Fort Mackenzie HS

Purpose

The focus of learning should provide not only academic content, but also social-emotional skills, making intellectual learning and character development of equal importance.

Commitments

Support

- We incorporate Tribes, a multi-age/grade “homeroom” that promotes positive interpersonal relationships between teachers/students and students/students.
- We provide intensive remediation on Fridays to promote positive academic outcomes.
- We implement the “Circle” concept to celebrate our student and staff successes.
- We generate positive behavior from all students through our Discovery Program.

Communication

- We insist upon communication with parents, students, and colleagues through the Parent Discovery Classes, Parents for Academic Student Success (P.A.S.S.), and Parent-Teacher Conferences regarding the individual learning of our students.

Professionalism

- We meet weekly to collaborate with colleagues on professional development activities.
- We consider our professional development as an essential component of a professional team.
- We implement Professional Learning Communities (PLC) to promote consistent and effective teaching practice with peer review, all with an eye toward improving student learning.

2. 2011-2012 Highlights

- **Measures of Academic Progress (MAP):** According to MAP, the majority of students at both schools have maintained or improved their academic skills in Reading, Math, and Language Usage. We continue to implement student led goal setting, through the One-to-One computer pilot program, where students determine their academic goals from the results of the 2012 fall MAP data. With the guidance of the Tribe leader, students know and work on their individual areas needing improvement to increase their Rausch Unit (RIT) scores. In addition, students MAP results will be put into the Compass Learning modules to permit the creation of prescriptive remedial lessons to improve and focus on math deficits.
- **Proficiency Assessment for Wyoming Students (PAWS):** Spring 2012
FMHS-Students’ performance is at 91% proficiency levels in Reading. The challenge will be to maintain these levels over the next academic school year. Math increased significantly from 67% to 91% a gain of 24 percentage points. The continued focus in Math will be in the areas of Geometry, Interpretation of Graphs/ Charts and Algebra Concepts.

PAWS 2012 (% Proficient/ Advanced)

	<i>Fort Mackenzie 2011</i>	<i>Fort Mackenzie 2012</i>	<i>State 2012</i>
Reading			
<i>Grade 11</i>	100%	91%	77%
Math			
<i>Grade 11</i>	67%	91%	66%

The Wright Place- Students performance in Reading and Writing increased in all grade levels, this year the focus is on technical reading, basic comprehension skills and Six Traits of Writing. Student performance in Mathematics has increased in all grades. Continued focus is on Number Operations and Measurement.

PAWS 2012 (% Proficient/Advanced)

Reading	<i>Wright Place 2011</i>	<i>Wright Place 2012</i>	<i>State 2012</i>
<i>6th Grade</i>	80%	100%	84%
<i>7th Grade</i>	63%	100%	75%
<i>8th Grade</i>	50%	78%	77%
Math	<i>Wright Place 2011</i>	<i>Wright Place 2012</i>	<i>State 2012</i>
<i>6th Grade</i>	60%	100%	82%
<i>7th Grade</i>	75%	100%	76%
<i>8th Grade</i>	75%	89%	73%

- **Understanding By Design (UBD):** The alternative schools continue to implement the curriculum design model of UBD. Weekly collaboration continues with site-designed training and peer review of units designed to provide detailed, student-centered curriculum focused on student learning. Teachers are proficient in designing units in all of the Stages of the UBD model.

3. 2012-13 Academic Areas of Emphasis

During the 2012-13 school year, the Wright Place and Fort Mackenzie faculty are placing particular emphasis on the following:

- **PAWS: The Wright Place**
 Maintain proficiency in Reading at 100% as measured on the 2013 Spring PAWS Assessment in the areas of Technical Reading Comprehension.
 Increase proficiency in Writing to 100% as measured on the 2013 Spring SAWS Assessment in the areas of Technical and Narrative Writing.
 Maintain proficiency in Math at 100% as measured on the 2013 Spring PAWS Assessment in the areas of Number Concepts and Measurement.
- **ACT Test: FMHS**
 All juniors will score in the range of 19-22 in Reading as measured on the 2013 Spring ACT Assessment.

