

Employee Handbook



2023 – 2024

DUBOIS K-12 SCHOOL

700 North First Street
Dubois, WY 82513

FREMONT 2 PERSONNEL: 2023 - 2024	
Baker, Brock	Activities / Route Bus Driver
Bowles, Jennifer	9-12 Language Arts Teacher
Brown, McCall	Preschool 3-yr old program Teacher
Carter, Tracy	Paraprofessional
Chandler, Karen	Academic Interventionist
Claar, Sandra	Supt. & Board Administrative Asst./AP
Clouse, Fletcher	Math / Science Teacher: 7th / 8th Gr.
Dixon, Nancy	Human Resources/Payroll
Eisnicher, Felicia	K-12 Custodian
Gilgen, Deputy Dani	Student Resource Officer
Graff, Sadie	Kindergarten Teacher
Griffis, Bruce	Transportation / Maintenance Director
Harbaugh, Greg	Bus Driver/Maintenance
Harris, Melissa	5th Grade Teacher
Haughey, Lidia	MS/HS Career Tech Ed & Ag Teacher
Hinkle, Anna	School Nurse / Food Services Director
Hutchison, Megan	4th Grade Teacher
Johnson, Rachelle	SPED Paraprofessional
Kandt, Greg	7-12 Math Teacher
Kenyon, Chame	Food Service Assistant Cook
King, Kelli	6th Grade Teacher
Kintzler, Jason	HS Entrepreneurship Instructor
Marcus, Mike	K-12 Counselor
Matrin, Erin	1st Grade Teacher
McCabe, Jo Ellen	K-12 Administrative Assistant / Office Mgr.
McLain, Joi	Extended Day Lead Teacher
Miller, Nicole	K-12 Academic Resource Teacher
Naylon, Piper	2nd Grade Teacher
Neale, Caleb	Technology Director
Osegueda, David	Title I Teacher
Potts, Jessica	Lights On/Extended Day Para
Radkey, Janet	9-12 Social Studies Teacher
Reese, Tim	K-12 Art Teacher
Rich, Sampson	K-12 Physical Ed Teacher
Robinson, Jeremy	K-12 Head Custodian
Robinson, Sammi	K-12 Academic Resource Teacher
Romsa, Tad	K-12 Principal/Homeless Liaison, Title I, IX & Curric Dir
Sabatka, Paula	K-12 Librarian
Sanderson, Erik	Bus Driver / Custodial
Schwessinger, Samantha	9-12 Science Teacher
Schumann, Sherri	K-12 Custodian (PM)
Scott, Caitlin	SPED Paraprofessional
Seabolt, Katie	3rd Grade Teacher
Shaw, Diana	Pre-K Teacher / Extended Day Director
Slider, Jenifer	School Social Worker
Splichal, Steve	FCSD #2 Superintendent/SPED Director/504 Director
Strain, Penny	K-12 Academic Resource Teacher
Sullivan, Karen	College Biology Instructor
Trembly, David	Math / Physical Education / Activities Director
Vaden, Marika	School Psychologist
Wadge, Rebecca	SPED Paraprofessional
Wagner, Jason	LA / SS Teacher: 7th / 8th Gr.
Weiner, Rynne	Food Services Head Cook
Wilson, Jacinda	K-12 Music Teacher
Ysen, Amanda	Business Manager

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ACCIDENT REPORTING

All accidents involving students, staff or visitors must be reported in a timely manner. The supervisor in charge of the activity should document accidents. Forms are available through the office and should be completed as soon as possible. Please submit copies to the school nurse, the principal, and retain one for your personal records.

ACCREDITATION

Fremont County School District #2 is accredited through the Wyoming Department of Education.

ACTIVITIES

Dubois students participate in many activities including sports, clubs, class activities, and other school-related events. Participation in co-curricular as well as extra-curricular activities often contributes to the development of a well-rounded individual. It is in these events where students often develop leadership, perseverance, and other life skills necessary for success in later life. We encourage students and staff members to work together to provide ample opportunities for mutual growth outside the realm of the classroom. FCSD#2 affords equal opportunity to all students who wish to participate in these important school activities.

ASSEMBLIES AND PROGRAMS

Assemblies and programs are presented during the school day by the student council, the administration, or other organizations. Teachers are expected to attend with students and supervise for a safe, orderly event. Teachers may also be asked to participate in activities with students for a positive climate of mutual respect. Follow-up discussions within the classroom can ensure a meaningful experience for students.

AT-RISK STUDENTS

At-risk students are defined as those who, for any of a wide variety of reasons, are not succeeding at a normal, acceptable academic level. These students are typically identified by their regular classroom teacher, but may be recognized by school specialists, other school staff, parents, social agencies, or other adults working with the child.

When a classroom teacher identifies a student whom they feel is at risk for failing to meet grade level or course expectations, and feels the need of additional support in serving that student, they are to follow the procedure below. It is important to recognize that in the development and implementation of an intervention plan as in the provision of support services, the regular classroom teacher always retains full accountability for the student's academic growth and success. The function of the Building Intervention Team (BIT) is to provide regular classroom teachers with assistance in developing, implementing and monitoring an intervention plan containing intervention strategies, and accommodations aimed at student success.

- The BIT consists of the building principal, parent(s) or guardians, regular education teacher(s), support staff as necessary and/or counselor.
- The BIT meets as needed to assess new student referrals and to review and update the intervention plans of identified students.
- The process begins when a student's regular classroom teacher fills out a [BIT form](#) and schedules a BIT meeting. This form identifies concerns, and provides a record of documentation and interventions already tried.
- At the initial BIT meeting, the team will review the form and gather any other pertinent information from the student's cumulative educational records. The team will develop a BIT Plan that may include recommendations to the regular education teacher for intervention strategies and accommodations to be tried in the classroom.

- If, at any time during the BIT process, a team member suspects the student may be a student with a disability, a referral for comprehensive evaluation will be made to the 504 coordinator and/or special education director. Comprehensive evaluations may result in special education or a 504 plan.

If the student is found not to be in need of special education, a copy of the BIT or 504 plan will follow the student to his or her new teacher(s) each school year. Teachers will review these plans, and continue with the intervention strategies, accommodations and modifications outlined in the plan as deemed necessary. The intervention plan and/or 504 plan will be reviewed and updated by the BIT team at least annually.

ATTENDANCE

Please report absences or tardiness using the school's student management program at the beginning of each day. Middle School and High School teachers report attendance for each class period. Elementary teachers report a.m. and p.m. attendance. Please report any changes in attendance to the office immediately.

Be aware of current attendance and tardy policies and notify parents of specific attendance concerns. If students know they are going to be absent, the parent or guardian should call or send written confirmation to the office. Students should then obtain a pre-arranged absence slip and complete assignments before their absence if possible.

CARE OF FACILITY

Care of the facility is a continuing responsibility for all staff. Take the time to see that your room and the equipment in it are properly cared for. If we exhibit pride in the building, student attitudes will be similar in most cases. Students who are unwilling or unable to take proper care of things should be dealt with immediately, in as constructive a manner as possible. The concession kitchen may be used for special occasions but should be scheduled. Building security needs to be practiced by all staff and make sure doors are locked and latched [both interior and exterior] when you leave the building. Doors should not be propped. Work space should be kept neat and orderly and in accordance with the State Fire Code.

CHAIN OF RESPONSIBILITY

The appropriate procedure in seeking resolution to problems begins at the first level of concern. In the event of a student and/or parent concern, the classroom teacher is the first link in the chain and should make every effort to resolve the issue at that level. If further resolution is needed, the principal will be involved with the teacher/student/parent to see if resolution can occur. The next step would be to involve the superintendent and the final link in the local chain of responsibility is the board of trustees. To ensure that proper professionalism exists in the district, we all must follow this chain. For further direction, please reference the chart entitled "FCSD#2 Chain of Responsibility" in the Appendix.

CHILD ABUSE REPORTING

If you suspect a child is being neglected or abused (physically, sexually or emotionally), please report your concerns directly to the school principal. The school district is required by law to report abuse to either the Fremont County Department of Family Services or law enforcement officials. It is the responsibility of the principal to let you know the status of the incident report. If the complaint has not been reported, then you must report the complaint directly to DFS. Remember, it is not your role to investigate the situation, just to report.

CHILDREN OF EMPLOYEES

Fremont School District #2 tries very hard to be a family-friendly work environment. Our business is children so we welcome all children. There are, however, circumstances when it is inappropriate to have children in the workplace. Please apply the following guidelines.

If bringing a child to work with the employee is unavoidable, the employee must obtain their supervisor's permission prior to bringing their child to the work area. Supervisors shall refuse permission if the presence of the child(ren) is likely to create an unsafe or unproductive work situation.

The factors that the supervisors will consider are the work environment in the employee's area, the responsibilities and expectations of the employee, the potential effect of division of responsibility of the employee, the age of the child (i.e. are they old enough and capable of entertaining and caring for themselves without distracting or interrupting their parents or other staff members), how long the child needs to be present, and possible disruptions to the employee's and co-worker's work.

