

*Sheridan County School District #2*

# ***Board Meeting***



*Date: November 7, 2016*

*Time: 6:00 p.m.*

*Place: Central Office*

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

**Board of Trustees Meeting**

Central Office – Board Room

November 7, 2016

6:00 p.m.

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**Agenda**

- I. Call to Order**
  - A. Pledge of Allegiance
- II. Recognition**
  - A. Wyoming Teacher of the Year, Ryan Fuhrman - Mitch Craft
  - B. Dining for a Cause Totals - Brent Leibach
  - C. Recognition of Service, Richard Bridger and Hollis Hackman - Craig Dougherty
- III. Approval of Agenda**
- IV. Welcome – Audience Comments**
- V. Consent Agenda Items**
  - A. Approval of Board Meeting Minutes - October 3, 2016
  - B. Approval of Special Board Meeting Minutes - October 26, 2016
  - C. Approval of Bills for Payment
- VI. Old Business**
  - A. Capital Construction Update (*Information*) - Craig Dougherty
  - B. Next Level Update (*Information*) - Mitch Craft
  - C. Approval of Policies (*Action*) - Scott Stults
- VII. New Business**
  - A. FY 2016-2017 Quarterly Financial Update (*Information*) - Roxie Taft
  - B. FY 2013-2014 Audit of School District Funding Model (*Information*) - Roxie Taft
  - C. Approval of Donation of Bus to Sheridan Recreation District (*Action*) - Andrew Conrad
  - D. Approve the Sale of Surplus Buses (*Action*) - Andrew Conrad
  - E. Authorization to Advertise and Accept Bids on Surplus Vehicles (*Action*) - Andrew Conrad
  - F. Elementary School Improvement Plans (*Information*) - Craig Dougherty
- VIII. Reports and Communication**
  - A. Board of Trustees
    - 1. Board Reports
    - 2. Committee Reports
    - 3. Other
  - B. PTO/Parents/Students/Organizations
  - C. Site Administration and Staff
- IX. District Reports**
  - A. Superintendent

**X. Executive Session**

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

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

**XI. Adjournment**

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

**Teaching and Learning**

**Resource Utilization**

**Leadership Capacity**

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

## **Board of Trustees Regular Monthly Meeting October 3, 2016**

Ann Perkins,, Chairman

Craig Dougherty, Superintendent

### **MINUTES OF MEETING**

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

The regular monthly meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 6:00 p.m., Monday, October 3, 2016, in the Board Room at the Central Administration Office. The presiding officer was Craig Achord, Chairman Pro-Tem. A quorum was determined to be present with the following attendees:

##### **Trustees:**

Craig Achord, Treasurer  
Marva Craft, Clerk  
Richard Bridger  
Hollis Hackman  
Wayne Schatz  
Molly Steel  
Sue Wilson

##### **Administrators:**

Craig Dougherty, Superintendent  
Scott Stults, Assistant Superintendent  
Mitch Craft, Assistant Superintendent  
Traci Turk, Director of Special Services  
Roxie Taft, Business Manager  
Coree Kelly, Technology Director

##### **Absent:**

Ann Perkins, Chairman  
Tony Wendtland, Vice-Chairman

##### **Absent:**

Julie Carroll, Facilities Director

#### **A. Pledge of Allegiance**

**TRUSTEE CRAFT MADE A MOTION TO APPOINT CRAIG ACHORD AS CHAIRMAN PRO-TEM. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.**

#### **II. Recognition**

##### **A. Sheridan High School Girls Swimming, 3 Relay Records Broken - Kasey Garnhart**

Sheridan High School Assistant Athletic Director Kasey Garnhart thanked the Board of Trustees for the opportunity to share the high school's accomplishments. Mr. Garnhart started with the Lady Broncs Swim Team. He introduced Molly Green, Piper Carroll, Pippin Robison, and Zoe Robison. Mr. Garnhart shared the three relay records that were broken by the young ladies: the 200 Meter Medley Relay (old record from 2013: 2:10:31, new record: 2:08:13), the 200 Meter Freestyle Relay (old record from 2015: 1:57:18, new record: 1:55:30), and the 400 Meter Freestyle Relay (old record from 1999: 4:14:27, new

record: 4:13:66). He said these were all broken in one weekend at the home pool. Mr. Garnhart also shared information about a story that was written about the Lady Bronc Swim Team on the USA Swimming website. The article is titled “Swim Team Finding Motivation in a Simple Board”. Mr. Garnhart invited Molly Green to talk about how it motivates them. Molly Green said that the board travels to each meet with us and if you compete and receive a personal best time or state qualifier time, you get to hammer a nail into the board. She said that it has picked up momentum and is a motivator for the team. Mr. Garnhart said that ten of sixteen athletes have qualified for the state meet.

**B. Sheridan High School Golf - Kasey Garnhart**

Mr. Garnhart recognized the Sheridan High School Golf Teams who completed their season

on September 23rd and 24th. He recognized junior golf athlete Kirby Coe-Kirkham for earning runner-up at the State Golf Championship for the second year in a row. Mr. Garnhart congratulated the boys golf team for their 4th place finish and the girls golf team for their 2nd place finish at state. He said that the district is proud of their accomplishments.

Mr. Garnhart added that the high school tennis team competed in the State Championship over the weekend on September 30th and October 1st. He said that the boys team finished 2nd. Mr. Garnhart thanked the Board of Trustees again for the opportunity to present these student athletes.

Trustee Wilson said that Sheridan is lucky to have academic and athletic strength. Trustee Bridger congratulated the athletes.

**C. Dining for a Cause, October 3rd at Frackelton's - Brent Leibach**

Sheridan High School Principal Brent Leibach said that the Dining for a Cause event supporting the high school's We the People Team and the new Computer Programming Club started at 11:00 am this morning at Frackelton's. He said that his teachers at the high school were trying to get reservations, but a handful of people missed out because it filled up quickly. Mr. Leibach said that the two clubs hope to generate around \$25,000 from this event. Mr. Leibach praised the Sheridan community and said that we are fortunate to be living in such a generous place like Sheridan, WY. He reminded everyone that the money earned will go directly to our students and those two programs.

**III. Approval of Agenda**

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

**IV. Welcome--Audience Comments**

**V. Consent Agenda Items**

**A. Approval of Board Meeting Minutes - September 12, 2016**

**B. Approval of Bills for Payment**

General Clearing	\$446,806.51
Federal Fund	\$80,893.15
<b>TOTAL:</b>	<b>\$527,699.66</b>

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

**VI. Old Business**

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

Superintendent Craig Dougherty said that the new locker rooms at Sheridan High School are being fully utilized. He said the new training facility rivals many colleges. Mr. Dougherty said that Activities Director Don Julian, Sheridan High School Principal Brent Leibach and Facilities Director Julie Carroll are working on scheduling an open house, possibly on October 12th.

Mr. Dougherty said that the John C. Schiffer Collaborative School remains unfunded. He said that we will continue to work with the legislative Joint Appropriations Committee (JAC) and Select Committee on School Facilities (SCSF) to include collaborative school funding in the 2017 supplemental budget request. Mr. Dougherty said that the Old Highland Park building remains number one on the Needs Index List and that can't be ignored.

Mr. Dougherty said that prep work on the Henry A. Coffeen playground began today. The installation of the artificial turf will start on October 17th, weather dependent.

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

Assistant Superintendent Mitch Craft said that he will provide a quick overview of the marketing and branding plan for Next Level (NL). He reviewed that last year Floor Marketing helped create a website and social media outlets for the program. Mr. Craft said that this year some changes are being made with the goal of spreading awareness across the community and to garner more support. He said that we need to be looking at the future with focus on sustainability. The community needs to know who we are, what we do, and how essential these programs are for our district and students. Mr. Craft described the action steps, stating that Flood Marketing has taken the lead on this. He said the Flood Marketing has developed liaisons (from Flood Marketing) that have been working with all of the

schools to help them incorporate the NL brand at their events. This incorporation of the brand can be done in any school colors. Mr. Craft continued that at the high school, an event from each season/activity will be a NL sponsored event. Mr. Craft said that Flood Marketing is forming a new entrepreneurship club at the high school. He said that they are sponsoring the club and it will gather ideas from students and discuss how those ideas can be turned into a business.

Trustee Hackman thanked Mr. Craft for the information. He said that the district received good feedback from the Elbogen Foundation and it is great to see the information being shared with the public more. Mr. Craft reminded the Board of Trustees that a Next Level report card containing data and success stories will be released early 2017. He added that Flood Marketing is helping with the design of that.

**C. Approval of Policies (*Action*) - Traci Turk  
FIRST READING**

Director of Special Services Traci Turk said that there are four policies for first reading. She reminded the Board of Trustees the process for policy approval. Mrs. Turk said that Policy GCQ - Professional Staff Suspension, Dismissal, Termination and Resignation of Employment was brought around for review to look at the resignation piece.

**TRUSTEE CRAFT MADE A MOTION TO APPROVE POLICY GCQ - PROFESSIONAL STAFF SUSPENSION, DISMISSAL, TERMINATION AND RESIGNATION OF EMPLOYMENT, ON FIRST READING, AS PRESENTED. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mrs. Turk said that for Policy IA - Education Philosophy and Mission Statement the philosophy was reviewed and aligned to what we do as a district, ie. the PLC model that we follow.

**TRUSTEE WILSON MADE A MOTION TO APPROVE POLICY IA - EDUCATIONAL PHILOSOPHY AND MISSION STATEMENT, ON FIRST READING, AS PRESENTED. TRUSTEE STEEL SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mrs. Turk said that Policy IC - School Year/Calendar was reviewed and the wording was corrected.

**TRUSTEE SCHATZ MADE A MOTION TO APPROVE POLICY IC - SCHOOL YEAR/CALENDAR, ON FIRST READING, AS PRESENTED. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mrs. Turk explained that Policy ID - School Day was reviewed and the wording was corrected.

**TRUSTEE BRIDGER MADE A MOTION TO APPROVE POLICY ID - SCHOOL DAY, ON FIRST READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

Trustee Bridger said that Policy IA - Education Philosophy and Mission Statement is more of a philosophy and less of a policy.

Mrs. Turk said that there were no changes to the policies in second reading. She suggested taking Policy GBF - Criminal Background Check and Fingerprinting and GBF-P - Criminal Background Check and Fingerprinting Guidelines (DELETE) as a group because of the deletion of Policy GBF-P. She said that the remaining five policies under second reading could be taken as a group.

**TRUSTEE HACKMAN MADE A MOTION TO APPROVE POLICY GBF - CRIMINAL BACKGROUND CHECK AND FINGERPRINTING, AND DELETION OF POLICY GBF-P - CRIMINAL BACKGROUND CHECK AND FINGERPRINTING GUIDELINES, ON SECOND READING, AS PRESENTED. TRUSTEE SCHATZ SECONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.**

Mrs. Turk asked for approval for the remaining policies under second reading.

**TRUSTEE STEEL MADE A MOTION TO APPROVE POLICY GCBF - CERTIFIED SICK LEAVE BANK, POLICY GCBF-P - CERTIFIED SICK LEAVE BANK COMMITTEE GUIDELINES, POLICY GCC/GDC - STAFF LEAVE AND ABSENCES, POLICY GDBF - CLASSIFIED SICK LEAVE BANK, AND POLICY GDBF-P - CLASSIFIED SICK LEAVE BANK COMMITTEE GUIDELINES ON SECOND READING, AS PRESENTED. TRUSTEE CRAFT SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

## **VII. New Business**

### **A. Secondary Schools' Improvement Plans (*Information*) - Scott Stults**

Assistant Superintendent Scott Stults said it was his pleasure to introduce the secondary principals to present their School Improvement Plans (SIP). Mr. Stults said that when Mr. Craft shared the PAWS and ACT data in August, we again saw that our students perform the best in the state. He added that this has been happening year after year. Mr. Stults said that this excellence is sustained because of purposeful leadership. He said that our administration works with the staff in a way that causes deep reflection. He said that the data is looked at intensely, we follow the PLC model and collaborate together. Mr. Stults



introduced the new Sheridan Junior High Principal Nicki Thomas to present the junior high SIP.

Sheridan Junior High School Principal Nicki Thomas discussed the school's strengths. She said that PLCs are at the center of everything. Ms. Thomas said that there is an intense focus on learning for all, both teachers and students. She said that the staff have a variety of professional development opportunities including book studies and college courses, and she said that there is a clear belief that everyone is a lifelong learner. Ms. Thomas said that there is a positive adult-student relationship: the students love their teachers, and the teachers love their job and their students. She said that this is the most positive district she has had the pleasure of working in.