All juniors will score in the range of 19-22 in Mathematics as measured on the 2013 Spring ACT Assessment.

All juniors will score in the range of 19-22 in Science as measured on the 2013 Spring ACT Assessment.

- **Understanding By Design:**
Continue refinement of unit design using data to drive instruction.
- **Expeditionary Learning:**
Continue to refine curriculum for outdoor learning events.
- **One-to-One Individual Student Computers in the Classroom:**
The objective is to continue in year three of individual student computers in the classroom; to improve reading and writing performance on ACT, PAWS, MAP, and District Common Assessments.

PAWS Action Plan:

Teachers at the Wright Place and Fort Mackenzie are committed to high standards of conduct, rigorous academics, and strong basic skills. Several programs continue to be implemented to promote continued outstanding student performance on state and district assessments and reducing high school dropout rates. Those programs are:

READ 180 is a program that will transform readers into proficient readers.

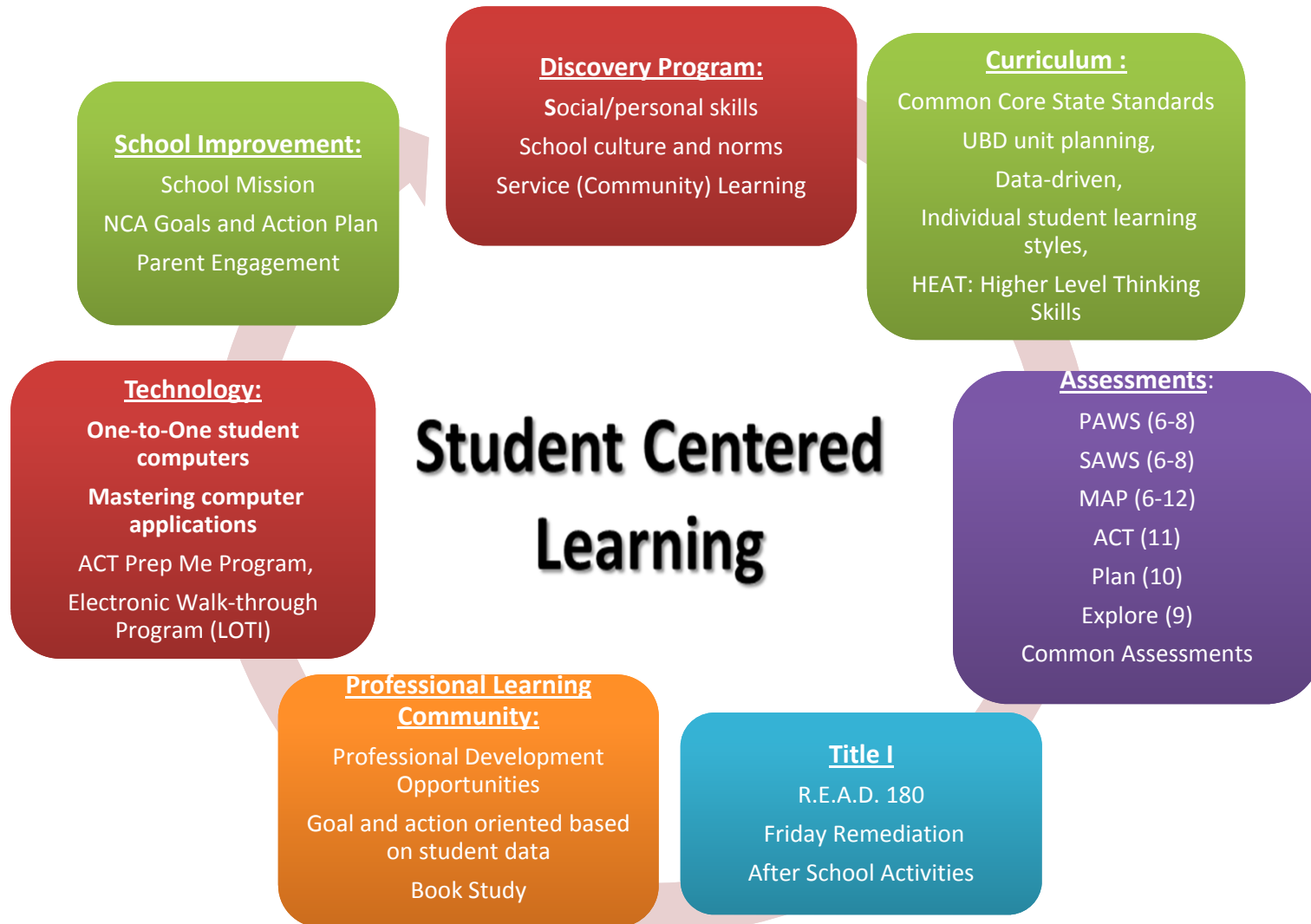
Compass Learning is a web-based academic program for students who have lost credit in a class. This credit recovery program is designed to promote remediation and recovery of required courses for graduation.