A child brought to the workplace in unavoidable situations will be the responsibility of the employee and must be under the direct supervision of the employee at all times. When children are brought to the workplace, the following requirements apply:

- Children are expressly prohibited from entering hazardous areas. Laboratories, kitchens, and workshops are examples of locations that often present hazards to children.
- Children are not allowed at parent-teacher conferences under any circumstances.
- The employee who brought the child to the workplace is responsible for keeping the child within his or her "sight and sound" at all times. The employee may not ask any other employee to supervise the child.
- The employee who brought the child to the workplace is responsible for all aspects of the child's behavior. The employee is responsible for the child's safety and is financially responsible for any damages caused by the child.
- The presence of the child cannot disrupt the work environment or negatively impact the productivity of the employee who brought the child or other employees or students.
- The employee's supervisor may direct the employee to remove the child from the workplace at any time if the supervisor determines that the child's presence negatively impacts District's interests.
- A child who has an illness that prevents him or her from being accepted by a regular day care provider, particularly a child with infectious disease, may not be brought to the workplace under any circumstances.

CIVIL RIGHTS COMPLIANCE

Fremont County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, disability, or handicap in admission or access to, or treatment or employment in, its educational programs or activities. Inquiries concerning Title VI, Title IX, and Section 504 may be referred to Fremont County School District #2 Compliance Office, Superintendent Steve Splichal, PO Box 188, Dubois, WY 82513, or to the Office of Civil Rights, U.S. Department of Education, Federal Bldg., Suite 310, 1244 Speer Boulevard, Denver, CO 80204-3582.

COMMITTEES

All staff may be asked to serve on committees as necessary at the building and district levels.

COMMONS

Each wing has a commons area that is available for some classroom activities. It is the responsibility of any group using a commons area to clean up for the next group!

COMMUNICATIONS

- Daily announcements and district information are disseminated electronically.
- Please be sure to check both your email and mailboxes daily.
- Please establish a routine communication method with your students' parents/guardians.

COMPENSATION FOR PROFESSIONAL ACTIVITIES

On non-contract days, FCSD #2 may compensate certified employees for professional activities. This will apply to district directed student supervision or professional development opportunities.

COMPUTERS

- Teachers/staff are required to check and respond to email on a daily basis, use the district's student information system as appropriate, as well as submit attendance and lunch count electronically.
- Staff members should watch their computers carefully as confidential information may be released accidentally.
- Staff should also be alert to student damage or misuse of computers and/or the Internet
- All staff members will be required to submit a signed acceptable use contract.
- Staff should be familiar with how to back-up their computers to the district server and do so frequently.
- Students are allowed to use employee computers, ***under direct supervision only.***

CONFIDENTIALITY

Information from teachers, counselors, nurses, or other sources is given in confidence to assist you in helping students. It is inappropriate to share that information with anyone else in the community. Staff discussion of students should be limited to a professional level of conversation and be based on a staff person's need to know, and in proper place and time. All staff with access to confidential student information will be required annually to complete the online confidentiality training at the bottom of the staff resources page at fremont2.org or in shared Google docs.

COPYING

We are subject to copyright laws and it is our duty to know the regulations pertaining to these laws. Please use the machines appropriately and report any damage or malfunction immediately to the secretary or business office.

DANGEROUS DEVICES

Please remember that if a student is found to have, or reports that he/she does have a knife, firearms, bullets or any other dangerous device or what could be considered a weapon, those items should be confiscated immediately, brought to the office, and then to the principal's attention.

Incidents, which are truly accidental in nature will not be considered a discipline infraction. They may be returned to the student or to the student's parents by the principal if it is determined that they were brought by accident and will not be used to harm others.

****Classroom teachers:** Please inform students of the rules, encourage students to self-report or to report on others if infractions are observed. Please speak to the principal about allowing students to bring swords, knives, guns, or other weapons for book reports or other demonstrations within your classroom.

DISCIPLINE PLAN

“Generally, the teacher shall have the primary responsibility and authority for the maintenance of discipline in all school situations.” District policy, code JK

Consistent and fair discipline procedures in the classroom are the key to effective instruction. Your classroom environment should reflect the organizational rules and practices you’ve established under the basic premise that all students deserve the opportunity to learn in a safe and orderly environment of high expectations.

As the classroom teacher, you deal with student behavior issues daily. Be sure to keep parents informed on a regular basis. Phone calls, email, or written notes will help you keep parents informed and a part of the team. In-person conversations are the preferred method of communication. Positive notes and calls are also encouraged.

Students should be referred to the office for continued disrespect, extreme disruptions, dangerous situations and non-compliance as quickly as possible.

If you send a student to the office, the principal needs to know why. It is preferable for the principal, teacher, and student to talk together if at all possible. The classroom teacher will enter student discipline issues in the student management system as Log Entries and make a parent contact. The principal will reinforce classroom teacher’s discipline through time-out, detentions, suspensions or other measures. Staff other than the classroom teacher, must notify the classroom teacher or the office when rule infractions need to be recorded.

All employees are responsible for enforcing school rules for all students in all areas of the school campus and to work with the school discipline plan as described in the student handbook. Please review classroom and school-wide rules and general behavior expectations with students on a regular basis. Please model respectful and responsible behavior for our students at all times during the school day.

DISTRICT ASSESSMENTS

In addition to standardized assessments, classroom assessments within our District Assessment System (DAS) will be part of course curriculum and aligned to current standards rather than stand-alone activities. Current legislative rules require DAS to be aligned, consistent, fair, and have a defensible standard setting method. The new language places emphasis on alignment of the unified state standards.

DRESS CODE / PERSONAL APPEARANCE

The FCSD#2 dress code policy is designed to provide a consistent professional appearance for our students as it may affect the behavior and attitude of the students, and supports the reputation of the District image, both internally and externally. Please use good common sense and judgment. Staff should always project a professional image by modeling professional attire (appropriate to their position) and exemplary hygiene.

- If you are wearing certain clothing to the gym, it is not appropriate for the classroom (no shorts, etc.)
- Leggings are fine when worn with tunic-length tops/dresses/jackets.
- All clothing should be clean and in good shape. Refrain from wearing clothes that have tears, rips or holes, even if it is the current fashion. Clothing should not be too revealing.
- No clothing with offensive or inappropriate designs or stamps, please.
- The last school day of the week is **School Spirit Day**, *nice jeans* may be worn with Blue & Gold attire.

DUTIES

All staff will be expected to participate in extra duties that include student supervision during lunch, between classes, before and after school, as well as some extra and co-curricular activities. The principal will assign extra duties. The principal and athletic director will develop the extra and co-curricular duty schedule. If a staff member is assigned to an extra or co-curricular duty but is unable to attend, it is the staff member's responsibility to find a replacement well ahead of time. Please see the Appendix for specific duty related guidelines.

EMERGENCY DRILLS AND PROCEDURES

We will conduct monthly fire drills and practice emergency procedures throughout the year. Evacuation routes are posted in the classrooms. Make sure all students leave the classroom in an orderly manner, go with them and use your class roster to make sure all students are accounted for. A bell will notify you to return. Please make sure your students understand what to do in the event of emergency drills when they are out of their classroom or away from their class. ***All employees are responsible for reviewing the emergency procedures handbook and keeping it in your work space or classroom.***

EVALUATION

To facilitate a positive learning environment in which both students and educators experience success, growth, and achievement, FCSD#2 believes the primary objective of an evaluation system is to promote excellence in teaching, by improving instruction through teacher growth and development.

The FCSD#2 teacher evaluation system is aligned with the Wyoming Professional Teaching Standards Board professional teaching standards, is research based and is in accord with Charlotte Danielson's work Enhancing Professional Practice: A Framework for Teaching.

Evaluation for all employees is a collaborative, continual improvement process based on clear expectations in which competence is verified, areas of needed growth are identified, and strengths are assessed and acknowledged. The evaluation should emphasize professional growth in which employees are empowered to be reflective and self-directed.

The fundamental purpose of the FCSD#2 supervision and evaluation system is the continual improvement of support services and instruction for students.

EXIT INTERVIEWS

As employees leave the district, they are encouraged to complete an exit interview. If an employee chooses to complete an exit interview, he/she is encouraged to be honest, candid, and constructive in his/her responses. The purpose of the exit interview is to allow the district to improve and continue to develop recruitment and retention strategies. The information received through the exit interview will be kept confidential and will be analyzed regularly by the Superintendent and Board of Trustees to identify areas or determine trends that may need to be addressed by the administration and district.

FACILITY USE

Off hours facility use by staff and students: Please follow guidelines as outlined in Board Policy KF-R. All facility use must be processed online and approved by the building principal.

FIELD TRIPS

Field trips are an important component of instruction and provide students with opportunities for curriculum enrichment, for the chance to make connections between what they're learning in class and the "real world", and to learn and practice social skills in a public setting. Teachers are encouraged to actively seek opportunities for field trips throughout the year. Please avoid scheduling all or most of your field trips in May. Please include the proper budget code on your travel request.