Ms. Thomas then turned to the areas for growth: 8th grade math, reaching the students in the poverty sub-group, and behavior management. She said that a new, outstanding math teacher was hired and we hope to see big improvements. Ms. Thomas said that the sub-poverty group, one-third of the population, has a big discrepancy in their scores. The administration team at the junior high is going to target these students. She said that we will watch their growth this year, provide them access to after school programs, and prioritize them into intervention teams. Ms. Thomas said that there were 903 disciplinary referrals last year, and the junior high would like to see that number decrease. She said that the junior high will be revamping the incentive program and bringing back the Positive Behavior Interventions and Support (PBIS) group. Ms. Thomas said that the junior high will also be strengthening the PLC groups by clarifying our vision and values. She said that there would be work for the individual new PLC teams and the veteran PLC teams.

Ms. Thomas shared the junior high's SMART goals: 95% of students will demonstrate fall-spring growth on all MAP subtests, the percentage of students demonstrating proficiency on PAWS Reading and Math will increase by 5%, the percentage of free/reduced lunch students demonstrating proficiency on PAWS Reading and Math will increase by 10%, and the total number of office discipline referrals will decrease by 10%. Ms. Thomas said that the junior high will provide a tiered system of support for struggling students. She shared some of the junior high intervention plans to improve student learning: Title I Learning Lab, Ramp-Up Math, Bridges, Guided Study Hall, Principal's Palace, and lunch work intervention. Ms. Thomas welcomed any questions.

Trustee Achord asked for clarification on what PBIS is and Ms. Thomas said that it is an intervention that stands for Positive Behavior Interventions and Support. Trustee Schatz asked what Principal's Palace is. Ms. Thomas said that Mr. Craft started the program. She said that two days a week an extra hour of study hall is provided in the principal's office as an opportunity to get caught up on their work. Trustee Bridger asked how Ms. Thomas likes the position and the school district. She responded that the junior high is a very special place and she feels very fortunate to be their principal. Mrs. Thomas introduced Fort Mackenzie High School and the Wright Place Middle School Principal Troy Lake to present his SIP.

Fort Mackenzie High School (FMHS) and the Wright Place Middle School (tWP) Principal Troy Lake said that both the high school and middle school staff have been reviewing the school's vision and mission. He added that they have studied their student body and discussed what actions could be taken to make the students more successful. Mr. Lake said that at FMHS and tWP the mission is to create a path of success for each student given their unique circumstances in life. He said that the staff is focused and purposeful in this mission. Mr. Lake described the Discovery culture and said that the FMHS and tWP staff are going to ramp up their efforts to reach students not only academically, but also socially and in non-cognitive skill development. He said that through project based learning (PBL) students can be matched with internships and career pathways. Mr. Lake said that the PLC teams have been doing peer observations and it is clear that they want to help each other improve. He added that the tWP staff has been collaborating with the junior high staff this fall.

Mr. Lake discussed FMHS's ACT scores from the 2016 test. He said that they did not reach their goal last year and that they actually decreased slightly. Mr. Lake said that this year, FMHS will strive to reach an average ACT score of 19.8. Mr. Lake discussed the interventions that FMHS and tWP are using: smaller class sizes for more one-on-one instruction, extended learning, and remediation time. Mr. Lake described the TRIBES program that students participate in. He explained that they are adult advocacy and advisory time for the students. Mr. Lake said that the schools are looking at every student and reviewing their data. He said that the staff will continue to push and challenge the students to grow and improve. Mr. Lake thanked the Board of Trustees for the opportunity to present and welcomed any questions. With no questions asked, Mr. Lake introduced Sheridan High School Principal Brent Leibach to present his SIP.

Sheridan High School Principal Brent Leibach said that Sheridan has a wonderful group of students and that we are lucky to be living in Sheridan. He thanked the Board of Trustees for the opportunity to be in this career. Mr. Leibach explained the process of reviewing curriculums and programs and narrowing them down so students/staff can focus on learning, and not be overwhelmed with too many options all at once. Mr. Leibach discussed the Graduation Coach position and the Success Academy through the Next Level program and how they have helped the students. He explained that the teachers have been discussing the curriculum and reviewing the most critical pieces that the students need to know. He added that the teachers are passionate about trying to meet each student's needs every day.

Mr. Leibach reported the 2016 SHS ACT score: 22.5. He stated that this is one of the highest scores we have seen. Mr. Leibach discussed how the staff is continuing to focus on how to push our students further and making sure that we embed ACT materials into the everyday classroom learning. Mr. Leibach said that an ACT practice test will be held at the high school on October 12. Mr. Leibach talked about the Sources of Strength program and

the new Project Lead the Way initiative, and how these programs help reach another group of students.

Mr. Leibach stated the high school's mission statement, saying that together we foster a collaborative environment that ensures a high level of learning for all. He said that the staff are embracing the PLC model, and that thirty-three employees signed up for the "Learning by Doing" book study. He acknowledged that there is still a large amount of work to be done at the high school and there is always room for growth. Mr. Leibach welcomed any questions. Trustee Bridger asked a question about the curriculum. Mr. Leibach replied that the curriculum is a consistently moving target and the high school staff has an eye on the curriculum changes and an eye on the best practices.

## **VIII. Reports and Communications**

### **A. Board of Trustees**

#### **1. Board Reports**

##### **a. Wyoming School Boards Association (WSBA) Call for Resolutions (Action) - Ann Perkins**

Trustee Achord asked the Board of Trustees for approval to submit the resolutions to the Wyoming School Boards Association.

**TRUSTEE ACHORD MADE A MOTION TO APPROVE THE WYOMING SCHOOL BOARDS ASSOCIATION RESOLUTION FOR AGE FOR REGISTRATION IN KINDERGARTEN, COMPULSORY AGE OF ATTENDANCE, AND GRADUATION RATE, AS PRESENTED. TRUSTEE CRAFT SCONDED THE MOTION AND IT CARRIED WITH A UNANIMOUS VOTE.**

#### **2. Committee Reports**

There were no committee reports.

#### **3. Other**

Trustee Wilson asked Director of Special Services Traci Turk to describe how school policies work. Mrs. Turk explained that policies govern the Board of Trustees and that it is an ongoing process. She said that teachers and district staff review a select number of policies monthly and then the Board Policy Committee reviews them before a board meeting. She explained that this keeps the policies alive and the policies are what drive instruction of the district. Trustee Wilson thanked Mrs. Turk for the explanation.

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

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

**C. Site/Administration/Staff**

There were no Site/Administration/Staff reports.

**IX. District Administration Reports**

**A. Superintendent**

Superintendent Craig Dougherty said that we continue to focus on learning, collaboration, and results. He said it has been a great start to the school year. Mr. Dougherty discussed how students are assessed and how we find what they need to learn. He added that there is no “one size fits all” for a collective group of students. He said that you need to look at each individual child and focus on how to get the child from point A to point B. Mr. Dougherty explained that through collaboration and professional development we continue to work on improving student learning.

Mr. Dougherty reported that the Wyoming Department of Education consultant has been working with us regarding our statewide PLC proposal. We are working with the WDE consultant to provide formal PLC leadership for schools across the state. Mr. Dougherty also shared that he had a meeting with Governor Matt Mead and the new University of Wyoming President Laurie Nichols. He said that the University of Wyoming, through the Trustees Education Initiative (TEI), is going to be working on a new model for the UW teacher education program, and Mr. Dougherty proposed that Sheridan should become a pilot site for the TEI. Mr. Dougherty said that President Nichols and the new TEI Executive Director, Rebecca Watts, are planning a visit to Sheridan in the near future. Mr. Dougherty said that he will continue to provide updates on this. Mr. Dougherty congratulated Sheridan Junior High School science teacher Ryan Fuhrman for receiving the 2017 Wyoming Teacher of the Year.

**TRUSTEE ACHORD MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:11 P.M. TO TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii). TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

**X. Executive Session:**

The Board went into Executive Session at 7:11 p.m. to address personnel matters.

**TRUSTEE WILSON MADE A MOTION TO RETURN TO REGULAR SESSION AT 7:24 P.M. TRUSTEE HACKMAN SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting reconvened at 7:24 p.m.

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

**XI. Adjournment:**

**TRUSTEE ACHORD MADE A MOTION TO ADJOURN THE MEETING AT 7:25 P.M. TRUSTEE BRIDGER SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting adjourned at 7:25 p.m.

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Chairman

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Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2  
REVISED PERSONNEL ACTION REPORT  
October 3, 2016**

**CLASSIFIED STAFF:**

**Changes/Transfers:**

Alice Baker Woodland Park School	Cook-Head (5.5 hours/day)/Breakfast (.5 hours/day)/FFV (1.0 hours/day, 3x/week) to Cook-Head (5.5 hours/day)/Breakfast (.5 hours/day)/FFV (1.0 hours/day, 4x/week) 177 days	Effective 08/30/2016
Erica Cote Highland Park School	Cook's Helper (3.0 hours/day)/FFV (1.0 hours/day, 3x/week) to Cook's Helper (3.0 hours/day)/FFV (1.0 hours/day, 4x/week) 177 days	Effective 08/30/2016
Jose Escoto Hernandez Highland Park School	Paraprofessional-ESL 6.5 hours/day (176 days) to 6.75 hours/day (176 days)	Effective 08/23/2016
JoAnn Kiser Sheridan Junior High School	Cook's Helper 4.0 hours/day to 4.5 hours/day (177 days)	Effective 8/30/2016
Lisa Kontezki Henry A. Coffeen and Story	Cook-Second (6.5 hours/day)/Breakfast (.5 hours/day)/FFV (1 hour/day, 3x/week) to Cook-Second (6.5 hours/day)/Breakfast (.5 hours/day)/FFV (1 hour/day, 4x/week) 177 days	Effective 08/30/2016
Joanne Luhman Sheridan Junior High	Secretary-Counseling/Activities 8.0 hours/day (200 days)	Effective TBD
Darlene Meece Sheridan Junior High	Cook's Helper 4.5 hours/day to 5.5 hours/day (177 days)	Effective 8/30/2016

School

Brooke Shippy Sagebrush School	Cook's Helper (1.5 hours/day)/FFV (1 hour/day, 3x/week) to Cook's Helper (1.5 hours/day)/FFV(1 hour/day, 4x/week) 177 days	Effective 08/30/2016
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### **Resignations/Termination:**

Kathleen Andrews Woodland Park	Paraprofessional-Special Education 1:1 6.5 hours/day (175 days)	Effective 09/12/2016
Michelle Cunningham Transportation	Bus Driver-Rotator 2-4 hours/day (175 days)	Effective 09/18/2016

### **EXTRA DUTY 2016-2017**

#### **Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Caitlin Daugaard	Academic Challenge-SHS
Marla Hinrichs	Speech-Head Coach
Haley King	Basketball-Girls 9th Grade B Coach
Megan Mohr	Basketball - Girls Assistant Coach

#### **Resignations:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Megan Mohr	Basketball - Girls 9th Grade B Coach

### **SPECIAL PROGRAMS EXTRA DUTY 2016-2017**

#### **Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
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Julianne Blaha	EL Program Development
Michaela Escoto	EL Program Development
Kathryn Good	EL Program Development
Birch Haraden	Computer Coding Club Sponsor-SHS
Pamela O'Connell	Special Education Literacy Professional Development-SJHS
Paul Phillips	ACE Facilitator-Elementary Schools

### **HENRY A. COFFEEN AFTER SCHOOL PROGRAM STAFF 2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
Celena Kelly	Paraprofessional

### **MEADOWLARK AFTER SCHOOL PROGRAM STAFF 2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
Ralinda Jean Harvey	Paraprofessional
Rachel Howerton	Teacher
Genevieve Larkoski	Teacher
Nicole Legerski	Teacher
Christopher Poniatowski	Teacher
Melissa Suchor	Teacher
Alicia Veinbergs	Teacher

### **HIGHLAND PARK AFTER SCHOOL PROGRAM STAFF 2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
F. Carol Bisbee	Paraprofessional
Jonathan Broersma	Teacher
Jennifer Craft	Teacher
Jose Escoto Hernandez	Paraprofessional
James Friessen	Teacher
Birch Haraden	Teacher
Brenda Jairell	Teacher
Tara King	Teacher
Jessica Morgan	Teacher
Keri Mulholland	Teacher
Kyle Warnke	Teacher



**SHERIDAN HIGH SCHOOL BRIDGES SCHOOL PROGRAM STAFF  
2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
Laine Parish	Teacher
Brian Rizer	Teacher

**SHERIDAN HIGH SCHOOL EXTENDED SCHOOL YEAR (ESY)  
PROGRAM STAFF 2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
Pauline Edwards	Teacher

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

## **Board of Trustees Special Board Meeting October 26, 2016**

Ann Perkins, Chairman

Craig Dougherty, Superintendent

### **MINUTES OF MEETING**

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

The Special Board Meeting of the Board of Trustees of Sheridan County School District #2 was called to order at 7:30 a.m., Wednesday, October 26, 2016, in the Second Floor Conference Room at the Central Administration Office. The presiding officer was Ann Perkins, Chairman. The following attendees were present:

##### **Trustees:**

Ann Perkins, Chairman  
Tony Wendtland, Vice-Chairman  
Craig Achord, Treasurer  
Marva Craft, Clerk  
Richard Bridger  
Hollis Hackman  
Molly Steel  
Sue Wilson

##### **Administrators:**

Craig Dougherty, Superintendent  
Scott Stults, Assistant Superintendent  
Mitch Craft, Assistant Superintendent

##### **Absent:**

Wayne Schatz

##### **Absent:**

Traci Turk, Director of Special Services  
Roxie Taft, Business Manager  
Coree Kelly, Technology Director  
Julie Carroll, Facilities Director

**TRUSTEE CRAFT MADE A MOTION TO GO INTO EXECUTIVE SESSION AT 7:35 A.M. TO TO CONSIDER PERSONNEL MATTERS PERTAINING TO THE APPOINTMENT AND/OR EMPLOYMENT OF SCHOOL DISTRICT EMPLOYEES, PURSUANT TO W.S. 16-4-405(a)(ii). TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

#### **II. Executive Session**

The Board went into Executive Session at 7:35 a.m. to address personnel matters.