Rediscovery is a program that requires continued focus on building positive student/teacher relationships in the school community. Each quarter, time is dedicated to refocusing students towards academic performance via multimedia presentations, outdoor experiences and team building activities. The outcomes to be measured are dropout prevention strategies.

ACT “Prep Me” is a web-based program geared to help students prepare for the ACT Test. Juniors will be required to participate in this program for three 45 minute sessions per week. Every two weeks a practice timed session will be required.

The dedication and high energy of the teaching staff is the foundation of student success at The Wright Place and Fort Mackenzie.

Fort Mackenzie High School and the Wright Place: *Be the Difference*





FALL SCHOOL IMPROVEMENT REPORT 2012

Achievement Highlights

PAWS Data Highlights (% Proficient & Advanced)

Reading	SJHS	State
6 th Grade	93%	84%
7 th Grade	91%	75%
8 th Grade	88%	77%

Math	SJHS	State
6 th Grade	96%	82%
7 th Grade	90%	76%
8 th Grade	85%	73%

MAP Highlights (Average RIT Growth, Fall 2011-Spring 2012)

	Reading		Math		Language Usage	
	SJHS	Norm Group	SJHS	Norm Group	SJHS	Norm Group
6th	8.4	4.0	9.6	6.0	9.0	3.8
7th	7.9	3.3	7.6	6.0	7.4	2.7
8th	5.4	2.9	6.4	4.0	5.4	2.5

Other Data

Eligibility	Total weeks of ineligibility* per year
2007-08	211 weeks
2008-09	154 weeks
2009-10	60 weeks
2010-11	54 weeks
2011-12	46 weeks

Student Activities – Time Out of Class	
2007-08	53 hours
2008-09	51 hours
2009-10	33 hours
2010-11	23 hours
2011-12	21 hours

**An individual student can be responsible for multiple weeks of ineligibility.*

School Improvement SMART Goals

PAWS: SJHS will achieve and maintain 90% proficiency on all PAWS subtests at all grade levels.

MAP: 85% of SJHS students will meet their individual growth targets on MAP Reading, Math, and Language Usage.

School Focus Areas

- Core content teachers continue implementation of the Common Core State Standards (CCSS) in Literacy and Math. Social Studies and Science teachers are also actively implementing CCSS into their curricula.
- Special Education staff have implemented the AIMSweb assessment system to track student progress in Reading, Writing, and Math. Additionally, the SPED department has taken steps forward in its PLC work by implementing a common assessment and data analysis system in the area of Reading.
- SJHS teachers continue to pilot standards based grading systems with an eye on a school-wide transition within three years.
- SJHS continues to research, refine, and implement systematic pyramids of interventions for academics, responsibility, and behavior. This effort is led by our Counseling team.
- SJHS continues efforts to minimize missed class time due to activities and sports.
- The PE/Wellness Department has fully implemented FitnessGram, a data collection system that produces actionable data at the individual and class level.