Procedures for field trips:

- Complete a field trip request form, stating the purpose of the trip (form template in shared google docs)
- Complete a transportation request upon administrative approval of the field trip.
- Out of district trips require notification of parents and signed permission forms for each participating student for the specific trip.
- LOCAL field trips require advance parent notification and signed permission/medical release slips per student.
- Provide the office secretary with a student roster and attach a copy of the field trip permission/information form.
- Provide information about meals, clothing, etc. pertinent to the trip..
- Provide appropriate supervision and behavior expectations for students.
- Require students to keep the bus clean during and after the trip.
- Request a first aid kit from the school nurse and inquire about any student allergies.
- Chaperones will be required to complete the volunteer application form process two weeks in advance of the field trip.

FUNDRAISERS

All fundraising activities must be submitted for approval before the September board of trustees meeting each year. All activities must be approved first through the principal then superintendent and ultimately the board of trustees. All advertisements for school events must be approved first through the principal and then central office.

HANDBOOK

This handbook provides guidelines for employees at Fremont County School District #2. It should not be construed to be a contract as school board policy is the governing document. It is the responsibility of each individual staff member to be familiar with the school board policy manual, the employee and student handbooks. The District Policy Manual may be found on the district website at: <https://go.boarddocs.com/wy/fremont2/Board.nsf/Public#>

HARASSMENT, INTIMIDATION AND BULLYING

Harassment, intimidation or bullying is prohibited. Students or staff who engage in bullying, harassment, or intimidation shall be subject to disciplinary action. At the start of each school year, every teacher is required to review the district's harassment, intimidation and bullying policy with the students and discuss the policy with them. Please see the appendix for the complete policy (JICFA) and become familiar with the expectations. ***Every employee is responsible for recognizing and reporting any harassment, intimidation or bullying.***

HOMELESS STUDENT IDENTIFICATION

FCSD#2 complies with the McKinney Vento Homeless Act and is responsible for identifying and providing support services to students experiencing homelessness and/or unaccompanied youth. Every employee is responsible to report names of students you suspect may be experiencing homelessness to the homeless liaison.

HOMEWORK

The purpose of homework can best be summarized in four main areas:

- Preparation: Homework assigned to prepare students for the next day's lesson.
- Practice: Homework assigned to reinforce skills from the day's lesson.
- Extensions: Homework assigned to extend or transfer skills taught.
- Creativity: Homework that requires synthesis of skills and concepts previously taught.

ILLNESS

Substitutes will be provided in cases of sickness or for other leave requests submitted and approved in advance. Please request your own substitute through Ready Sub as soon as possible by 8:00 p.m. the evening prior to work day, or no later than 6:30 a.m. the day of illness. Upon your return, you will need to complete and submit a staff leave request via Web Link. For family and medical leave information, please refer to board policy GCCAB.

Please provide lesson plans and assignments, as well as extra duties you regularly perform, including emergency plans, rosters and seating charts.

INSTRUCTIONAL MATERIALS

Textbooks and instructional materials that are issued to students must be accounted for by classroom teachers through a check out process. Students are liable for missing or damaged textbooks, electronic devices and instructional materials.

KEYS

Building fobs and classroom keys will be issued to each employee. Lost keys and/or badges must be reported to the office/principal immediately. The security of the building is compromised if a key is lost. Employees are responsible for their keys and **they may NOT be given to students or other individuals.**

KITCHEN USE

The kitchen area and materials used for the school lunch program are off limits to students and staff. The concessions kitchen may be scheduled. Employees and students are responsible for cleaning up the area, utensils, etc.

LEAVE REQUESTS

Please submit requests for undesignated leave via Weblink **and** ReadySub with at least 72-hour advance notice. Leave requests will be granted according to district policy.

Please give details about lesson plans and assignments, as well as extra duties you regularly perform.

LEAVING CAMPUS

Should a situation arise that requires you to leave campus for a brief time, including lunch, please notify the office, sign out and sign back in upon your return. Personal business or errands should be done outside of the workday if at all possible. If not, please arrange for an undesignated leave day to take care of personal business transactions that require much of your attention.

LESSON PLANS

Daily or weekly lesson plans are to be prepared and used in your classroom and submitted each Monday by 8am. Instruction must be designed to help students meet grade level standards and benchmarks. We must also provide remediation for those who fail to reach a benchmark and enrichment for those who have reached the benchmark. We are held accountable for teaching what we say we are teaching and providing evidence that learning is taking place in our school. Each teacher must have a comprehensive substitute plan available that explains classroom procedures and expectations that should be readily available within their classroom. Please advise the office of the location of the substitute folder within your room.

LIABILITY AND INSURANCE INFORMATION

All Employees

Any outside source requesting information must be directed to the Principal. You are not to disclose any information without approval of the principal.

Legal Liability

Teachers and the school district share a heavy responsibility for the safety of students in the classroom and during school-related activities. To establish that a teacher was negligent in any accident, the following four recognized legal elements must be met:

- That a duty was owed to the student. A teacher is in a position of extraordinary responsibility. The extent of an existing duty depends on the definition of behavior by a “reasonably prudent teacher” under similar circumstances. The “reasonable teacher” must exercise “due care” to prevent injury to students within his/her charge.

- There was a breach of duty by the teacher.
- The teacher's breach of duty was associated with an accident.
- The student suffered injury or damages. In some court decisions large judgment have been awarded for relatively minor injuries.

To mitigate the possibility of legal action, these suggestions are made:

- Students are to be supervised at all times and informed of expected behaviors.
- Give students instruction in the proper use of equipment and safe work habits.
- Obtain parent permission slips for activities outside of the school building. This does not relieve the teacher of responsibility, but does evidence proper concern for the welfare of students and notification of parents.
- Report the circumstances of an accident on district form after notification of a principal.

FCSD #2 carries liability insurance for all its teachers except in the case where negligence is proven, and then the teacher's personal liability insurance provides coverage. The district carries a Workman's Compensation policy to protect those injured on school time. Check with the business office regarding eligibility.

MAINTENANCE/ ROOM REPAIR

When an item in your room requires repair, please let the custodial staff know as soon as possible. Students should be held accountable for proper room care and should help keep rooms clean, and keep their materials organized.

MEAL ACCOUNTS

Please maintain a positive balance in meal accounts. Notification of a negative balance will require prompt payment. Accounts exceeding -\$25.00 will not be allowed to accrue further charges. Lunch balances may be viewed in your Infinite Campus account, or you may also inquire at the office.

MEDIA CENTER

The media center is a hub of student activity. Teachers may use the center for research, computer use and as a teacher resource area. Students using the area must be supervised by a staff member, and/or the librarian. Please check with the librarian for schedule times.

MEETINGS

Regular faculty and committee meetings will be decided by administrators, committee chairs or department heads at the beginning of the school year. You should then schedule all other meetings and activities on other days, as your presence is essential to good teamwork and morale, your colleagues, and our district strategic plan.

MOVIES IN THE CLASSROOM

Use of movies in the classroom can be beneficial to the learning process, if used properly.

Proper use includes short video clips in conjunction with direct instruction directly related to content standards. Please be prepared to share your request to show a movie with the building principal in advance of the showing and address curricular needs with your request. If you have questions on the appropriate use of video or movies in your classroom, please speak with the building principal.

PARENT INVOLVEMENT

It is our goal to involve parents actively in their child's education. Teachers are expected to make calls and/or contact parents via email concerning their child in both positive and negative circumstances. Open house, class newsletters and parent/teacher conferences are sources of contact with some parents, but not nearly enough. Parental involvement is a critical element for student success. Please make an effort to communicate regularly with parents and keep a log or record of these contacts. Within the first two weeks of school, calls to parents should be taking place to open the lines of communication.

PARKING

Employee parking at the K-12 building is on the south side of Learning Lane and the rear activities parking lot.

PHONES IN CLASSROOMS

Phones are available for local and long distance calling; assigned codes are not needed. Please do not allow telephone usage to interrupt student instruction.

Personal cell phones are to be used by employees *only during break times or planning periods*; never during class or when you are on duty or supervising students.

Please follow these guidelines with your personal device at work:

- **Put it away.**
- Limit calls or texts during work; save casual conversations or social media posts for after work.
- Let voicemail pick up your calls.
- Make personal calls on your break in a private place.

PLANNING TIMES

Planning time is critical to effective teaching. You will be expected to use your planning time for grading, lesson planning and parent contacts. Should a situation arise that requires you to leave campus for a brief time, please notify the building principal and sign out and back in when you return. Personal business or errands should be done outside of the workday if at all possible. If not, please arrange for an undesignated leave day to take care of personal business transactions that require much of your attention.

PRESS RELEASES

We encourage you to inform the Dubois Frontier of things happening in your classroom. Prior to calling the paper, please inform the building principal of your intentions and let the office know when they will be arriving. In the interest of effective communication, the building principal should approve all information, articles, and photos for newspaper publication.