**TRUSTEE STEEL MADE A MOTION TO RETURN TO REGULAR SESSION AT 8:00 A.M. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting reconvened at 8:01 a.m.

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

### **III. Adjournment**

**TRUSTEE STEEL MADE A MOTION TO ADJOURN THE MEETING AT 8:02 A.M. TRUSTEE WILSON SECONDED THE MOTION, AND IT CARRIED WITH A UNANIMOUS VOTE.**

The meeting adjourned at 8:02 a.m.

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Chairman

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Clerk

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2**  
**PERSONNEL ACTION REPORT**  
**Special Board Meeting**  
**October 26, 2016**

**ADMINISTRATIVE STAFF:**

**Changes/Transfers:**

Bradley Gregorich Sheridan Junior High School to Henry A. Coffeen and Story Schools	Assistant Principal to Interim-Principal 1.0 FTE (155 days)	Effective 10/19/2016 - 06/16/2017
Rebecca Adsit Sheridan Junior High School	English-8th Grade /Instructional Facilitator- English/Literacy PD to Interim-Assistant Principal 1.0 FTE (152 days)	Effective 10/24/16 - 06/16/2017

**Resignations:**

Theodore Bonnema Henry A. Coffeen and Story Schools	Principal 1.0 FTE (205 days)	Effective 10/17/16
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**CLASSIFIED STAFF:**

**Approvals:**

Ana Gale Woodland Park School	Paraprofessional-Special Education 1:1 7.0 hours/day (176 days)	Effective 10/8/2016
Lance Long Sheridan High School	Paraprofessional-Special Education 7.0 hours/day (176 days)	Effective 10/12/2016

**Changes/Transfers:**

Brenda Brastrup Henry A. Coffeen School to Fort Mackenzie The Wright Place	Paraprofessional-General (3.0 hours/day)/ Title I (5 hours/day) to Paraprofessional-Library 8.0 hours/day (176 days)	Effective 10/10/2016
Brandon Garner Sheridan Junior High School	Paraprofessional-ESL 7.0 hours/day (176 days) to Paraprofessional-Special Education 7.0 hours/day (176 days)	Effective 10/24/2016

Amanda Hamilton	Paraprofessional-Special Education	Effective
Sheridan Junior High	7.0 hours/day (176 days) to	10/24/16
School to Henry A. Coffeen	Paraprofessional-General (3.0 hours/day)/	
School	Title I (5 hours/day)	
	8.0 hours/day (176 days)	
 Sarah Mercer	 Secretary-Building	 Effective
Henry A. Coffeen to	8.0 hours/day (195 days) to	10/26/16
Sheridan Junior High	Paraprofessional-ESL	
School	7.0 hours/day (176 days)	

### **Resignations/Termination:**

Cody O'Dea	Paraprofessional-Special Education	Effective
Leave of Absences	7.0 hours/day (176 days)	10/20/16

### **EXTRA DUTY 2016-2017**

#### **Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Gretchen McCafferty	Department Chair-Special Education

### **SPECIAL PROGRAMS EXTRA DUTY 2016-2017**

#### **Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Kevin Charlson	Mentor

### **HENRY A. COFFEEN EXTENDED SCHOOL YEAR STAFFING 2016-2017**

#### **Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Cindy Sterns	Paraprofessional
Randy Tibbets	Paraprofessional

### **SHERIDAN JUNIOR HIGH SCHOOL BIGGER FASTER STRONGER STAFFING 2016-2017**

#### **Approvals:**

<u><b>Name</b></u>	<u><b>Position</b></u>
Scott Soderstrom	Teacher (Substitute)
Dustin Metesh	Teacher (Substitute)

## **SHERIDAN JUNIOR HIGH SCHOOL 21ST CENTURY AFTER SCHOOL STAFFING 2016-2017**

### **Approvals:**

<b><u>Name</u></b>	<b><u>Position</u></b>
Scott Soderstrom	Teacher

## **HIGHLAND PARK EXTENDED SCHOOL YEAR (ESY) PROGRAM STAFF 2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
Stacie McFadden	Teacher

## **SAGEBRUSH AFTER SCHOOL PROGRAM STAFF 2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
Amy Willson	Teacher

## **SHERIDAN HIGH SCHOOL BRIDGES SCHOOL PROGRAM STAFF 2016-2017**

<b><u>Name</u></b>	<b><u>Position</u></b>
Michael Clift	Teacher
LaDonna Leibrich	Teacher



**Excellence and Accountability**

Craig Dougherty, Superintendent

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

DATE: October 31, 2016

TO: Board of Trustees

FROM: Craig Dougherty, Superintendent

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

### **Sheridan High School Projects and Future Planning**

We have met with the Board Capital Construction Committee and are discussing the next phase of projects and future planning. Our facility plan meeting with the Wyoming State Construction Division of School Facilities is scheduled for March of 2017. During the next several board meetings, summaries of our facilities plan will be presented.

### **Collaborative School**

As it stands now, the construction of the John C. Schiffer Collaborative School remains unfunded. We will be working with the legislative Joint Appropriations Committee (JAC) and Select Committee on School Facilities (SCSF) to include collaborative school funding in the 2017 supplemental budget request. During the October JAC meeting, the [updated CREG report](#) was presented by the Legislative Service Office (LSO). The JAC reported that the report showed an additional \$156 million revenue shortfall compared to the previous CREG report. The next JAC meetings will be held in December.

### **Henry A. Coffeen Playground**

The playground was completed on Tuesday, November 2. The kids are utilizing the playground and we are happy with the results.



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

DATE: October 31, 2016

TO: Board of Trustees

FROM: Mitch Craft, Assistant Superintendent

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

At your November Board of Trustees meeting, I will provide updates on the following Next Level focus areas:

- Early Childhood
- Student Attendance
- Community Engagement
- Multiple Pathways to Graduation





**Excellence and Accountability**

Craig Dougherty, Superintendent

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

DATE: October 31, 2016  
TO: Board of Trustees  
FROM: Traci Turk, Special Services Director  
SUBJ: **Approval of Policies** (*Action*)

The following policies are being recommended for first reading:

<b><u>BGAA</u></b>	<b><u>School Policies Advisory Council</u></b>
<b><u>IA</u></b>	<b><u>Educational Philosophy, Mission Statement and Goals</u></b>
<b><u>IHB</u></b>	<b><u>Special Instructional Programs for Disabled Students</u></b>
<b><u>IHBA-P</u></b>	<b><u>Child Find</u></b>
<b><u>IHBAB-P</u></b>	<b><u>Special Education - Confidentiality Requirements</u></b>

The following policies are being recommended for second reading:

<b><u>GCQ</u></b>	<b><u>Professional Staff Suspension, Dismissal, Termination and Resignation of Employment</u></b>
<b><u>IC</u></b>	<b><u>School Year/Calendar</u></b>
<b><u>ID</u></b>	<b><u>School Day</u></b>

*Policies -  
First Reading*

## SCHOOL DISTRICT POLICIES ADVISORY COUNCIL

The Board of Trustees welcomes and encourages the participation of employees in the development of school district policies and in their revision as may be required from time to time. Such participation shall be accomplished through a School District Policies Advisory Council. The Superintendent ~~and/or his/her designee~~ is directed to establish and work with the School District Policies Advisory Council.

The School District Policies Advisory Council, broadly representative of the employees of the district, shall review newly proposed board policies, or proposed revisions to existing board policies, with personnel likely to be affected by them, and shall make recommendations regarding such policy proposals through the Superintendent to the Board.

~~CorCe - Mm~~ Membership of the Council shall consist of five (5) members designated by the organization recognized by the Board of Trustees as the official representatives of the professional staff and six (6) members (5 certified and one classified) designated by the Superintendent upon referral. When the need arises, the Council shall draw upon the services of other staff members. The Board of Trustees supports all members in speaking candidly, assertively, and professionally in proposing or defending their position.

An administrator from the District ~~Central Office Human Resources Office~~ will facilitate the School District Policies Advisory Council and act as a voting member.

Changes or additions to board policies, ~~excepting~~ those relating to the internal operation of the Board of Trustees, shall be presented as a matter of ordinary practice to the School District Administration or to the School District Policies Advisory Council for their consideration and advice.

The School District Policies Advisory Council shall ~~consider feedback relating to~~ ~~consult with and refer in writing to~~ any policy being studied or formulated ~~from~~ to the personnel who would be responsible for administering the proposed policy and ~~from~~ to the personnel who would be subject to its provisions or otherwise likely be affected by it.

Prior to final reading of the proposed policy by the Board, the Council's recommendations will be presented to the Superintendent for review and for presentation to the Board of Trustees with recommendations on the Council's proposals.

**SCHOOL DISTRICT POLICIES ADVISORY COUNCIL**

First Reading: 11-7-16 ~~11/12/07~~

Second Reading: 12-5-16 ~~3/03/00~~

~~Reviewed: 11/24/14~~

## ~~EDUCATIONAL VISION PHILOSOPHY AND MISSION STATEMENT~~

### VISION: ~~PHILOSOPHY:~~

A ~~vision philosophy~~ centered on learning, collaboration, and results drives the work of Sheridan County School District Number Two:

Learning: We believe that all students can learn and that it is our role to ensure that all students learn at high levels. We acknowledge that all students learn at different rates and that it is our job as educators to meet the needs of individual learners. We also value adult learning and growth alongside that of our students.

Collaboration: Focused collaboration among our teachers, professional staff, and administration is essential and expected. Our teams work interdependently and systematically to improve student learning and teaching.

Results: Our district and teacher teams take a results-oriented approach by continuously collecting, analyzing, and responding to student learning data.

~~The educational philosophy that drives Sheridan County School District Number Two is built on the foundation of five simple, but enduring precepts. These include:~~

¶

~~All children can learn.¶~~

~~Teachers are central to student learning.¶~~

~~Parents are key to their children's success.¶~~

~~Basic skills, knowledge, and a high school diploma are¶  
—essential.¶~~

~~Every staff member plays a role in promoting student¶  
—success.¶~~

¶

### MISSION:

A **Mission** is the fundamental purpose of the District and schools~~school~~ that answers the question, **Why do we exist?** The fundamental purpose of our District and schools~~Mission of the school~~ is to ensure high levels of learning for all including students and staff alike. The District and all schools will establish Missions that align with this purpose and revisit those Missions annually with stakeholder input.