Strategies, Interventions, & Initiatives

Academics

- Professional Learning Communities: All teachers in all content areas collaborate to create a process that guarantees access to a viable, rigorous curriculum for all students; this collaboration includes creation and ongoing refinement of:
 - Power Standards (essential outcomes) for all classes in all content areas
 - Common Formative and Summative Assessments for all courses
 - Collection & Analysis of data from Common Assessments
 - Targeted Interventions & Enrichments based on assessment data
- Math Lab & Reading Lab: Title I funding allows for additional instruction in Math and Reading for students below 40th percentile on MAP. Reading Lab instructors have implemented Scholastic's Read 180 intervention program with solid results.
- Ramp-up Math: Ramp-up Math is a research-based intervention program that provides specialized and extended instruction to struggling Math students at grades 6, 7, and 8.
- After School Academics: This fall, we begin piloting after school interventions for students struggling in Reading and Math. These interventions will incorporate research-proven, best practices and target individual student weaknesses.
- SPED Redesign: We are researching and developing a new academic program for Special Education. The basic framework involves a move away from replacement instruction to a model pairing inclusion with additional targeted intervention in deficit areas.

Behavior

- PBIS (Positive Behavior Interventions & Supports): Our school-wide philosophy for behavior management includes the following:
 - First day of school – full PBIS focus
 - Teaching of expectations and procedures embedded in every class
 - Clear expectations and procedures for every area and activity in the school
 - Weekly mini-lessons for re-teaching expectations and encouraging kindness
 - Consistent language and tolerance levels for classroom management

Accountability/Responsibility

- Accountability Interventions: SJHS has implemented a tiered system of intervention for students struggling with responsibility:
 - Homework Café – working lunch for missing assignments
 - Principal's Palace – one-hour session for students with excessive missing work
 - Saturday Homework Intervention – three-hour session with intensive help from a certified teacher
 - Guided Study Hall – a daily course for students with chronic responsibility issues