PROFESSIONAL MEETINGS

Attendance at professional meetings and conferences is encouraged, within budgetary limitations. Requests must be made in writing, with adequate notice. Please be prepared to discuss conference material with other staff as appropriate. Individual staff members are responsible for making their own necessary arrangements for approved professional development opportunities and filing the necessary paperwork with the business office for travel expenses and reimbursements.

PURCHASE ORDERS/REQUISITIONS

When ordering materials, you must ensure that you have sufficient funds in your budget. No employee is to purchase materials or enter into any financial agreements without prior administrative approval. Requisitions must be completed using WebLink. All purchases require prior approval. Local purchases may be made using a P-Card for local businesses and may not require prior administrative approval. Activity accounts are to be maintained by sponsors. District credit card purchases must be accompanied by completing a requisition and approved by your building administrator. Staff are expected to follow end of the year purchase guidelines.

REPORT CARDS AND PROGRESS REPORTS

Report cards are issued each 9 weeks for all K-12 students. We have an obligation to objectively report student progress to parents on a frequent and consistent basis. In between grading periods, it is the teacher's responsibility to make sure positive reports go home on a regular basis. A meaningful handwritten note, phone call, email, or progress report is a valuable communication method. Middle school and high school student grades are checked at the beginning of each week. **Teacher's grades should be updated by 8:30 a.m. of the first day of every week.**

Dubois High/Middle School Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Unless otherwise noted, grades are due at 4 p.m. on the day listed on the district calendar. We cannot prepare progress reports or report cards if you are not on time. It is imperative that you meet the required due dates and times. **It is your responsibility to keep track of the due dates and times as they are listed on the district calendar.**

Parents of students who are not meeting academic expectations should be notified as soon as possible by their classroom teacher. Please schedule a meeting immediately with the parents of failing or at risk students.

Teachers' make-up policies for missing assignments and student absence should be clearly communicated to students and parents in their course syllabus. Students with missing assignments should be held accountable through assigned make-up time either before or after school. The teacher should contact the parent to make arrangements as appropriate. If failing work is a chronic problem, consider a referral to the Building Intervention Team (BIT)

SECLUSION AND RESTRAINT

FCSD#2 uses the Mandt System recommended de-escalation program. Every employee working directly with students on a consistent basis will be part of an annual review of recommendations and procedures.

SEXUAL HARASSMENT

Sexual harassment is unacceptable in Fremont County School District #2. Please see district policy ACA for definitions and reporting procedures.

SPONSOR RESPONSIBILITIES FOR BUS TRAVEL

Please remember that trip sponsors are responsible for student behavior at all times while on activity or field trips. Bus drivers should not have to be involved with student discipline.

Food Restrictions:

- * Please no popcorn, sunflower seeds, dairy products or peanuts in the shell.
- * All beverages are to have screw down lids or juice foil packs.

Students are responsible for cleanup at the end of the trip. Coaches and sponsors are responsible for leaving the bus clean.

STAFF CONDUCT

School board policy GBEB best defines our expectations of staff conduct. “The board reaffirms one of the oldest beliefs in education: one of the best methods of instruction is that of setting a good example. The board expects that the staff of the district will strive to set the kind of example for students that will serve them well in their own conduct and behavior, which will contribute toward an appropriate school atmosphere. To that end, in dress, conduct, and interpersonal relationships, all staff should recognize that they are being continuously observed by students and that their actions and demeanor will be reflected in the conduct of the students.

The relationship between the staff and the students should be one of cooperation, understanding, and mutual respect. The teacher has the responsibility to provide an atmosphere conducive to learning and to motivate each student to perform to his/her capacity. The staff will strive to secure individual and group discipline and should be treated with respect by the students. Employees should extend to students the same respect and courtesy which they, as staff members, have a right to demand.

STAFF ETHICS

High standards of professional, moral, and ethical practices commonly recognized in human relationships are essential to the teaching profession and are an integral part of this code.

All members of the instructional staff have obligations with respect to professional practice. These obligations are shared employer-employee responsibilities based upon mutual respect and good faith. FCSD#2 adheres to the Professional Code of Conduct distributed by Wyoming’s licensure board found at:

<http://wyomingptsb.com/wp-content/uploads/misc/PTSB-Code-of-Conduct.pdf>

The educational system occupies a position of public trust involving not only the individual teacher's personal conduct, but also the interaction of the school and the community. Education is most effective when these many relationships operate in a friendly, cooperative, and constructive manner.

STUDENT ACTIVITIES

Staff members are expected to assist with the supervision of school activities. Game/worker schedules will be posted in the workroom and published in the weekly bulletin. Staff will be compensated for working athletic events per district practice. See the Appendix for specific Activities Sponsor Guidelines.

STUDENT BELONGINGS

Please take time to instruct students how to keep their materials in the proper place. Have students mark all clothing, equipment and materials with their name.

STUDENT/STAFF COUNSELING

Counseling services are available to students and staff within the district and should be delivered by those qualified staff members. While teachers model and very often mentor and coach students, you are encouraged not to counsel or advise a student on personal or family issues. Students with ongoing discipline and behavior problems may be referred for counseling by submitting a counseling request form.

STUDENT HEALTH

In the case of a student illness in your class while you are teaching, please have another student escort the ill student to the nurse or, when the nurse is not present, to the office. We will take appropriate action in the best interest of the student. In all cases, the office should be notified. **No medications should be administered by staff** (unless prior emergency arrangements have been made through an individual student health plan). The district nurse will make special medical concerns known to teachers and/or staff in a confidential manner.

STUDENT INSTRUCTION AND ASSESSMENT

Our classroom teaching practices are founded on the understanding that we design instruction based on district and state standards. We should frequently assess student understanding and progress toward standards. Our daily instruction is guided by the results of both formative and summative assessments and evaluations that we make of students in relation to curricular objectives. Students should have multiple opportunities to be successful and to improve their knowledge base and grade standing. Instruction and assessment should be differentiated through varied strategies that address student interest and learning styles.

STUDENT RECORDS

An accurate cumulative record shall be maintained for every child enrolled in the schools of this district. Data in the cumulative record shall be factual and objective. The cumulative records shall be limited to identifying data, academic work completed, level of achievement, attendance data, health data, standardized test scores, and family information.

Access to a student's cumulative record shall be limited to authorized school personnel, students, parents and legal guardians of the student. Any other access will require a subpoena or the written permission of the parent or legal guardian.

SUPERVISION

As school faculty members, students are entrusted to our care while they are at school. Supervision of all activities: classroom sessions, class meetings, passing times in the hallways, and on campus outside the building are our responsibility. It is our duty to make sure that whatever activity is going on is appropriately sponsored, to ensure the safety and well-being of all students. Incidents of misbehavior, harassment, fighting, profanity, or other abuse by students become our collective responsibility. We all need to work together to guide our students and to consistently monitor student behaviors. Please see the Student Handbook for specific expectations regarding student behavior.

SYLLABUS

Middle School and High School teachers must prepare a syllabus for each course taught, to explain course content, performance standards that will be met, academic expectations and grading policies. **Deliver a copy to the Principal for each course prior to the start of a new school year.** Your course syllabus should include: your name, phone number at school, school email address, planning time, course title, course description, content standards, performance standards, grading system, year overview of units of study and assessments, course materials and resources, classroom rules, notice of nondiscrimination, and a place for parents and students to sign and return.

While sharing your syllabus is required at the beginning of the year, please remember to review with parents throughout the year. Students and families need frequent and consistent communication on where you are in your progression of learning standards, benchmarks and assessments.

TEACHER MENTORS

Webster's New World Dictionary defines mentor as a wise advisor; a teacher or coach. A mentor may also be a listener, a guide, an advisor, a supporter, a role model, an encourager, a helper, a catalyst, and an ally.

Mentoring at Dubois K-12 School is a dynamic, nurturing relationship where a more experienced faculty member assists new staff in becoming a more fulfilled and productive member of the school. Mentoring is characterized by trust, respect, authenticity and care.

The goal of this program is to provide a supportive environment for new faculty as they learn more about Dubois K-12 School. The mentoring program is designed to enhance job performance, foster creativity, and reduce new employee stress.

Mentors are selected, experienced Dubois K-12 School faculty, who are dedicated to the development of new faculty members. They help new faculty through the transition from entry level to becoming experienced staff members.

Mentors do not function as supervisors. It is hoped that all Dubois K-12 School employees will have the opportunity to serve as mentors to new employees at some time during their employment.

TECHNOLOGY USE

It is the responsibility of each individual staff member to be familiar with Policy EHAA Acceptable Use; Policy EHAE Password Management; and Policy EHBB Email Security found in the Appendix.

TIMESHEETS (Classified staff) in TimeClock Plus (TCP)

Please approve your time weekly in TimeClock Plus (TCP). Unapproved time cannot be imported into payroll. Please look at the total hours for each week of the current pay period. Are your hours correct? The total hours in TCP will be the amount imported into the payroll system and that amount will be the basis for your pay. **PLEASE BE SURE YOUR TIME OFF HAS BEEN ENTERED IN WEBLINK*****

TOBACCO USE

Fremont County School District #2 is a “Drug Free” campus. Tobacco products in any form are not allowed. See the appendix for specific information regarding drug free campus.