## EDUCATIONAL VISION ~~PHILOSOPHY~~ AND MISSION STATEMENT

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

~~The mission of Sheridan County School District Number Two is to ensure that each student becomes a successful, lifelong learner by becoming an active member of a learning community of caring teachers, staff, and parents.¶~~

First Reading: 11-7-16 ~~9/16/165/16/11~~  
Second Reading: 12-5-16 ~~6/20/11~~

**SPECIAL INSTRUCTIONAL PROGRAMS FOR DISABLED STUDENTS**

The District shall provide special education and related services for each school-aged child residing in the district who meets Wyoming Department of Education (WDE) eligibility criteria for any **disability** category ~~area~~ ~~handicapping condition~~. Such services shall be provided within the district's schools and/or by other agencies under contract to the district as found most appropriate.

These services shall be provided in accordance with federal and state statutes and rules implementing or regulating these services in the district.

The School District follows the rules and ~~r~~Regulations governing ~~the District's services and programs are contained in the~~ set forth in **Chapter 7** Rules and Regulations Governing Programs and Services for Disabled Children, ~~published by the Wyoming Department of Education and complied with adopted by the school district~~. These rules and regulations are contained in a separate volume and are available at the central administration office of the School District.

First Reading: 11-7-16 ~~3/7/11~~  
Second Reading: 12-5-16 ~~4/12/11~~

**CHILD FIND**

Sheridan County School District No. 2's child find efforts shall include:

- A. Public awareness. Child find activities shall include local media resources and direct contact activities to:
  - 1. Provide information about special education services in the District and the special education referral process to public and private facilities located within the boundaries of the District.
  - 2. Provide information about developmental and/or academic screening opportunities occurring throughout the District, including screening opportunities coordinated with other providers or agencies.
- B. Notice. ~~Before any major child find activity,~~ When required by law, the District shall publish notices in newspaper or other media informing parents of the activity. Circulation of this notice shall be adequate to inform parents within the District's or public agency's jurisdiction.
- C. Staff awareness: The District shall ensure that staff members are knowledgeable about the characteristics of children with disabilities and in need of special education, and the referral process for all children, ~~including infants or preschool children,~~ suspected of having disabilities. Awareness activities include:
  - 1. Staff in-service;
  - 2. Outside trainings and conferences;
  - 3. The provision of data and information for review.
- D. Communication to parents. The District staff shall inform parents about the availability of special education and related services and provide them with information about initiating a referral for a special education evaluation, ~~including information about early intervention under Part C~~ and special education under Part B. Communication activities may include:



**CHILD FIND (contd.)**

1. Personal contacts by regular and special education staff and administration;
  2. Information/educational programs put on the for the benefit of parents;
  3. Written communications to parents;
  4. Public notices.
- E. Children in private schools. The District shall locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located within the boundaries of the District, including children who reside in a state other than Wyoming. Child find activities for children in private schools include:
1. Direct communication with the private schools and the offer of services to locate, identify and evaluate children residing within private schools. The District will provide such assessments and/or evaluations and/or other assistance as is necessary or beneficial in location, identification and evaluation of students in private schools in order to identify any students who have disabilities and need ~~early intervention under part C or~~ special education under part B.

34 C.F.R. §300.111	Child find
34 C.F.R. §300.131	Child find for parentally-placed private school children with disabilities
W.S. §21-2-502(b)	Education of Children With Disabilities Wyoming Department of Education Rules, Chapter 7, Section 4(a) Child Find

See also policy:

KBDA-E - Parental Involvement Policy (Schools)

First Reading: ~~4/12/11~~ 11-7-16  
 Second Reading: ~~5/16/11~~ 12-5-16

## **SPECIAL EDUCATION - CONFIDENTIALITY REQUIREMENTS**

### **CONFIDENTIALITY**

- A. The School District designates the Director of Special Education to assume responsibility for ensuring the confidentiality of any personally identifiable information.
- B. All persons collecting or using personally identifiable information shall receive training or instruction regarding the policies and procedures governing records and confidentiality of personally identifiable information in accordance with applicable laws and regulations.
- C. The District shall maintain for public inspection a current listing of the names and positions of those employees within the agency who may have access to personally identifiable information.
- D. The District shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the school district or public agency.

### **NOTICE TO PARENTS**

The District shall provide notice to the parents about the District's confidentiality provisions.

### **ACCESS RIGHTS**

- A. The District shall permit parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under the Individuals with Disabilities Education Act (IDEA). The District shall comply with a request without unnecessary delay and in no case more than 45 days after the request has been made, and before:
  - 1. Any Individualized Education Program (IEP) meeting;
  - 2. Any hearing involving a due process complaint or disciplinary hearing;
  - 3. Any resolution session.

**SPECIAL EDUCATION - CONFIDENTIALITY REQUIREMENTS (contd.)**

- B. The right to inspect and review education records includes:
1. The right to a response from the agency to reasonable requests for explanations and interpretations of the records;
  2. The right to request that the agency provide copies of the records if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
  3. The right to have a representative of the parent inspect and review the records.
- C. The District may presume that the parent has authority to inspect and review records relating to his or her child unless the agency has been advised to the contrary by legal proceeding involving guardianship, separation, divorce, paternity, emancipation, or other valid court order affecting legal custody.

**RECORD OF ACCESS**

- A. The District will keep a record of parties obtaining access to education records collected, maintained or used under IDEA (except access by parents and authorized employees of the agency), including:
1. The name of the party;
  2. The date access was given; and
  3. The purpose for which the party is authorized to use the records.

**RECORDS ON MORE THAN ONE CHILD**

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child.

**SPECIAL EDUCATION - CONFIDENTIALITY REQUIREMENTS (contd.)**

## LISTS OF TYPES AND LOCATIONS OF INFORMATION

The District shall provide parents on request a list of the types and locations of education records collected, maintained or used by the agency.

## FEES

- A. The District may charge a fee for copies of records that are made for parents if the fee does not effectively prevent the parents from exercising their right to inspect and review records.
- B. The District may not charge a fee to search for or to retrieve information.

## AMENDMENT OF RECORDS AT PARENT'S REQUEST

- A. A parent who believes that information in the education records collected, maintained, or used by the agency is inaccurate or misleading or violates the privacy or other rights of the child, may request the District to amend the information.
- B. The District shall decide whether to amend the information in accordance with the request in a reasonable period of time of receipt of the request.
- C. If the District refuses to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing under §300.619.

## OPPORTUNITY FOR A HEARING

The District shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

**SPECIAL EDUCATION - CONFIDENTIALITY REQUIREMENTS (contd.)**

## RESULT OF HEARING

- A. If, as a result of a hearing, the District decides to amend information determined inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must do so accordingly and so inform the parent in writing.
- B. If, as a result of a hearing, the District decides that the information is not inaccurate, is misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the parent's right to place in the maintained records a statement commenting on the information or setting forth any reasons for disagreeing with the agency's decision.

## CONSENT

- A. Parental consent must be obtained before personally identifiable information is disclosed to parties other than participating agencies, unless the information is contained in education records and the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act (FERPA).
- B. Parental consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services in accordance with §300.321.
- C. If a child is enrolled, or is going to enroll in a private school that is not located in the boundaries of the district of the parent's residence, parental consent must be obtained before any personally identifiable information about the child is released between officials in the district where the private school is located and officials in the district of the parent's residence.

## SAFEGUARDS

**SPECIAL EDUCATION - CONFIDENTIALITY REQUIREMENTS (contd.)**

- A. The District shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- B. The Director of Special Education assumes responsibility for ensuring the confidentiality of any personally identifiable information.
- C. All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under §300.123 and FERPA (34 CFR part 99).
- D. The District shall maintain, for public inspection, a current listing of the names and positions of its employees who may have access to personally identifiable information.

**DESTRUCTION OF INFORMATION**

- A. The District shall inform parents when personally identifiable information collected, maintained, or used for IDEA purposes is no longer needed to provide educational services to the child.
- B. The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

**CHILDREN'S RIGHTS**

- A. The rights of the parents regarding educational records are transferred to the student at age 18 under FERPA.
- B. If the rights of the parents regarding educational records are transferred to the student at age 18 under the IDEA, the District shall provide any notice required under the procedural safeguards provisions.

**SPECIAL EDUCATION - CONFIDENTIALITY REQUIREMENTS (contd.)**

TRANSMITTAL OF STUDENT EDUCATION RECORDS

- A. Within ten days of a student's enrollment in a school district or public agency, the new school district or public agency must notify the school district or public agency in which the student was formerly enrolled, and request the student's education records.
- B. The former school district or public agency must transfer all requested student education records to the new school district or public agency no later than 10 days after receiving the request.
- C. The education records transferred to the new school district or public agency must include any special education records relating to the particular student retained by the former school district or public agency.
- D. The former Wyoming school district or public agency must retain copies of student education records for the time periods and under the conditions described in the Wyoming School Districts Record Retention Schedule.

34 C.F.R. Part 99

34 C.F.R. §300.123

34 C.F.R. §§300.610 - 300.626

See also policies:

JRA - Student Records

JRAC - Student Privacy Protection and Parental Right of  
Inspection to Certain Material

First Reading: ~~4/12/11~~ 11-7-16

Second Reading: ~~5/16/11~~ 12-5-16

*Policies -  
Second Reading*



**PROFESSIONAL STAFF SUSPENSION, DISMISSAL, TERMINATION AND  
RESIGNATION OF EMPLOYMENT**

**SUSPENSION, DISMISSAL, TERMINATION OF EMPLOYMENT**

The Board shall follow the procedures established by law with respect to the suspension, dismissal, or termination of employment of any teacher.

W.S. 21-7-101 et seq.

**RESIGNATION**

All contracts with professional staff members (~~—~~teachers, instructional support providers, and administrators) are equally binding upon the District and the professional staff member, and the obligations of the contract should be respected and performed by both parties. ~~Therefore, requests from professional staff members to be released from such contracts are discouraged, except for the good and sufficient cause.~~

¶ ~~Professional employees who for any reason intend to resign or retire are encouraged to indicate their intentions in writing to the Board as early in the school year as plans become firm and the decision to leave the school district is made. Resignations become effective at the end of the school year in which they are submitted unless otherwise approved by the Board.~~¶

¶ ~~Resignations, to become effective earlier than the end of the school year, require 30 day prior notice unless otherwise approved by the Board. Release by the Board will be considered on an individual basis. Letters of resignation will be submitted to the Superintendent for transmittal to the Board.~~¶

¶  
~~W.S. 1977 21 7 107~~¶

¶  
For those professional staff employees (as described above) resigning their position for the ensuing school year, the following ~~policy regulations are~~ is established:

NOTE: The amount of incentive will be prorated for ~~the~~ professional staff employees working on a part-time basis (Example: If a professional staff member is working 4/8 of a full time contract, they would only be given ½ of the incentive.)

**PROFESSIONAL STAFF SUSPENSION, DISMISSAL, TERMINATION AND  
RESIGNATION OF EMPLOYMENT**

When a professional staff employee knows in advance that he/she will not be returning for the ensuing school year, the District will provide the professional staff employee an additional payment in the amount of \$1,000 ~~incentive payment payable in the~~ with June regular payroll if the employee provides a written resignation effective at the end of the current school year prior to March 1 of the current school year ~~for receipt of notification prior to March 1st of each year.~~

~~2. In the event that a request to be released from a contract is made by a professional staff employee under contract for the next school year request to be released from contract is received after June 15, the Board of Trustees will only consider approving the release of the employee from his/her contract at such time as the School District is able to obtain a suitable replacement. from contract contingent upon the District's ability to secure a qualified, suitable replacement. Official release from the contract will occur upon securing a suitable replacement.¶~~

W.S. ~~1977-21-7-101~~ et seq. ~~7~~

First Reading: ~~1/10/11~~ 10-3-16

Second Reading: ~~2/7/11~~ 11-7-16

**SCHOOL YEAR/CALENDAR**

The Board will establish, upon a recommendation of the Superintendent or his/her designee, an official school calendar for the ensuing school year. Calendars for future years also may be established. The regular calendar will include the number of student days, the number of ~~workdays~~~~work days~~ for staff members and the holiday periods. The calendar adopted will be consistent with existing statutes and the State Board and/or Department of Education directives. Community and staff input will be considered in the development of the calendar.

¶

~~There probably should be a statute reference here as the minimum number of days/hours is set in statute I believe so you may want to ask Kendal~~

W.S. 21-4-301

First Reading: 10-3-16~~3/7/11~~  
Second Reading: 11-7-16~~4/12/11~~

### SCHOOL DAY

The length of the school day at various levels shall be recommended by the Superintendent and approved by the Board. School shall be in session for instructional purposes in keeping with minimum requirements of Wyoming Department of Education Rules. School hours may be extended beyond the minimum upon Board action.