Staff Development

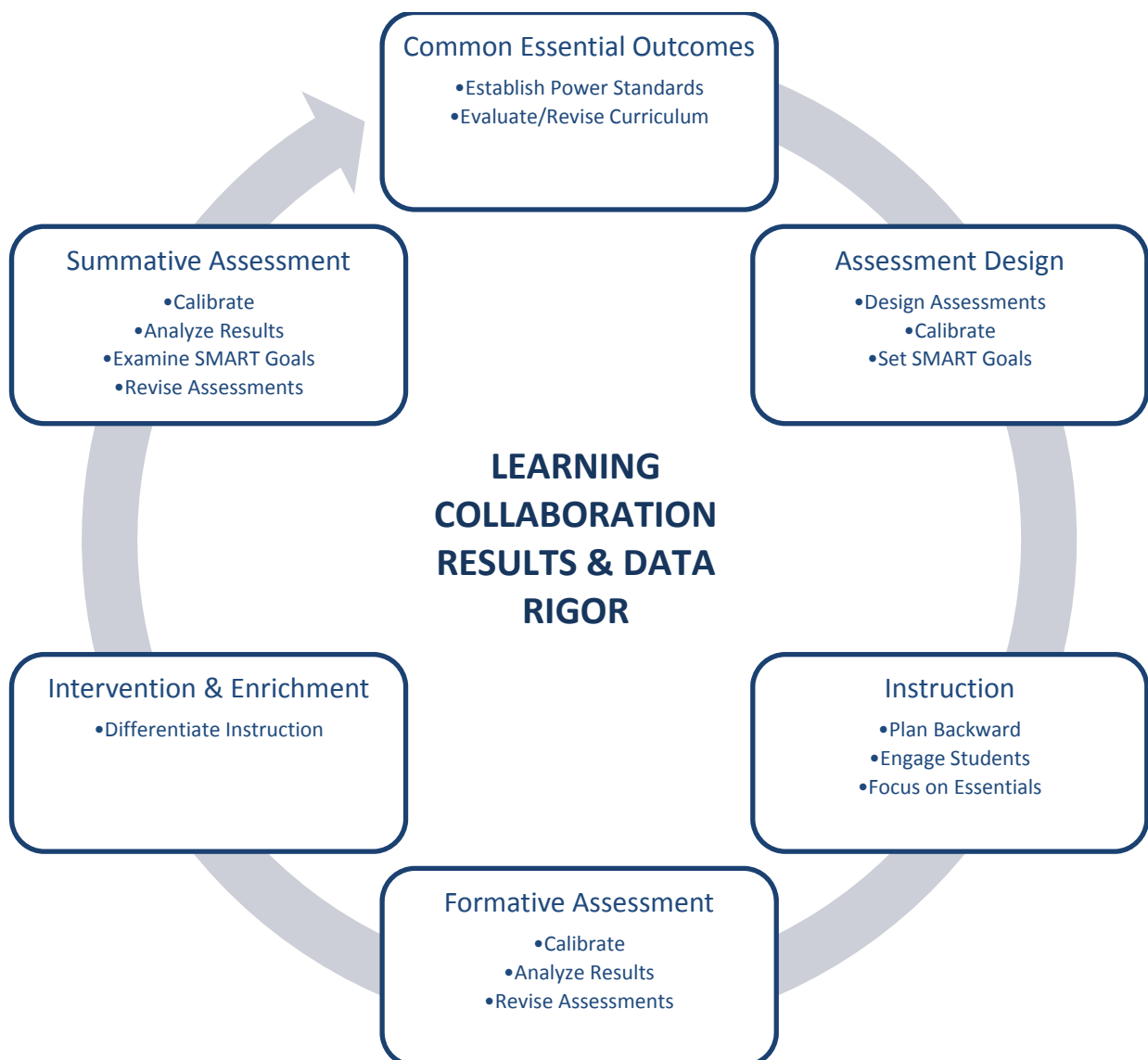
- Embedded Book Studies: Some SJHS departments and collaborative groups have implemented book studies into their collaborative time, dedicating one planning period each week to group discussion of a content-specific professional text. Examples include: *Embedded Formative Assessment* (English 7), *Classroom Instruction that Works* (History Dept.), and *Common Core Mathematics in a PLC at Work* (Math Dept.).
- UW Graduate Courses: SJHS continues to offer graduate level courses in-house through UW Outreach. This year's offerings include *Current Topics in Education*, a variety of professional book studies, and a *Grading Cohort* for teachers exploring standards-based grading.



Sheridan Junior High School

Continuous Improvement Cycle

Sheridan Junior High School employs a systematic, continuous improvement cycle for monitoring student learning, improving instruction and programs, and evaluating curriculum. This cycle is teacher-driven, collaborative, and focused directly on student learning. In all cases, the cycle hinges upon the collection and analysis of student learning results. On a continual basis, SJHS teacher teams analyze a variety of data to determine learning levels for all students in all content areas. The following are examples of data sources accessed and analyzed by SJHS staff: common formative and summative assessments, district writing assessments, MAP, PAWS, AIMSweb, Fitnessgram, etc. All SJHS departments and academic programs employ this cycle for improving student learning and the quality of instruction in each classroom.





Craig Dougherty, Superintendent

Administrative Offices
201 N. Connor, Suite 100
P.O. Box 919
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Phone: 307-674-7405
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DATE: October 31, 2012

TO: School Board Members

FROM: Rich Bridger, Trustee

SUBJ: **WSBA Resolution Addressing Graduation Rate** (*Action*)

I have spoken informally with several of you about the concept of improving the graduation through the extension of mandatory school attendance requirement.

I would like your support in taking the following resolution to WSBA for formal adoption: BE IT RESOLVED: The Wyoming School Boards 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.