VOLUNTEERS IN THE CLASSROOM

We encourage the use of volunteers within the classroom, driven by the teacher as needed. When hosting a guest speaker(s), please notify the building principal of topics/subject of date and time. All visitors/volunteers must follow the visitor/volunteer protocols.

Employee Handbook

APPENDIX

- Professional Code of Conduct
- Notice to Employees of the Drug-Free Workplace, Code: GBEC-R
- Homeless Students, Code: JFABD
- Student Privacy Protection and Parental Right of Inspection to Certain Material
Code JRAC
- Notification of Rights Under FERPA for Elementary & Secondary Schools, JRA-E(2)
- Seclusion and Restraint in Schools
- Class Sponsor Duties
- Activity Sponsor Guidelines / Coach’s duties
- Volunteer/Visitor
- FCSD #2 Chain of Responsibility
- Dubois High School Graduation Requirements
- Formal Evaluation Forms
- 2023-24 Emergency Phone Tree
- 2023-24 District Annual Calendar

This handbook provides guidelines for employees at Fremont County School District #2.

It should not be construed to be a contract as school board policy is the governing document. It is the responsibility of each individual staff member to be familiar with the school board policy manual, the employee and student handbooks. The District Policy Manual may be found on the district website at: <https://go.boarddocs.com/wy/fremont2/Board.nsf/Public#>



PROFESSIONAL TEACHING
STANDARDS BOARD

PROFESSIONAL CODE OF CONDUCT

Educators licensed by the Wyoming Professional Teaching Standards Board are expected to practice in line with the Rules and Regulations of the Board. In addition, professional educators are to understand the sanctity of trust placed in them by the parents/guardians of the children of Wyoming. The following three sections - Professional Educator, Technology, and Healthy Boundaries - aim to guide educators to professional practice in order to proactively address certain areas where the professional choice may not be an obvious choice. While certainly not exhaustive, this professional code of conduct is intended to be used as a tool to help guide and orient the educator's understanding of, respect for, and responsibility to the profession. Violating this code of conduct is not an independent basis for teacher discipline. Similarly, discipline may be imposed if a teacher violates the Board's rules regardless of whether that violation is also a violation of this code.

PROFESSIONAL EDUCATOR

- Adhere to federal and state laws, professional licensure requirements, and local school policies.
- Actively participate in and comply with Individualized Educational Programs and 504 plans.
- Ensure the workplace is free of sexual harassment or harassment of any kind. Any type of harassment should be reported immediately.
- Respect colleagues as fellow professionals and maintain civility when differences arise; resolve conflicts, whenever possible, privately and respectfully and in accordance with district policy.
- Respect differences; plan and advocate for inclusive groupings for instruction and other school activities so that plentiful, equitable, and quality educational opportunities are available for all students regardless of race, gender, family, social, or cultural background, national origin, political or religious beliefs, sexual orientation, or disability.
- Comply with inquiries regarding investigations and hearings initiated by the Professional Teaching Standards Board.
- Provide truthful information on all documents when applying for or renewing licensure.
- Protect students from any practice that harms them or has the potential to harm them.
- Use developmentally appropriate assessments for the purpose and manner they have been intended.
- Reflect on and assess your professional skills, content knowledge, and competency on an ongoing basis and commit to ongoing professional learning and development.
- Maintain confidentiality. Disclosure of information to persons who do not have both a right and a need to know is a violation of the law. Always respect the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice such as: grades, test scores, reports from related services personnel (school psychologist's reports, nurse, etc.), and information from community agencies (Department of Family Services, police department, etc.). Sensitive information shared by family members to you is confidential.
- Communicate with parents/guardians in a timely and respectful manner while maintaining appropriate confidentiality with respect to student information disclosed by or to parents/guardians unless required by law.
- Enhance the professional growth and development of new educators by supporting effective and supervised field experiences, mentoring, and induction activities across the career continuum.
- Recommend for employment only those educational professionals who have demonstrated professional and ethical behavior.
- Assign leadership roles equitably.
- Consider the implications and possible ramifications of engaging in a personal or professional relationship with parents/guardians, student teachers, colleagues, and supervisors.
- Conduct financial business with integrity and by honestly using property, facilities, materials, and resources in accordance with local policies and state and federal laws.

TECHNOLOGY

- Know your district's policy on the use of technology and communication.
- While using social media, maintain separate personal and

professional virtual profiles, keeping personal and professional lives separate and distinct. Always monitor your privacy/share settings as well as posts to-and-from contacts in order to maintain professionalism.

- Do not use your personal phone to text or call students.
- School computers are to be used only for school purposes at all times.
- Email students via your school-sponsored web site, computer, or email. Do not use your personal email account. Consider all emails public.
- Do not download sexually explicit or any inappropriate or questionable material on school computers.
- Exercise prudence in your posts. If you don't want the Superintendent reading it aloud to you in a meeting, don't post it.
- Be aware that once you post something, it may be there forever without any future control by you.
- Keep virtual work friendly. Do not use names of co-workers, bosses, or students in a negative connotation.
- Do not give out personal information.
- Movies, TV programs, internet sites, reading material, etc., used at school by you for students needs to comply with school district policy.

HEALTHY BOUNDARIES

- Maintain and communicate what

a professional relationship is with students inside and outside of school property or at extracurricular activities.

- Use caution in the way you touch students.
- Going to parties or socializing with students is inappropriate. Loose, inappropriate boundaries set the stage for harassment issues.
- Assigning or requesting students to do errands to meet personal needs is inappropriate.
- Inviting students to your home, especially when no one else is present, is inappropriate.
- A pattern of writing passes, making excuses, or providing rides home for a particular student or students is inappropriate.
- Respect students by taking into account their age, gender, culture, setting, and socioeconomic context.
- Always consider the implication of accepting gifts from or giving gifts to students.
- Do not engage in, solicit, or consummate any inappropriate written, verbal, or physical relationship with a student. It is never permissible to engage in romantic or sexual relationships with a student.
- Communicate to students with transparency and in appropriate settings, such as leaving your classroom door open during a private conversation.
- Affirm the helping nature of your relationship with students by assisting students obtain the

additional supports they may need — counseling, medical interventions, etc. Understand your professional limits and know when to refer to another professional.

- Ensure that a chaperone is present and available to students during off-campus school-sponsored activities (male chaperone for male students and a female chaperone for female students.)
- Model appropriate language for students. The use of profanity, vulgarity, put downs, sarcasm, hidden messages (e.g. sexual innuendos), or name calling, whether verbal or non-verbal, is inappropriate in the presence of students.
- Students need to be supervised at all times while in your classroom.
- Dress professionally — regardless of current trends. Dress in a manner in which you can be actively involved in student learning and activities and in a way that aligns to the mission and vision of the district.
- Do not use, possess, be under the influence of, or encourage the use of alcohol, illegal drugs, or the unauthorized use of drugs while on school property or at a school sponsored-activity.
- Entering into an adult relationship of any kind with a former student should be met with extreme caution. The professional educator never fosters an adult relationship with any student while the student is currently in school even if the educator is not or will never be the student's teacher.

NOTICE TO EMPLOYEES OF THE DRUG-FREE WORKPLACE

You are hereby notified that it is a violation of the policy of this District for any employee to possess or use alcohol in the workplace or to unlawfully manufacture, distribute, dispense, possess, or use on or in the workplace any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, or any other controlled substance.

Workplace is defined as the site for the performance of work done, including a school building or other school premises, any school-owned vehicle or any other school-approved vehicle used to transport students to and from school or school activities, or off school property during any school-sponsored or school-approved activity, event, or function such as a field trip or athletic event where students are under the jurisdiction of the School District.

You are further notified that it is a condition of your continued employment that you will comply with the above policy of the School District and will notify your Supervisor of your conviction of any criminal drug statute for a violation that occurred in the workplace or a determination that you as an employee used or were in possession of alcohol in the workplace, no later than five (5) days after the conviction.

Any employee who violates the terms of the District's Drug-Free Workplace Policy may be non-renewed or his/her employment may be suspended or terminated at the discretion of the Board of Trustees.

Any employee who violates the terms of the school district's drug-free workplace policy shall, unless terminated, satisfactorily participate in a drug and alcohol-abuse assistance or rehabilitation program approved by the Board. If the employee fails to satisfactorily participate in such a program, the employee shall be non-renewed or his/her employment may be suspended or terminated at the discretion of the Board.

LEGAL REF: Schedules I through V of Section 202 of the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulation at 21 CFR 1300.11 through 1300.15.