The opening and closing hours for schools shall also be subject to Board approval. The Superintendent or his/her designee is authorized to approve minor changes in opening and closing times to facilitate the scheduling of transportation. However, school hours will be kept as consistent as possible at various levels throughout the district.

The Superintendent or his/her designee is authorized to adjust the regular daily school schedule, professional development activities, and for other extraordinary events, such as emergency school closings.

Teachers may be required to remain beyond the regularly scheduled hours for ~~responsibilities including~~ such reasons as determined appropriate by the Superintendent or his/her designee which reasons include, but are not limited to, training, meetings, parent conferences, and supervision of extracurricular ~~extra-curricular~~ activities. The regular teacher day will include 30 minutes before and after the school day.

First Reading: 10-3-16~~3/7/11~~

Second Reading: 11-7-16~~4/12/11~~



**Excellence and Accountability**

Craig Dougherty, Superintendent

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

DATE: October 31, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **FY 16-17 Quarterly Financial Update** *(Information)*

Attached are the quarterly financial statements for the first quarter of fiscal year 2016-17. These statements represent monies received and expenses incurred between July 1, and September 30, 2016.

The [cash in the bank](#) is in line with expectations for this time of year. The district has received 19.55% of our general fund revenue budget thus far and has expended 12.87% of our general fund expenditure budget.

The [general fund revenues report](#) is in line with expectations for this time of the year.

- Per statute §21-13-313, districts receive 15% of their foundation entitlement in August and then 10% of the remaining balance each month September through May. This is reflected in the percentage received from state sources.

The [general fund expenditure report](#) is in line with expectations for this time of the year.

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

**CASH ON HAND BY FUND**  
**AS OF SEPT 30, 2016**

Fund Number	Fund Description	9-30-16
01	GENERAL FUND	\$12,214,210.77
02	FEDERAL FUND	\$1,392,395.56
03	CAPITAL CONSTRUCTION FUND	\$297,407.02
05	HOT LUNCH FUND	\$431,653.08
07	MEMORIAL FUND	\$1,356,167.26
08	MISC ACTIVITY FUND	\$155,685.11
18	SHS ACTIVITY ACCOUNT	\$243,601.66
21	MAJOR MAINTENANCE FUND	\$1,789,952.43
31	SHS LEGACY ACCOUNT	\$97,525.64
32	SHS HUMANITIES PROJECTS	\$2,008,780.97
33	DEPRECIATION & BUILDING REPAIR RESERVE	\$2,153,389.37
45	EARLY RETIREMENT FUND	\$590,987.88
52	CNC - CHILD NUTRITION COOPERATIVE	\$3,359.17
		<hr/>
	TOTAL	\$22,735,115.92

**Revenue Summary Report**  
**General Fund Sept 2016**

<u>Account Number</u>	<u>Description</u>	<u>Approved Budget</u>	<u>Received Thru 9-30-16</u>	<u>Percent of Budget</u>	<u>Budget Balance</u>
01 000 81111	25 MILL SPECIAL DIST TAX	7,100,000.00	200,791.95	2.83	6,899,208.05
01 000 81120	MOTOR VEHICLE TAX	1,850,000.00	0.00	0.00	1,850,000.00
01 000 81130	CAR COMPANY TAX	11,000.00	12,706.55	115.51	(1,706.55)
01 000 81140	DELINQUENT TAXES	35,000.00	10,929.04	31.23	24,070.96
01 000 81302	SC CONCURENT ENROLLMENT FEES	150,000.00	0.00	0.00	150,000.00
01 000 81330	TUITION OUT OF STATE DISTRICTS	20,000.00	0.00	0.00	20,000.00
01 000 81510	INTEREST ON INVESTMENTS	45,000.00	15,851.07	35.22	29,148.93
01 000 81590	OTHER INTEREST-COUNTY TREAS	1,500.00	52.74	3.52	1,447.26
01 000 81710	ADMISSIONS-PUPIL ACTIVITIES	10,000.00	1,491.00	14.91	8,509.00
01 000 81720	BOOKSTORE SALES/RESALE ITEMS	2,000.00	0.00	0.00	2,000.00
01 002 81730	COFFEEN STUDENT FINES	0.00	15.00	0.00	(15.00)
01 003 81730	HIGHLAND PARK STUDENT FINES	0.00	0.00	0.00	0.00
01 005 81730	STORY STUDENT FINES	0.00	0.00	0.00	0.00
01 007 81730	WOODLAND PARK STUDENT FINES	0.00	0.00	0.00	0.00
01 009 81730	MEADOWLARK STUDENT FINES	0.00	0.00	0.00	0.00
01 010 81730	SAGEBRUSH STUDENT FINES	0.00	0.00	0.00	0.00
01 050 81730	SJHS STUDENT FINES	0.00	115.62	0.00	(115.62)
01 052 81730	WRIGHT PLACE FINES	0.00	0.00	0.00	0.00
01 056 81730	FT MACKENZIE HS FINES	0.00	78.00	0.00	(78.00)
01 057 81730	SHS STUDENT FINES	0.00	330.93	0.00	(330.93)
01 000 81910	RENTAL OF SCHOOL FACILITIES	7,000.00	600.00	8.57	6,400.00
01 000 81911	RENTAL OF SCHOOL BUSES	20,000.00	12,842.60	64.21	7,157.40
01 050 81912	SJHS RENTAL OF INSTRUMENTS	0.00	0.00	0.00	0.00
01 057 81912	SHS RENTAL OF INSTRUMENTS	0.00	520.00	0.00	(520.00)
	SUBTOTAL LOCAL REVENUE	9,251,500.00	256,324.50	2.77	8,995,175.50
01 000 82110	6 MILL COUNTY TAX	1,770,000.00	48,653.55	2.75	1,721,346.45
01 000 82120	MOTOR VEHICLE TAX	450,000.00	0.00	0.00	450,000.00
01 000 82130	CAR COMPANY TAX	5,000.00	5,511.10	110.22	(511.10)
01 000 82140	DELINQUENT COUNTY TAXES	5,000.00	2,851.60	57.03	2,148.40
01 000 82150	FINES & FORFEITURES	325,000.00	85,315.27	26.25	239,684.73
01 000 82160	FOREST RESERVE FUNDS	5,000.00	0.00	0.00	5,000.00
	SUBTOTAL COUNTY REVENUE	2,560,000.00	142,331.52	5.56	2,417,668.48
01 000 83110	FOUNDATION PROGRAM REVENUE	35,880,000.00	9,002,621.22	25.09	26,877,378.78
01 000 83111	AUDIT ADJUSTMENT-STATE	0.00	0.00	0.00	0.00
01 000 83130	TAYLOR GRAZING REVENUE	3,500.00	0.00	0.00	3,500.00
01 000 83160	STATE TAX SHORTFALL GRANT	541,000.00	0.00	0.00	541,000.00
01 000 83290	STATE REVENUE LEGISLATIVE	400,000.00	110,252.94	27.56	289,747.06
	SUBTOTAL STATE REVENUE	36,824,500.00	9,112,874.16	24.75	27,711,625.84
01 000 85313	SALE OF BUSES	5,000.00	0.00	0.00	5,000.00

SUBTOTAL OTHER REVENUE	5,000.00	0.00	0.00	5,000.00
	48,641,000.00	9,511,530.18	19.55	39,129,469.82



**SUMMARY TOTALS BY PROGRAM**

**FY 16-17 GENERAL FUND**

Program Code	Program Description	Approved Budget	Expenditures to 9-30-16	Percentage Spent	Budget Balance Remaining
1110	ELEMENTARY INSTRUCTION	\$11,582,366.00	\$1,106,955.48	9.56	\$10,475,410.52
1120	JR HIGH/MID SCH INSTRUCTION	\$5,082,093.00	\$419,040.49	8.25	\$4,663,052.51
1130	SECONDARY INSTRUCTION	\$5,731,389.00	\$496,065.53	8.66	\$5,235,323.47
1135	CONCURRENT ENROLLMENT	\$150,000.00	\$0.00	0.00	\$150,000.00
1210	SPECIAL EDUCATION	\$4,966,000.00	\$338,120.56	6.81	\$4,627,879.44
1233	GIFTED AND TALENTED	\$115,150.00	\$12,408.31	10.78	\$102,741.69
1250	TUITION FOR STUD WITH DISABIL	\$1,000,000.00	\$137,889.08	13.79	\$862,110.92
1270	LIMITED ENGLISH PROFICIENT	\$260,250.00	\$3,857.58	1.48	\$256,392.42
1280	HOMEBOUND PROGRAMS	\$39,700.00	\$1,010.84	2.55	\$38,689.16
1290	OTHER SPECIAL PROGRAMS	\$236,200.00	\$8,063.87	3.41	\$228,136.13
1420	MIDDLE/JR HIGH ACTIVITIES	\$293,548.00	\$36,948.18	12.59	\$256,599.82
1421	SJHS INTRAMURALS	\$25,900.00	\$0.00	0.00	\$25,900.00
1430	HIGH SCHOOL ACTIVITIES	\$1,182,731.00	\$169,082.64	14.30	\$1,013,648.36
1530	VOC INSTRUCTION HIGH SCHOOL	\$1,142,202.00	\$98,780.30	8.65	\$1,043,421.70
2110	GUIDANCE	\$516,192.00	\$47,156.95	9.14	\$469,035.05
2112	COUNSELING SERVICES	\$927,030.00	\$89,294.95	10.87	\$834,735.05
2115	STUDENT INFORMATION SYSTEMS	\$283,600.00	\$124,043.12	43.74	\$159,556.88
2117	ASSESSMENT SERVICES	\$112,900.00	\$11,841.17	10.49	\$101,058.83
2130	HEALTH SERVICES	\$366,435.00	\$15,036.95	4.10	\$351,398.05
2140	PSYCHOLOGICAL SERVICES	\$468,500.00	\$67,610.90	14.43	\$400,889.10
2152	SPEECH PATHOLOGY SERVICES	\$480,100.00	\$34,377.92	7.16	\$445,722.08
2153	AUDIOLOGY SERVICES	\$73,800.00	\$5,750.61	7.79	\$68,049.39
2171	OCCUPATIONAL THERAPY	\$126,000.00	\$9,767.87	7.75	\$116,232.13
2172	PHYSICAL THERAPY	\$50,000.00	\$2,103.75	4.21	\$47,896.25
2190	OTHER SUPPORT SERVICES	\$350,000.00	\$8,185.72	2.34	\$341,814.28
2213	STAFF DEVELOPMENT SERVICES	\$218,635.00	\$21,746.64	9.95	\$196,888.36
2220	EDUCATIONAL MEDIA SERVICES	\$646,583.00	\$59,150.27	9.15	\$587,432.73
2230	SPECIAL EDUCATION SUPERVISION	\$166,900.00	\$36,014.21	21.58	\$130,885.79
2240	TECHNOLOGY INTEGRATION	\$128,650.00	\$41,931.80	32.59	\$86,718.20
3310	CENTRAL ADMINISTRATION	\$552,200.00	\$162,584.16	29.44	\$389,615.84
3311	ASST SUPERINTENDENT	\$503,250.00	\$142,443.46	28.30	\$360,806.54
3320	SCHOOL ADMINISTRATION	\$2,189,753.00	\$352,568.11	16.10	\$1,837,184.89
3330	BUSINESS ADMINISTRATION	\$562,600.00	\$152,072.43	27.03	\$410,527.57
3350	BOARD OF EDUCATION SERVICES	\$165,000.00	\$4,996.23	3.03	\$160,003.77
3410	SUP OF OP & MAINT OF PLANT SVCS	\$592,480.00	\$302,065.13	50.98	\$290,414.87
3420	OPERATING BUILDINGS SERVICES	\$4,162,400.00	\$852,598.20	20.48	\$3,309,801.80
3430	CARE & UPKEEP OF GROUNDS SERVICES	\$332,700.00	\$144,459.84	43.42	\$188,240.16
3460	SECURITY SERVICES	\$69,200.00	\$470.25	0.68	\$68,729.75
3510	PUPIL TRANS - TO/FROM SCHOOL	\$1,791,200.00	\$245,436.30	13.70	\$1,545,763.70
3520	ACTIVITY TRANSPORTATION	\$203,000.00	\$7,165.35	3.53	\$195,834.65
3590	TRANSPORTATION-OTHER	\$43,700.00	\$17,258.17	39.49	\$26,441.83
3830	ASST SUPT INST/PERSONNEL	\$330,400.00	\$149,295.90	45.19	\$181,104.10
3850	TECHNOLOGY COORDINATION	\$950,500.00	\$322,672.85	33.95	\$627,827.15
6200	FUND TRANSFERS	\$300,000.00	\$110,000.00	36.67	\$190,000.00
	GENERAL FUND	\$49,468,237.00	\$6,368,322.07	12.87	\$43,099,914.93



**Excellence and Accountability**

Craig Dougherty, Superintendent

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

DATE: October 31, 2016

TO: Board of Trustees

FROM: Roxie Taft, Business Manager

SUBJ: **FY 2013-2014 Audit of School District Funding Model** *(Information)*

The district received the results of the 2013-14 audit that was conducted by the Wyoming Department of Audit (DOA). The district had a "no change" audit, which means the audit resulted in less than \$5,000 in findings. I met with Ann to review the audit in detail and to sign the district's response with Craig and I. [I have attached a copy of our response for your review.](#) The audit is on file in both Craig's and my office and will be posted on the DOA website.

It is the practice of the DOA to conduct a full audit of all of the funding elements for each Wyoming District each five years.

October 24, 2016

Justin Chavez, School Finance Audit Manager  
Public Funds Division  
Wyoming Department of Audit  
Herschler Building, 4th Floor West  
122 West 25th Street  
Cheyenne, WY 82002

RE: 2013-14 Sheridan #2 Audit

Dear Mr. Chavez,

We have reviewed the 2013-2014 funding model audit report dated 9-30-16 and offer the following response.

#### **ADM**

1. Court Ordered Placed Students (COPS) -- Wyoming Statute 21-13-315(b) states "the district may count the children among its average daily membership".

The district has developed and follows an internal policy regarding accounting for Court Placed Students that is followed by all of our buildings.

- For Court Ordered Special Education Students the district understands we are responsible for FAPE, so we enroll the child in a COPS SPED course with an ADM of 0 to assure we continue to monitor. The district recoups any costs associated with the monitoring process in the WDE 401.
- For Court Ordered General Education Students the district understands that we are responsible to monitor the child's educational progress, so we enroll the child in a COPS General Course with an ADM of 0. The district utilizes block grant funding to cover any costs associated with the monitoring process.

The district will continue to monitor our COPS students as required; however, because of the continued confusion on how best to account for these students, the district will continue to follow the internal process we have developed.

2. Senior absence code -- the district does monitor the calendar and absences for our graduating seniors. However, beginning with the FY17 Senior Class the district will begin utilizing an absence code of EXE versus ACA for any days missed at the end of the year.

#### **Transportation**

1. Isolation -- the district utilizes the state provided form for isolation requests. The district will work with our attorney to add verbiage to the state form in which parents attesting that residing in the isolated area is necessary for the family's financial well-being.

2. Retirement adjustment -- in July 2014, the district worked with the Wyoming Retirement to discontinue the "gross-up" calculation for retirement purposes.

#### **Special Education**

1. Food purchases -- the district is aware of the food/purchase rules involving special education dollars and regrets the coding error made in this area and believes we have processes in place to prevent the recurrence of this error.
2. Retirement adjustment -- in July 2014, the district worked with the Wyoming Retirement to discontinue the "gross-up" calculation for retirement purposes.

#### **Vocational Education**

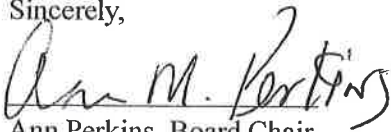
1. Snapshot dates -- the district believes our count dates are consistent with the reporting requirements. The district will continue to adhere to the reporting guidance.
2. Secondary review -- the vocational data is vetted by the SIS department and the business office prior to submission. The district will continue this practice.


#### **General**

1. IT policies & procedures -- the district will continue to work on formalizing an IT policies and procedures manual.
2. Disaster recovery plan -- over the last five years the district has work to assure we have off-site backups for all of our main programs. For example, our SIS program is backed up daily off-site, our accounting program is backed up numerous times a day off-site, plus the district utilizes Google for mail and documents which are housed in the cloud. As we purchase programs, we choose to buy a hosted version whenever possible. The district has also invested in a separate building to house our servers. This building has a fireproof exterior and a backup generator.

If we can provide you with any additional information, please contact Roxie Taft.

Sincerely,

  
Ann Perkins, Board Chair

  
Craig Dougherty, Superintendent

  
Roxie Taft, Business Manager



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Craig Dougherty, Superintendent

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

DATE: October 31, 2016

TO: Board of Trustees

FROM: Andrew Conrad, Transportation Director

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

### **Background**

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

### **Request**

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

<u>Bus</u>	<u>Year Model</u>	<u>Manufacturer</u>	<u>Vehicle VIN</u>
12	2004	Bluebird	1HVBBAAN34H606381



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Sheridan, WY 82801  
Phone: 307-674-7405  
Fax: 307-674-5041

DATE: October 31, 2016

TO: Board of Trustees

FROM: Andrew Conrad, Transportation Director

SUBJ: **Approve the Sale of Surplus Buses** *(Action)*

The district received two bids on the 2006 72 Passenger IC RE School Bus, VIN 220337. The bids were \$2,108.00 and \$3,000.00.

The district received two bids on the 2004 72 Passenger IC Type C School Bus, VIN 606384. The bids were \$2,108.00 and \$3,120.00.

The district received three bids on the 2004 72 Passenger IC Type C School Bus, VIN 606383. The bids were \$1,828.00, \$3,200.00, and \$3,350.00.

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

- 2006 72 Passenger IC RE School Bus, VIN 220337 to Bemidji Bus Line/Robert Wicklund for a bid price of \$3,000.00.
- 2004 72 Passenger IC Type C School Bus, VIN 606384 to Northwestern Transit/Lee Greig for a bid price of \$3,120.00.
- 2004 Passenger IC Type C School Bus, VIN 606383 to Northwestern Transit/Lee Greig for a bid price of \$3,350.00.



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

DATE: October 31, 2016

TO: Board of Trustees

FROM: Andrew Conrad, Transportation Director

SUBJ: **Authorization to Advertise and Accept Bids on Surplus Vehicles** (*Action*)

**Background**

The two listed vehicles have been replaced with newer units and are no longer beneficial to the school district. I request that the Board approve the authorization to advertise these vehicles for sale. The results of the sealed bids will be brought to your December board meeting.

**Identification of Vehicles to Replace**

Vehicle Description

1984 GMC ¾ Ton Pickup w/plow  
1971 Chevrolet Suburban w/plow

Vehicle VIN

1GTGK24M4EJ522570  
KE161Z610516



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Fax: 307-674-5041

DATE: October 31, 2016

TO: Board of Trustees

FROM: Mitch Craft, Assistant Superintendent

SUBJ: **Elementary School Improvement Plans** *(Information)*

The five elementary principals will be presenting their school improvement plans for the 2016-2017 school year at the November 7th board meeting. Each plan will include: school strengths, areas of improvement, and specific interventions to improve student learning.

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

- [Sagebrush](#)
- [Meadowlark](#)
- [Henry A. Coffeen](#)
- [Woodland Park](#)
- [Highland Park](#)





**Sagebrush Elementary**  
**Principal: Brett Dahl**

## **Fall School Improvement Report 2016-2017**

[Mission and Collective Commitments](#)

### **Achievement Results:**

#### **PAWS Spring 2016 Data (Proficient & Advanced)**

	<b>Sagebrush</b>	<b>State Average</b>
<b>Third Grade</b>		
Reading	67%	58% (+9)
Math	81%	53% (+28)
<b>Fourth Grade</b>		
Reading	80%	65% (+15)
Math	81%	55% (+26)
<b>Fifth Grade</b>		
Reading	85%	61% (+24)
Math	96%	56% (+40)

### **MAP Highlights:**

As measured by NWEA's Measure of Academic Progress, Sagebrush students showed an average growth of 19.4 points on the math test and 16.7 points on the reading test from Fall to Spring testing in 2015-16. Of the twelve subtests, K-5 in both reading and math, Sagebrush students were in the 99th percentile for Conditional Growth in five of the tested areas and as a school, the 86th percentile.

### **School Improvement SMART Goals:**

#### **Academic goals:**

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

#### **Attendance goals:**

- In 2016-2017, we will decrease the number of students absent for 7 or more days from 27.8% to 25%.
- In 2016-2017, we will decrease the amount of students absent for 10 or more days from 9% to 8%.
- In 2016-2017, we will decrease the amount of students absent for 12 or more days from 4.1% to 3%.

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

**PBIS target areas:** School-wide behavioral expectations

## Strategies & Interventions:

**Professional Learning Community (PLC):** The Professional Learning Communities framework provides the platform for which all work is done at Sagebrush Elementary School. Our focus will be to provide clarity to the process and make sure that each phase is implemented with fidelity. STUDENT LEARNING is the standard by which ALL decisions are made. Our teachers and staff have worked diligently in the past 2 years in tackling the 4 critical questions of the PLC framework: What do we want our students to learn? How will we know they've learned it? How will we respond when they haven't learned it? And how will we respond when they have learned? We have learned that this is a fluid process and that it is important to reflect on all of these questions and make adjustments to each in order to better meet the needs of our students. It is vital to continuously build our staff's capacity of understanding as it relates to working within a Professional Learning Community. Our school board and administrative team have supported our efforts in building this capacity. Over the past two years, we were able to take 19 staff members to PLC at Work Institutes that both supported our initial steps and provided tremendous clarity to the direction we needed to take. This capacity building has allowed our staff to understand the fundamental purpose of Professional Learning Communities and given us the confidence to step outside our comfort zone in order to better meet the needs of our students. It is the responsibility of the building administrator to put teachers in the position to be successful within the PLC framework. Therefore, we have established collaborative time built into the school day in which teachers clarify essential learnings, calibrate student work, tweak common assessments to ensure adequate rigor levels, share their greatest hits, analyze assessment data, and use data to drive future instruction. This year we have expanded our collaborative work to include vertical articulation of our Reading, Writing, and Math curriculum and expectations. These vertical alignment discussions will allow us to ensure student success at an even greater level by better understanding what students are expected to master at each grade level. This focus on *the right work* ensures that our collaborative time is spent on one topic, STUDENT LEARNING!

**Literacy Goal:** This summer our district level collaborative grade level teams established Priority Standards in the area of reading. These teams also produced the proficiency scales that accompany the standards and allow student level of understanding to be measured. Therefore, our focus will be to analyze valid and reliable assessment data to determine whether our students have mastered these non-negotiable grade level skills and knowledge. This data will allow us to intervene immediately with those students who have yet to learn the essentials while simultaneously providing enriching learning opportunities to those who have. Our first book study, *Who's Doing the Work*, is already impacting our staff by challenging our thinking on how best to support students in the areas of reading and writing. Sagebrush will continue to utilize flooding groups, as well as intervention and enrichment groups, to ensure students learn the non-negotiable skills.

**Mathematics Goal:** Sagebrush will continue grade level meetings for mathematics. This year our focus will be to effectively align and implement the common core mathematics standards, utilize PAWS blueprints, and develop consistency in our delivery of non-negotiable grade-level skills. Our teachers will utilize their professional development knowledge in the area of developing number knowledge and structuring numbers to supplement our core math curriculum. We will also continue to focus on problem solving, thinking skills, and Exemplars in order to develop higher-level math understanding in our

students. Our teachers have worked closely with our district level math coordinator to identify essential skills that students must learn to mastery. This alignment and clarity will assist our teachers in developing the non-negotiable skills in which to build our curriculum. We will also utilize our math interventionist and Title 1 personnel as resource in providing targeted interventions to those students who we have identified as needing support as math learners. Our staff is also in the process of identifying Power Standards in the area of Math. Being more intentional in the area of math (again, identifying power standards) is something I have asked our staff to work towards moving forward. We will be reallocating some of our math time to check in with skills and concepts and thus intervening / enriching in a timely fashion within the allotted math time each week.

**Building Culture:** As a school, our most basic function is that we exist for student learning. Tied into providing this education is our culture. Our commitment as a staff is “to ensure ALL children achieve high levels of learning”. Arriving at this Mission demonstrates our staff’s recognition of student learning as our focus as opposed to teaching and covering material. This Mission Statement will be readily available throughout our building as a consistent reminder of our purpose. Even more important than a Mission Statement written on our wall are the behaviors that our staff has committed to ensure that our students are achieving at high levels. These collective commitments are the actions that we have identified as being essential to completing our Mission; they include committing to best practice, maintaining a collaborative spirit, fostering an our students - not mine philosophy, maintaining a growth mindset in tackling our work, making data driven decisions, teaching with passion and urgency, building strong relationships with students and families, and Celebrating Learning!!! These collective commitments have been decided upon by our staff and drive the work we do on a daily basis. Our welcoming and warm atmosphere is a place where students and their parents can thrive, feel safe, and build trusting and strong relationships. This foundation ultimately allows students to realize their potential and feel comfortable in taking the risks that are associated with high levels of understanding and performance.