HOMELESS STUDENTS

DEFINITIONS:

1. "Enrollment" means attending classes and participating fully in school activities.
2. "School of origin" means the school that a student attended when permanently housed or the school in which the student was last enrolled, including a preschool. (42 U.S.C. 11432(g)(3)(I)(i)).
When the student has completed the final grade served by the school of origin, the term "school of origin" shall include the designated receiving school at the next grade level for all feeder schools.
3. "Homeless student" means individuals who lack a fixed, regular and adequate nighttime residence and includes:
 - a. Students who are sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
 - b. Students who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - c. Students who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings; and
 - d. Migratory students who qualify as homeless because the students are living in circumstances described in a - c above.
4. "Unaccompanied student" includes a student not in the physical custody of a parent or guardian.
5. "Parent" means a person having legal or physical custody of a child or youth.
6. "School liaison" is the staff person designated by the school district as the person responsible for carrying out the duties assigned to the local homeless education liaison by the McKinney-Vento Homeless Assistance Act.

IDENTIFICATION

In collaboration with school personnel and community organizations, the school liaison will affirmatively seek out and identify children and youth experiencing homelessness. The school liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth experiencing homelessness and procedures for forwarding information, including homelessness to the school liaison.

SELECTION AND ASSIGNMENT TO SCHOOL:

The District shall, according to the student's best interests, continue the student's education in the school of origin for the duration of homelessness, and for the remainder of an academic year in which the student becomes permanently housed, (42 U.S.C 11432(g)(3)(A)(i)(II)) or enroll the student in a District school that non-homeless students who live in the attendance area in which the student is actually living are eligible to attend.

In determining the best interest of the student, the District shall:

1. Presume that keeping the student in his/her school of origin is in the best interest, unless doing so is contrary to the request of the student's parent or guardian;
2. Provide a written explanation, including a statement regarding the right to appeal, if the District sends a homeless student to a school other than the school of origin or a school requested by the parent or guardian;
3. Ensure that the District's liaison helps with placement or enrollment decisions for an unaccompanied student and gives priority to the views of the student (42 U.S.C. 11432(g)(3)(B)(iv)), and provides a notice of the right to appeal, on placement and enrollment decisions.

The District shall not segregate homeless students from non-homeless students.

Best interest will be a child-centered determination, based on the needs and interests of the particular student and the parent or youth's wishes. Potential best interest considerations include:

- The impact of mobility on achievement, education, health, and safety of homeless children and youth (42 U.S.C. I 1432(g)(3)(B)(i i));
- The age of the child or youth;
- The distance of a commute and the impact it may have on the student's education;
- Personal safety issues;
- A student's need for special instruction;
- The length of anticipated stay in a temporary shelter or temporary location;
- The time remaining in the school year.

Services that are required to be provided, including transportation to and from the school of origin and services under federal and other programs, will not be considered in determining best interest.

The student may continue attending the school of origin for the duration of the homelessness and/or until the end of the academic year in which the student moves into permanent housing.

ENROLLMENT:

The District shall immediately enroll the student in the school selected even if the student is unable to produce records normally required for enrollment. The District shall immediately contact the school last attended to obtain relevant academic and other student records. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency;
- Transcripts/school records. If the school cannot promptly gain access to the student's former school records, initial placement of students may be made based on the student's age and information gathered from the student, parent and previous school or teachers;
- Immunizations or immunization/health/medical/physical records. If necessary, the school shall refer students to the school liaison to assist with obtaining immunizations and/or immunization and other medical records;
- Proof of guardianship;
- Birth certificate;
- Any other documents required;
- Unpaid school fees;
- Lack of uniforms or clothing that conforms to dress codes;
- Any factor related to the student's living situation.

Unaccompanied youth must also be enrolled immediately in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or school liaison. A student shall be granted enrollment even if he/she has missed application or enrollment deadlines during any period of homelessness.

ENROLLMENT DISPUTES:

If a dispute arises over school selection, enrollment or eligibility, the student shall be immediately admitted to the school requested, pending resolution of the dispute.

The parent or guardian of the student shall be provided with a written explanation of the District's decision regarding school selection, including the rights of the parent, guardian or student to appeal the decision through the State's Dispute Resolution Process, a copy of which is attached hereto as an exhibit. The student, parent or guardian shall be referred to the District's liaison who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied student, the District's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute. During any enrollment dispute, the student will have the right to all appropriate educational services, transportation, free meals and Title I, Part A services while the dispute is pending.

FREE MEALS

Hunger and poor nutrition are obvious barriers to learning. To help ensure that homeless children are available for learning, the U.S. Department of Agriculture has determined that all homeless children are automatically eligible for free meals. On the day the homeless child enrolls in school, the enrolling school must submit the student's name to the Food Service Director for immediate processing.

TITLE I, PART A;

Homeless children are automatically eligible for Title I, Part A services, regardless of what school they attend. The District will reserve such funds as are necessary to provide services comparable to those provided to Title I students to homeless children attending non-participating schools. The District's Title I plan will be coordinated through collaboration between the Title I Director and the school liaison.

SERVICES

Each homeless student shall be provided with services comparable to services offered to other students, including the following:

1. Homeless children shall have access to public preschool programs, administered by the state or school district as provided to other children in the District.
2. Homeless youth and youth separated from public schools must be identified and accorded equal access to appropriate secondary education and support services, including identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial course work satisfactorily completed while attending a prior school, in accordance with state, local and school policies.
3. Homeless children and youth who meet the relevant eligibility criteria shall not face barriers to access academic and extracurricular activities, including magnet school, summer school, career and technical education, advance placement, online learning, and charter school programs if such programs are available through the school district.
4. Homeless students must be given all educational services for which they are eligible including, but not limited to, Title I; special education; programs for English learners; career and technical education; talented and gifted programs; and school nutrition programs.
5. To ensure continued enrollment in school and access to services, homeless students enrolled in the District shall have access to adequate and appropriate school supplies and waiver of school fees consistent with the District's fee waiver policy as well as tutoring services deemed necessary and consistent with school policy.
6. The District shall ensure that homeless students receive assistance from counselors to advise such youths and prepare and prove the readiness of such youths for college, including instruction concerning the State's Hathaway scholarship program and post-secondary preparation.

TRANSPORTATION:

The District shall provide or arrange transportation for a homeless student to and from the school of origin when the student is residing within the District and the parent/guardian or unaccompanied student requests that such transportation be provided. Transportation will be provided for the entire time the child or youth has a right to attend that school, including during pending disputes. The school liaison will request transportation to and from the school of origin for the unaccompanied youth. The length of the commute will be considered only in determining whether the placement in the school of origin is in the student's best interest. Parents and unaccompanied youth must be informed of their right to transportation before they select a school for attendance.

If the homeless student moves to an area served by another school district, though continuing his/her education at the school of origin, the district of origin and the district in which the student is living must agree upon a method to apportion responsibility and costs for transportation to and from the school of origin. If the school districts cannot agree upon such a method, the responsibility must be shared equally.

COORDINATION:

The District shall coordinate the provision of services to homeless students with local service agencies and other agencies or programs providing services to homeless students and their families. Services will also be provided in cooperation with other districts on inter-district issues such as transportation, transfer of school records, and issues concerning appropriate credit for full or partial course work completed at a prior school to ensure that homeless students have access to available educational and related services.

SCHOOL LIAISON:

The school liaison shall ensure that:

- Homeless students are identified;
- Homeless students enroll and have a full and equal opportunity to succeed in District schools;
- Homeless families and students have access to and receive educational services through Head Start, Early Intervention, and preschool services;
- Homeless families and students receive educational services for which they are eligible and referrals to health care services and other appropriate services;
- Parents of homeless students are informed of the educational and related opportunities available to students and are provided with meaningful opportunities to participate in the education of their students;
- Public notice of educational rights of homeless students is distributed in location frequented by homeless parents, guardians, and unaccompanied youth and where such students receive services (e.g., schools, shelters, public libraries, and soup kitchens);
- Enrollment disputes are mediated through the McKinney-Vento Act dispute resolution procedures;
- Parents of homeless students or any unaccompanied student are fully informed of all transportation services;
- School personnel providing services to homeless students receive professional development and other support; (42 U.S.C. I 1432(g)(6)(A)(ix));
- Unaccompanied youth may obtain assistance to receive verification of their independent status on the FAFSA; (42 U.S.C. I 1432(g)(6)(A)(x)(III));
- School personnel, service providers and advocates working with homeless students and their families are informed of the liaison's duties.

STUDENT PRIVACY PROTECTION AND PARENTAL RIGHT OF INSPECTION TO CERTAIN MATERIAL

The parents of a student enrolled in Fremont County School District Number 2 shall have the right to inspect, upon written request, a survey created by a third party before the survey is administered or distributed by the school to the student. Upon receiving such written request, the school shall provide the parent requesting such survey information, a copy of the survey within two (2) business days of receiving the request. The school shall ensure that it will give a copy of the survey to the parent prior to administering or distributing the survey to that parent's child.

The school district recognizes that students are not required to respond to surveys requesting certain types of information. Specifically, the student is not required to provide information regarding the following issues:

- political affiliations or beliefs of the student or the student's parent;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, antisocial, self-incriminating, or demeaning behaviors;
- critical appraisals of other individuals with whom respondent has close family relationships;
- legally recognized privilege or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations or beliefs of the student or the student's parents; and
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Upon the school's receipt of a survey requesting information described by any of the subjects above, the school district shall, within a reasonable time before distributing that survey, give notice to parents of the students to whom the survey is directed. This notice shall inform the parents of their right to inspect the survey. The notice shall further notify the parents that their child is not required to respond to those particular subjects listed above. If a parent desires that his/her child shall not take the survey, that parent must notify the school in writing of his/her request.