## **Fall School Improvement Report 2016**

[\(Plan for Improvement\)](#)

### **Achievement Results:**

#### **PAWS Spring 2016 Data (Proficient & Advanced)**

	<b>Meadowlark</b>	<b>State Average</b>
<b>Third Grade</b>		
Reading	63%	58% (+5)
Math	83%	53% (+30)
<b>Fourth Grade</b>		
Reading	77%	65% (+12)
Math	80%	55% (+25)
<b>Fifth Grade</b>		
Reading	78%	61% (+17)
Math	87%	56% (+31)

### **MAP Highlights:**

During the 2015-2016 school year, the NWEA's Measure of Academic Progress indicated students at Meadowlark Elementary demonstrated an average growth of 18 points in the area of math and 15 points in the area of reading when comparing data collected in the Fall and Spring. When analyzing the School Conditional Growth Percentile K-5, Meadowlark students were above the 90th percentile in both math and reading in 10 of the 12 assessments. All new and at-risk students are given the Fountas and Pinnell Benchmark assessment throughout the school year. In the Spring, 86% of all K-5 students were identified as proficient or advanced in the area of reading.

### **MAP Action Steps:**

- Teachers will evaluate the Learning Continuum and Student Profile Data Reports within the MAP (Measures of Academic Progress) Database indicating student performance within a RIT score range. Student performance within these ranges will be examined to determine areas for student growth.
- Teachers will work with students to establish goals and develop a plan to meet their target growth rate throughout the year.
- Teachers will be using this data to develop and drive instruction.

### **School Improvement SMART Goals:**

- Meadowlark SMART Goals continue to focus on grade level formative and district level assessments. Each goal allows for continued reflection throughout the year and immediate impact on student learning.
  - Reflection will take place during our weekly PLC meetings.
  - We are placing increased emphasis on increasing and maintaining our advanced level students throughout the year.
- Goals are focused on student learning and individual student acceleration.

- We will continue our systematic intervention and enrichment in reading, writing, and mathematics.
- Teams have increased emphasis on determining lagging skills within our population while continually receiving intervention instruction.

**Kindergarten:** By the completion of the 2016-2017 school year, **95%** of kindergarten students will meet or exceed proficiency on district writing assessments, and **85%** will meet or exceed proficiency on common performance reading assessments. **95%** of kindergarten students will be able to structure numbers within 5.

**1st Grade:** By the completion of the 2016-2017 school year, **94%** of 1st grade students will meet or exceed proficiency on the district reading assessments. **100%** of our Advanced students (beginning the school year at or above level F) will perform at advanced levels according to the Trimester District Proficiency Levels. **90%** of 1st grade students will meet or exceed proficiency on the district writing assessments.

**2nd Grade:** By the completion of the 2016-2017 school year, **96%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments. Advanced students (at or above level N) will meet or exceed their individual goal determined by the Spring MAP assessment. **90%** of second graders will meet or exceed proficiency based on each of the three district writing assessments.

**3rd Grade:** By the completion of the 2016-2017 school year, **100%** of our non-advanced students will progress 3 text levels as measured by Benchmark Reading Assessments. Advanced students (at or above level P) will meet or exceed their individual goal determined by the Spring MAP assessment. **90%** of our students will be proficient or advanced on the PAWS Reading assessment and will break **90%** proficiency on the District Writing Assessment (in each of the 3 genres). All students will meet or exceed their individual math goal as measured by MAP and **90%** of our students will be proficient or advanced on the PAWS assessment.

**4th Grade:** By the completion of the 2016-2017 school year, **100%** of our non-advanced students, measured by the Trimester District Proficiency Levels, will progress 3 text levels. **100%** of our Advanced students (beginning the school year at or above level R) will perform at advanced levels according to the Trimester District Proficiency Levels.

**5th Grade:** In the 2016-2017 school year, fifth grade non-proficient students will grow at least 2 reading levels as measured by running records and common assessments. Proficient students will meet or exceed their Spring determined Reading MAP goal.

**Attendance SMART Goal:** In the 2016-17 school year, our attendance goal is to decrease the percent of students reaching the Tier 2 (10+ absences) by 3% and Tier 3 (12+ absences) by 2%, excluding medical and activities absences. This will be accomplished through collaboration between the school counselor, principal, Parent Liaison, staff members, students and parents.

## **Strategies & Interventions:**

This will be the tenth year Meadowlark Elementary School has utilized the Professional Learning Communities philosophy.

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

Both our Literacy Coordinator and Instructional Facilitator are working with our identified at risk students within booster literacy groups which meet multiple times each week. These groups are targeted at improving specific lagging academic skills with the intent to accelerate their learning.

To continually improve our communication with parents and overall school community, we are working in conjunction with Compass Center for Families to include Kelly Rickett again as our Parent Liaison. This program has already shown great potential to have a lasting impact on the students and families of Sheridan.

## **PLC Action Steps:**

### **Meadowlark PLC teams will:**

- Collaborate to create essential outcomes. Staff will meet weekly during the regular school year. The meetings will occur during planning time; teachers are not being pulled out of class for PLC meetings. We will have cross level meetings during our staff meetings.
- Design assessments that measure the essential outcome.
- Update our “at risk” student database with individual reading running record data.
- Have a systematic approach to address students that are not proficient in a particular skill during the school day. We will have an intervention group for every non-proficient student.
- Divide students in groups based on their performance on formative assessments. Our goal is to send the most at-risk group with the teacher that demonstrated the highest proficiency in teaching the essential outcome.
  - The at-risk students will receive ½ hour of additional instruction every day, targeting the essential outcome where they did not demonstrate proficiency.
  - The students that demonstrated proficiency will receive ½ hour of enrichment instruction every day to advance their understanding of the essential outcome.
  - The groups will meet for ½ hour every day. Students at Meadowlark will receive a double dose of writing and/or reading every day. One session in their classroom and one session in their IE group.
- Incorporate the use of proficiency scales and common grade level assessments to focus our instruction and ability to determine student understanding.
- Participate in teacher-led staff development. The staff development will be based on student data and need. Themes range from reading, writing, instructional strategies, technology integration, and brain research.

## **Student Interventions:**

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

In the area of mathematics, grades K-5 are piloting the new Everyday Math curriculum which has proven to be more closely aligned to the state standards eliminating the need to supplement curriculum. Teachers are also including instruction based on the Strength in Number framework. Each PLC team has increased the amount of time spent collaborating of mathematics instruction as well as how they are intervening on lagging skills.

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

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

Meadowlark has also increased the use of technology throughout the curriculum. All grade levels are 1:1 with electronic devices. Kindergarten through second grade are utilizing iPads while third through fifth grade are utilizing Chromebooks at each grade level. Again this year, we are incorporated weekly typing for all second through fifth grade students to meet word processing requirements.

### **Bobcat Pride:**

We are really examining our school community this year. We have an excellent platform to build from, but we also want to ensure we are meeting the academic, social, and behavioral needs of our students.

We have evaluated and restructured how we meet the needs of our students in multiple ways.

- Our Celebration Committee, led by teachers at all levels, participates in trimester celebrations. These celebrations are meant to acknowledge grade level, small group, and individual students on their academic and community achievements.
- We will continue to promote school community with our “Buddy Class” program. Each intermediate classroom is a “Buddy Class” with one of our primary classrooms. Students get together several times each month to work together on projects, mentor fellow students, learn technology, or simply read together.
- Behavioral expectations will be continually reinforced on a weekly basis in the classrooms. Expectations will also be reinforced on announcements on a daily basis.
- Students will have opportunities to be recognized for showing Bobcat Pride.
- Students will have clear expectations, following the P.B.I.S. (Positive Behavior Interventions and Supports) model for behavior. How students are identified and supported has changed. All classroom interventions are tracked and monitored by an at risk team. The school counselor and behavior specialist is also part of this team.
- All grade levels will receive nine weeks of counseling lessons targeting specific social, emotional, and behavior skills from the school counselor. Follow up lessons will be provided to specific grades/classes needing additional support.

### **Summary:**

All school improvement goals are focused on the academic, social, and behavioral development of our students. Meadowlark believes in the power of collaboration and has utilized the Professional Learning Communities framework successfully for a decade. Decisions are made, instruction is examined, assessments are created, and data is analyzed as a team. We truly believe the power in our success is our ability to work within a community centered on a common goal of student achievement. Even though we have experienced success, we also realize a percentage of our population is not achieving at proficient levels. We continue to evaluate our instructional decisions and how we are meeting the needs of our students. This also includes our own ability to identify deficiencies and develop a plan to grow and increase our own knowledge as educators. We take a systematic approach to areas of improvement. We don't jump to the latest trends or rely on data from outside populations. Our focus is our students and their success. I feel confident in the professional staff at Meadowlark and our ongoing pursuit of excellence for all students.



## Fall School Improvement Report 2016

### Achievement Results:

#### PAWS Data (Proficient & Advanced)

	Henry A. Coffeen	State Average
<b><i>Third Grade</i></b>		
Reading	79%	58% (+21)
Math	72%	53% (+19)
<b><i>Fourth Grade</i></b>		
Reading	83%	65% (+18)
Math	79%	55% (+24)
<b><i>Fifth Grade</i></b>		
Reading	74%	61% (+13)
Math	80%	56% (+24)

### MAP Highlights:

According to NWEA's Measure of Academic Progress, students at Henry A. Coffeen (HAC) exceeded projected growth at all grade levels in both Reading and Math. We saw our highest fall to spring growth in first grade, where students grew an average of 23.1 points in Reading and 30.2 points in Math, compared to the projected growth of 16.8 and 18.6 in those areas respectively. Of the twelve tests, K-5 in both Reading and Math, HAC students were in the 99th percentile for Conditional Growth in seven of the tested areas.

### Writing Highlights:

- ❑ 81% of students K-5 scored proficient or advanced on the Informational DWA
- ❑ 81% of students K-5 scored proficient or advanced on the Opinion DWA
- ❑ 78% of students K-5 scored proficient or advanced on the Narrative DWA

### Reading Highlights

- ❑ 84% of students K-5 scored at or above their grade-level benchmark on the F&P final assessment in Spring 2016
- ❑ 79% of students 3-5 scored proficient or advanced on 2016 PAWS

### Math Highlights

- ❑ 61% of students K-5 scored at a proficient or advanced level on Spring MAP
- ❑ 77% of students 3-5 scored proficient or advanced on 2016 PAWS



## **School Improvement SMART Goals:**

- Reading: HAC will increase the percentage of students scoring proficient or advanced on the PAWS reading assessment from 79% to 85% in grades 3-5 by 6/2/17.
- Math: HAC will increase the percentage of students scoring proficient or advanced on the PAWS math assessment from 77% to 85% in grades 3-5 by 6/2/16.
- Attendance: HAC will decrease the number of students reaching 12 or more absences, not counting medical and other excused absences, from 9.5% to 8.5% of students.

## **Strategies & Interventions:**

### **Professional Learning Communities**

We continue full implementation of intervention and enrichment (I/E) groups.

- Weekly team meetings focus on student data and essential outcomes. We are paying close attention to our at-risk and special needs students when looking at data and determining interventions.
- Rubrics and common assessments are used to evaluate student knowledge in order to target instruction.
- There is an increased emphasis on identifying essential outcomes in reading and developing common assessments to measure these outcomes.
- Teachers are using the assessment information gained from summer professional development to develop and implement proficiency scales to measure student progress. These scales allow students the opportunity to understand each learning target with clarity and set specific goals related to each learning outcome.
- Using technology, we continue to focus on implementing the Wyoming Language Arts standards.

### **Reading, Writing, and Math Instruction**

In addition to structured I/E groups, we will continue to teach using the workshop model.

- Writing is taught for a minimum of 30 minutes per day.
- Reading is taught for a minimum of 90 minutes per day.
- Math is taught for a minimum of 90 minutes per day.
- Teachers continue to work with flexible groups to adjust instruction based on student need (Guided Reading and Literacy Circles).
- K-3 teachers use Running Record Rubrics, Text Selection Rubrics, and Guided Reading Rubrics to reflect on and improve reading instruction.
- K-3 teachers meet monthly with the Literacy Coach for continued professional development in analyzing and using running records, reading instruction and appropriate selection of materials to improve instruction for students.
- Teachers use nonfiction and informational texts to assist students in gaining fluency with these forms of literature.
- Reading and Math Booster groups provide students with extended opportunity to attain proficiency. These groups run four days per week for 30 minutes each day.
- Teachers and interventionists are using a variety of Common Core resources to instruct students in Close Reading strategies and to assist students in gaining a deeper understanding of complex text.