Any parent of a student of Fremont County School District Number 2 may, upon written request of the parent, inspect any instructional material used as part of the educational curriculum for the student. Such written request shall be delivered to the Principal's office. Upon receiving such written request, the Principal, or his/her designee shall respond to the written request by notifying the parent when he/she may inspect the requested material. The Principal or his designee shall respond within a reasonable time following the receipt of such written request, and shall make the requested materials available for inspection within a reasonable time following receipt of such written request. The materials shall be open to inspection by the parent who requested such inspection during the normal business hours of the school.

From time to time, the school district may deem it necessary to perform physical examinations or screenings on students. Such screenings may include, but not be limited to, hearing screening, vision screening, physical examinations, and other examinations or screenings for the general health and welfare of the students. Each year at the beginning of the school year, the school district shall directly notify the parents of the specific or approximate dates during the school year when the physical examinations or screenings are scheduled or expected to be scheduled. The school district may require students to obtain physical examinations prior to participating in any athletic or extra-curricular activities. The school shall notify the parents of any non-emergency, invasive physical examination or screening that is a) required as

a condition of attendance; b) administered by the school and scheduled by the school in advance; and c) not necessary to protect the immediate health and safety of the student or of other students. Parents who do not want their child to participate in such screening or examination must deliver written notice prior to the date of such scheduled screening or examination, and such written notice shall specifically state that the parent does not want his/her child to be subject to the particular screening or examination. The school district may also perform physical examinations or screenings without notice to the parents in an emergency situation where a student has been injured in a manner which requires immediate attention.

Occasionally, the school may administer surveys involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information, or for otherwise providing that information to others for that purpose. The school district shall notify parents at the beginning of the school year when such surveys may be administered, or when they are expected to be scheduled. In the event of the administration of such a survey, the school district will take measures to protect student privacy, according to District Policy and Procedures JRA and JRA-R.

Each parent of a student at Fremont County School District Number 2 shall have the right, upon written request, to inspect any instrument used in the collection of personal information in the above paragraph before the instrument is administered or distributed to the students.

THE SCHOOL DISTRICT MUST PROVIDE REASONABLE NOTICE OF THE ADOPTION OR CONTINUED USE OF THESE POLICIES DIRECTLY TO THE PARENTS OF STUDENTS ENROLLED IN THE SCHOOLS IN THIS SCHOOL DISTRICT. AT A MINIMUM, THE SCHOOL DISTRICT MUST PROVIDE SUCH NOTICE AT LEAST ANNUALLY AT THE BEGINNING OF THE SCHOOL YEAR, AND WITHIN A REASONABLE PERIOD OF TIME AFTER ANY SUBSTANTIVE CHANGE TO THE POLICY, AND AFTER AN OPPORTUNITY FOR THE PARENT TO OPT THE STUDENT OUT OF PARTICIPATION IN AN ACTIVITY REQUESTING INFORMATION WHICH STUDENTS ARE NOT REQUIRED TO PROVIDE.

NOTE: THIS POLICY MUST BE DEVELOPED IN CONSULTATION WITH PARENTS.

CLBA Reference: Title X, Part F, '1061

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

FREMONT COUNTY SCHOOL DISTRICT #2
Notification of Rights under FERPA for Elementary and Secondary Schools

NOTIFICATION OF RIGHTS UNDER FERPA FOR ELEMENTARY AND SECONDARY SCHOOLS

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s education records. These rights are:

(1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access.

Parents or eligible students should submit to the School principal (or appropriate school official) a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

(2) The right to request the amendment of the student’s educational records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student’s privacy rights under FERPA.

Parents or eligible students who wish to ask the School to amend a record should write to the School principal (or appropriate school official), clearly identify the part of the record they want changed, and specify why it should be changed. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the School has contracted as its agent to provide a service instead of using its own employees or officials (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the School discloses education records, including disciplinary records relating to suspension and expulsion, without consent to officials of another school district in which a student seeks or intends to enroll.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School District to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5920

Fremont County School District #2 will make available to the public directory information pertaining to students at Fremont County School District #2. Directory information includes the following: the student's name, address, telephone listing, electronic mail address, photograph, video or any other electronic media, date and place of birth, participation in officially recognized activities and sports, weight and height of members of athletic teams, date of attendance, the most recent previous education agency or institution attended, and degrees and awards received. If you are unwilling to allow any or all of the above-described directory information to be released without your consent, you must notify the Office of the Superintendent within thirty (30) days from the date of this notice.

Code: JLJ-R

SECLUSION AND RESTRAINT IN SCHOOLS

I. Definitions.

All definitions used in this policy shall be consistent with the definitions in the Rules. For the purpose of clarity, the following definitions are restated:

A. "Administrative Review" is when an administrator or other appointed-personnel, who have received training in the use of physical restraint and seclusion, shall determine whether continued physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others. Upon a determination that such continued physical restraint or seclusion is necessary, such individual shall make a new determination every thirty (30) minutes thereafter regarding whether such physical restraint or seclusion is necessary to prevent immediate or imminent injury to the student or to others.

B. Emergency means a situation constituting an imminent risk to health or safety.

C. Imminent Risk means an immediate and impending threat of a person causing substantial physical injury to self or others.

D. Prohibited Practices means that certain activities or objects are prohibited from being utilized with students under any circumstances. Prohibited practices include:

1. Aversive means an intervention that is intended to induce pain or discomfort to a student for the purpose of eliminating or reducing maladaptive behaviors.
2. Locked Seclusion means a seclusion room with a locking device that is engaged by leverage of an inanimate object, key, or other mechanism to keep the door closed without constant human contact. The term does not include a securing mechanism requiring constant human contact, which upon release immediately permits the door to be opened from the inside.
3. Mechanical Restraints include devices or equipment designed or utilized to restrict the free movement of all or a portion of a student's body. The term does not include assistive or protective devices or equipment prescribed by an appropriately trained professional or professional team that are used for the specific and approved purposes for which such devices or equipment were designed and prescribed.
4. Prone Restraints include holding a student in a face down position or in any position that will:
 - a) obstruct a student's airway or otherwise impair the ability to breathe;
 - b) obstruct a staff member's view of a student's face;
 - c) restrict a student's ability to communicate distress;
 - d) place pressure on a student's head, neck, or torso; or
 - e) straddle a student's torso.

E. Restraint means the use of physical force, with or without the use of any device or material, to restrict the free movement of all or a portion of a student's body. Restraint does not include comforting or calming a student, holding the hand or arm of a student to escort the student if the student is complying, intervening in a fight or using an assistive or protective device prescribed by an appropriately trained professional or professional team.

F. Seclusion means removing a student from a classroom or other school activity and isolating the student in a separate area. Seclusion occurs when a student is placed in a room or location by school personnel, purposefully separated from peers, and prevented from leaving that location. Separation in an area where the student is prevented from leaving is always considered seclusion. The term does not include a student-requested break or in-school suspension, detention or other appropriate disciplinary measure. Seclusion does not include time out, which means providing the student with a brief opportunity to regain self-control in a setting that does not physically remove the student from peers or the learning environment, and the student is not physically prevented from leaving the time out area. The use of time out is not regulated by this policy.

1. Seclusion from the Learning Environment means visually or audit orally isolating the student from the classroom or other school activity, or away from peers in an area that obstructs the student=s ability to participate in regular classroom or school activities.

2. Isolation Room means placing the student in an enclosed room built in compliance with all relevant health and safety codes and in compliance with Wyoming Department of Education Physical Space Requirements for Isolation Rooms.

G. “Time out” means providing the student with a brief opportunity to regain self-control in a setting that does not physically remove the student from peers or the learning environment, and the student is not physically prevented from leaving the time out area.

II. Staff Training.

- A. The district adopts the CPI evidence-based model for the purpose of training and safe implementation of seclusion and restraint.
- B. A core group of classified and non-classified staff shall be certified consistent with CPI for the safe and appropriate use of physical restraint. This core group of staff shall be recertified according to CPI standards.

1.The initial training for each staff member shall be completed in accordance with the model program.

2.The ongoing training shall be completed in accordance with the model program.

C. All staff shall receive training in the prevention of physical restraint and seclusion including skills training related to positive behavior supports, safe physical escort, conflict prevention, de-escalation, and conflict management. Professional development in this area will be ongoing.

D. In addition to the ongoing training for all staff referred to above, all staff shall also annually receive information regarding the implementation of this policy, including information regarding the staff members assigned as core group of staff in paragraph B.

III. Seclusion and Restraint Procedures.

- A. Restraint.

1. Non-emergency situations: only trained, certified staff pursuant to paragraph III.C above shall be permitted to utilize restraint as part of a planned behavior intervention.