We use the Fountas and Pinnell Leveled Literacy Intervention System (LLI). Students in grades K-5, who are below reading level, are ability grouped into 30-minute reading intervention groups. This instruction is in addition to classroom instruction.

Teachers continue professional development in Developing Number Knowledge and the Strength in Numbers model to develop awareness of the foundational skills needed by students to attain more advanced concepts.

### **Read 180**

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

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

### **After School Tutoring**

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

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

### **Leader In Me**

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

Through continued implementation of this philosophy, we will:

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

To sustain this change, we have:

- Developed a Student Leadership Team
- Established positive home-school relations
- Created a safe, orderly, and positive environment for children to succeed
- Initiated instruction in the 7 Habits for students
- Continued our focus on PBIS expectations within the leadership framework
- Applied the Boys Town social skills in our guidance curriculum

Next Steps for Leader In Me

- Provide Professional Development opportunities for teaching staff that have not been trained in 7 Habits
- Re-institute the Lighthouse Team (Leadership team comprised of staff members)

### **After School Programming:**

Our after school program reaches many students on a daily basis. Session Two is currently in progress and we provide additional academic instruction to 74 students on Mondays and Wednesdays, and 68 students on Tuesdays and Thursdays. Session Two courses include Light and Sound, Powders and

Crystals, Rocks and Minerals, Input/Output of the Human Brain, Dinos and Fossils, Materials Science, Little Bits, Robotics and Automation, and a class at the Broadway Center as a partnership with Sheridan College.

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



**Woodland Park Elementary**  
**Principal: Paige Sanders**

## **Fall School Improvement Report 2016**

### [PRESENTATION](#)

#### **Achievement Results Highlights:**

##### **PAWS Data Highlights (% Proficient & Advanced)**

	<b>Woodland Park</b>	<b>State Average</b>
<b><i>Third Grade</i></b>		
Reading	75%	58% (+17)
Math	67%	53% (+14)
<b><i>Fourth Grade</i></b>		
Reading	84%	65% (+19)
Math	91%	55% (+36)
<b><i>Fifth Grade</i></b>		
Reading	89%	61% (+28)
Math	95%	56% (+39)

##### **MAP Highlights:** [Data Tracking Link](#)

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

We will continue to use Winter MAP testing for all students. This will allow us to validate our progress monitoring data using another form of data partially through the year in Reading, Language, and Math. Overall, MAP and our common assessments provide teachers with additional data in order to adjust teaching strategies or interventions based on student need. Our data is posted in Google Drive for teachers to reflect on and ensure all students are making growth.

##### **Attendance Goal:** [Link to Attendance SMART Goal](#)

In 2016-17, we will use tier 1 and tier 2 interventions to reduce the percent of students missing between 7 and 9 days of school from 41.3% last year to 35% this year.

## **School Improvement Action Steps:**

We have a lot to be proud of at Woodland Park Elementary. As we continue to refine and reflect our use of the PLC model we have put a lot of focus on our mission, vision, collective commitments, and school goals. We use, reflect and refine our proficiency scales and common assessments in reading, writing, and math. Teachers use student data to guide their instruction with the end goals of student learning, proficiency for ALL in math and reading, continued PAWS improvement, and 100% proficiency on Benchmark reading assessments.

We continue to reflect on our areas of need and seek out the resources we have. While we are incredibly proud of our students and the growth they make, we will never stop learning how to help them be successful learners and ultimately ensure proficiency for all of our students. The PLC model allows us to more effectively provide the best education to each and every learner. Students who show that they need more time to fully understand a concept receive extra help during WIN (What I Need, intervention/enrichment) groups. Likewise, students who have mastered an outcome get the opportunity for enrichment. The WIN time and collaboration is what makes our PLC so effective with individualized student learning. During our collaboration time we are able to answer the four critical questions of a PLC: what do we want students to learn, how will we know if they've learned it, what will we do if they haven't learned it, and what we will do if they've demonstrated proficiency?

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

Our after-school program is another source of pride for us at Woodland Park and another excellent way for us to intervene and enrich. Students who are part of this program meet Monday through Friday until 5:15. The programs starts with enrichment (Lego Programs, Project Lead the Way, Broadway Center, Financial Class, engineering, etc.), followed by remediation as needed with certified teachers. Remediation is organized like our WIN groups, using guided reading, writing, and math. Teachers use data from PLCs to help guide instruction to fill in learning gaps.

## **Reading Action Steps:**

Reading in the elementary school lays the essential foundation of literacy that enables all future academic achievement. At Woodland Park, we understand the crucial role effective literacy instruction plays in the lives of our students. We want our students to read for meaning and check for understanding at a deeper level with text at their grade level. This could be done through the use of shorter text and within each content area by focusing on reading strategies and our ELA State Standards. With this in mind, as a staff, we plan continuous reflection and growth with our instruction, assessment, and intervention practices this includes the use of our Running Record Rubric, Guided Reading Rubric, and Text Selection Rubric.

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

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

### **Mathematics Action Steps:**

In an effort to better fulfill the demands of the Wyoming State Standards, we have teams piloting either the new version of our Everyday Math curriculum or Eureka Math. Our Math Coordinator, Terry Martin, has done an excellent job helping us integrate the new Everyday Math curriculum and Eureka, as well as helping our teachers align the curriculum with the state standards and fill in any gaps with the necessary skills to help our students become successful mathematicians through our vertical alignment and school wide math book study.

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

### **Behavior Action Steps:**

Woodland Park continues to use the Consequence Guide to ensure continued use of PBIS and consistency among discipline and behaviors. We continue to be a Bucket Filling school. Bucket Filling involves saying and/or doing something kind for yourself and others. Bucket Filling is one of the most popular and effective character development programs. Bucket Filling focuses on the positive and enhances other character development programs, including fostering a growth mindset, which is something we continue to encourage with our students. We are finding all of our character traits (kindness, respect, responsibility, trust, fairness and citizenship) become more tangible. We continue to use self-control (mindfulness) for students in grades K-5th, along with the Check-in/Check-out system for struggling students to build positive relationships between students and adults and encourages students to be mindful about their behavior on a regular basis. The Check-in/Check-out system is an individualized plan tailored to what students are struggling with behaviorally. Our students know what is expected of them behaviorally. These expectations are continually reinforced and are posted throughout our school so that we can focus on learning without letting behaviors take up valuable learning time. This has proven to be a beneficial tool at Woodland Park.

### **Strategies & Interventions:**

- Continue to meet the needs of our students through complexity and the Wyoming State Standards, ensuring that all students reach proficiency
- Attendance Tracking
- Common formative assessments to help us guide and focus instruction
- Meeting vertically to look at assessments on the same standards across grade levels
- More exposure to shorter text, with grade level text, with an emphasis on reading for meaning and a deeper understanding of the text
- Data Notebooks
- After school as well as 10 minutes within our PLCs is devoted to professional development (reading, writing and math)

- Math mini lessons
- Grade level monthly focus groups and coaching cycles with Kristie Garriffa (Literacy Coordinator) and ongoing collaboration with Terry Martin (Math Coordinator)
- Literacy/Technology Night for Parents
- Math/Technology Night for Parents
- Thriving Kinders Parent Night
- STEAM/ASP Parent Night
- Newsletters are informative and offer a teaching component
- Afterschool program provides both intervention and enrichment
- Continue with WIN groups for reading, writing, and math interventions and enrichments



## Fall School Improvement Report 2016

### **Achievement Results:**

HP students scored between 11 and 27 percentage points better than the state averages on PAWS test. This year we received a letter from the Wyoming Department of Education congratulating and recognizing the staff of Highland Park on exceeding expectations in school performance for three consecutive years based on the PAWS test.

### **PAWS Data (Percent Proficient & Advanced)**

	Highland Park	State Average
<i><b>Third Grade</b></i>		
Reading	80%	58% (+22)
Math	70%	53% (+17)
<i><b>Fourth Grade</b></i>		
Reading	76%	65% (+11)
Math	68%	55% (+13)
<i><b>Fifth Grade</b></i>		
Reading	80%	61% (+19)
Math	83%	56% (+27)

### **MAP Highlights:**

According to NWEA's Measure of Academic Progress, students at Highland Park showed an average growth of 20.6 points on the math test and 16 points on the reading test from Fall testing to Spring testing in 2015-16. The first grade students at Highland Park had an average MAP growth of 32 points on the math test and 25 on the reading test. Of the twelve tests, K-5 in both reading and math, Highland Park students were in the 99th percentile for Conditional Growth in six of the tested areas and no subject area or grade level was below the 80th percentile. Based on the Fountas and Pinnell benchmark assessment Highland Park started the year with 79% of the students in grades K-5 reading on grade level and ended the year with 86% of students K-5 reading on grade level, a difference of 7%.

### **School Improvement SMART Goals:**

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

Our School Improvement Goal for Math is to have 100% of students proficient in the non-negotiable standards teachers have chosen for their students. This is a promise our teachers are making to their students, teaching partners, and families.

Our School Improvement Goal for attendance is to reduce the number of absences of 10+ days from 17.1% to 12% for all students, excluding medical and activity exemptions, by communicating with all stakeholders the importance of consistent daily attendance and celebrating student learning.



## **Strategies & Interventions:**

Our strategies and interventions will continue to be centered on the Professional Learning Communities (PLC) model. Through small group intervention based on student performance on teacher generated common assessments. These assessments will be centered around proficiency scales teachers created on what we feel are essential reading standards all students in a grade level must know. Each grade level has chosen at least eight non-negotiable standards in math and reading as well as one writing genre they are committing to so all students are proficient in these areas before the end of the year. Teachers are paired with a “buddy” class (K&3, 1&4, and 2&5) and teachers are giving up thirty minutes a week of their planning time to work with at risk students in their buddy class. The staff continues to be creative as they look to best meet the needs of all of our students. We will also meet the needs of students through instructional strategies focused to address the learning needs of each child. These needs will be directly addressed in our intervention groups, differentiated instruction, individual and small instruction groups, as well as in our after school program.

*Draft*  
*Personnel*  
*Action*  
*Report*

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2**  
**DRAFT PERSONNEL ACTION REPORT**  
**November 7, 2016**

**CLASSIFIED STAFF:**

**Changes/Transfers:**

Sally Jones Ft. Mackenzie High School/ the Wright Place	Cook-Head 4.5 hours/day (177 days) to 5.0 hours/day-Lunch/ 1.0 hour/day Breakfast (177 days)	Effective 11/01/2016
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**Resignations:**

Sharon DeWitt District	Bus Driver-Rotator 2 hours/day (175 days)	Effective 11/01/2016
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Ronald Maixner District	Bus Driver 4 hours/day (175 days)	Effective 11/11/16
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**Termination:**

Stephany Carrillo Sheridan Junior High School	Paraprofessional-Special Education 1:2 7.0 hours/day (176 days)	Effective 11/8/16
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**EXTRA DUTY 2016-2017**

**Approvals:**

<u>Name</u>	<u>Position</u>
Curt Mayer	Weight Room-2nd Quarter
Timothy Daniels	Weight Room-2nd Quarter

**SPECIAL PROGRAMS EXTRA DUTY 2016-2017**

**Approvals:**

<u>Name</u>	<u>Position</u>
Judith Dougherty	Reading Professional Development
Kristie Garriffa	Teacher Development

**SHERIDAN COUNTY SCHOOL DISTRICT NO. 2**  
**DRAFT PERSONNEL ACTION REPORT**  
**November 7, 2016**

**SHERIDAN JUNIOR HIGH SCHOOL EXTENDED SCHOOL YEAR (ESY)  
PROGRAM STAFF 2016-2017**

<u><b>Name</b></u>	<u><b>Position</b></u>
Craig Blackwell	Paraprofessional
Shauna Trujillo	Paraprofessional

**MEADOWLARK BRIDGES SCHOOL PROGRAM STAFF 2016-2017**

<u><b>Name</b></u>	<u><b>Position</b></u>
Janelle Dill	Teacher

**HIGHLAND PARK BRIDGES SCHOOL PROGRAM STAFF 2016-2017**

<u><b>Name</b></u>	<u><b>Position</b></u>
Kellie Boedecker	Teacher