2. Emergency situations: Any staff member may intervene for the purpose of restoring safety in a bona fide emergency situation constituting an imminent risk to the health or safety of students, staff or others.

3. Durational guidelines: The following durational guidelines are to be followed when implementing a restraint:

- a) the minimum amount of time necessary to de-escalate the conduct necessitating restraint will always be used.
- b) The duration of the initial restraint and any additional restraint needed thereafter to de-escalate the situation shall be that recommended by the evidence-based model referenced in II(A) above.

4. Administrative review: In the event that implementation of the restraint exceeds the durational guidelines specified above, an administrator or administrative designee shall immediately be contacted and review the following elements to determine if and under what conditions the restraint may continue:

- a) the reason for the restraint, including the likely harm to the student or others;
- b) the type of restraint being used;
- c) the factors, if known, which precipitated the conduct necessitating restraint;
- d) other options available to eliminate the risk of harm or safety to student or others;
- e) the likelihood that continued restraint will prevent harm to the student or others.

5. Debriefing: After restraint has been implemented, the following debriefing procedures will be utilized:

- a) A conference will be held involving all staff present and/or involved with the restraint, as well as the responsible administrator. The debriefing will include:
 - 1) a discussion of the factors that precipitated the conduct necessitating the restraint;
 - 2) a review of all interventions and de-escalation techniques, procedures or efforts utilized in advance of the restraint;
 - 3) a review of the behavior plan or other plan, if one exists, for dealing with the behaviors of the student;
 - 4) a review of training received by staff involved with the restraint procedure and a determination of whether such restraint was done in compliance with this policy;
 - 5) a discussion of changes that could be made or implemented that might assist in preventing the student conduct or eliminating the need for restraint.

6. Documentation: The completion of an incident report as referenced below is required for each restraint.

B. Seclusion

1. The use of a locked seclusion room is prohibited in all school facilities.
2. The use of an Isolation Room will be limited to locations specifically built and/or modified for that purpose, meeting all relevant health and safety codes and the Wyoming Department of Education Physical Space Requirements for Isolation Rooms.
3. School staff must be able to see and hear the student in seclusion at all times.
4. Students placed in seclusion must be permitted access to normal meals and personal hygiene opportunities. Meals and bathroom breaks may be separate and supervised if needed to ensure safety.
5. Seclusion from the Learning Environment: The following requirements apply:
 - a) **Durational guidelines:** These durational guidelines are to be followed when implementing a Seclusion from the Learning Environment. Seclusion should not be used any longer than necessary to allow a student to regain control of his/her behavior. Initial Seclusion from the Learning Environment and any additional exclusion shall be in accordance with the training and recommended durational guidelines from the evidence-based model referenced in II(A) above.
 - b) Using time out without seclusion is not regulated by these rules.
6. Isolation Room: The following requirements apply:
 - a) **Durational guidelines:** These durational guidelines are to be followed when implementing a Seclusion from the Learning Environment. Seclusion should not be used any longer than necessary to allow a student to regain control of his/her behavior. Initial Seclusion from the Learning Environment and any additional exclusion shall be in accordance with the training and recommended durational guidelines from the evidence-based model referenced in II(A) above.
 - b) **Debriefing:** After a removal to an Isolation Room has been required, the following debriefing procedures will be utilized:
 - (i) A conference will be held involving all staff present and/or involved with the Isolation Room, as well as the responsible administrator. The debriefing will include:
 - (A) a discussion of the factors that precipitated the conduct necessitating the Isolation Room;
 - (B) a review of all interventions and de-escalation techniques, procedures or efforts utilized in advance of the Isolation Room;
 - (C) a review of the behavior plan or other plan, if one exists, for dealing with the behaviors of the student;

(D) a review of training received by staff involved with the Isolation Room procedure and a determination of whether such Isolation Room was used in compliance with this policy;

(E) a discussion of changes that could be made or implemented that might assist in preventing the student conduct or eliminating the need for the Isolation Room.

c) **Administrative review:** In the event that implementation of the Isolation Room exceeds the durational guidelines specified above, an administrator or administrative designee shall immediately be contacted and shall review the following elements to determine if and under what conditions the Isolation Room may continue:

- (1) the reason for the restraint, including the likely harm to the student or others;
- (2) the type of restraint being used;
- (3) the factors, if known, which precipitated the conduct necessitating restraint;
- (4) other options available to eliminate the risk of harm or safety to student or others;
- (5) the likelihood that continued restraint will prevent harm to the student or others.

7. The use of appropriate disciplinary measures involving such things as after-school detentions or in-school suspensions and/or other disciplinary measures is not regulated by this policy and may continue in accordance with the approved district policies and procedures relating to such disciplinary measures.

C. Documentation. The completion of an incident report is required for each use of an Isolation Room as referenced below.

D. Incident Report. For each incident involving a need to implement a restraint or remove a student to an Isolation Room, a Physical Restraint Incident Report or Isolation Room Incident Report will be filled out. The Physical Restraint Incident Report is attached as Exhibit JLJ-E(1) and the Isolation Room Incident Report is attached as Exhibit JLJ-E(2).

E. Parent Notification. The District shall provide to the parents copies of all mandatory documentation according to the parent notification procedure developed by the school.

IV. Enforcement Procedures

A. Complaint Process: The following process for the receipt of complaints from any individual or entity regarding the use of restraint or seclusion shall be utilized:

1. Parent shall be directed to provide written notice of their complaint, specifically including the following:
 - a) the conduct complained of;
 - b) a statement as to whether or not they felt the conduct violates this seclusion and restraint policy and, if so, how;
 - c) a statement of other options or alternatives that the complainant believes should have been utilized in lieu of the restraint or seclusion procedure used;
 - d) a statement as to the remedial action being requested.

2. Upon receipt of the written notice of complaint, a copy shall be provided to the Wyoming Department of Education. WDE may review violations in policies and work with the school and District to create an improvement plan.

3. Subsequent to receipt of the written complaint, the investigation process shall be initiated. The investigation process shall include the following requirements:

a) the responsible administrator (principal or special education director) or his/her administrator designee shall immediately conduct an investigation, including meeting with the complainant and with all staff involved separately, interview witnesses, gather information regarding the event being complained of. The administrator in his/her discretion may elect to have a meeting involving the complainant and the staff who are being complained about, after which the administrator shall make a written determination as to the complaint with a finding as to whether or not the seclusion and restraint policy was complied with, as well as recommendations for any subsequent action or changes involving the student impacted by the restraint or seclusion, as well as any remedial actions applicable to the staff involved. A copy of the decision shall be provided to both the complainant and the staff being complained about.

4. In the event the complainant is not satisfied with the decision of the responsible administrator, the complainant may appeal that determination to the superintendent of schools who, in his/her sole discretion, may elect to conduct an additional investigation or, alternatively, review the information provided by the complainant, the staff complained about, and the investigating administrator and either affirm, reverse or modify the decision. The determination of the superintendent shall be submitted in writing to the complainant, the staff complained about, and the original investigating administrator.

5. In the event the complainant is not satisfied with the decision of the superintendent, the complainant may appeal the decision to the board of trustees. The board of trustees shall review all information submitted to and reviewed by the original administrator and the reviewing superintendent. The board in its sole discretion may elect to receive verbal communication from the complainant, the staff complained about, or the building administrator. Should the board elect to receive input from the original investigating administrator or the superintendent, the board shall extend an equal opportunity to the complainant to present information. In the event the board elects to receive verbal information, such information shall be informally presented to the board. No formal contested case hearing will be initiated.

6. The board will, at the next regular board meeting following the first meeting at which the information is presented to the board, render a decision upon the complaint, which decision shall thereafter be submitted in writing to the complainant, the superintendent, the original investigating administrator, and the staff member(s) being complained about.

V. Publication of Policy

This policy shall be adopted in the regular course of policy adoption by the board and included with other policies within the district and maintained in the official policies of the district. All students and parents shall be given notice that the district has a seclusion and restraint policy and advised as to where such policy may be reviewed. District policies and regulations published on an official school website shall include a complete copy of this seclusion and restraint policy and parents and students shall be notified as to how that website may be accessed or, alternatively, that the policy may be reviewed at the administration office of the district. Notification of the existence of this policy and where it may be reviewed shall be included in all student handbooks. In addition thereto, to the extent a behavioral intervention plan, IEP or other behavioral document applicable to any student incorporates the possibility of utilizing a restraint or seclusion procedure, the student and parent shall be given a copy of this policy for review.

CLASS SPONSORSHIPS - JOB DESCRIPTION

9th, 10th, 11th and 12th Grade Sponsor Responsibilities:

- Conduct class meetings
- See that officers are elected (President, Vice President, Secretary and/or Treasurer and Student Council Representative.
- Give a list of all officers to the principal, school secretary, student council and yearbook advisor.
- Ensure that the class participates in all fundraising. Every class will coordinate efforts to raise funds for school-wide events such as prom, homecoming, pep assemblies and other StuCo events. School-wide fundraising events include but are not limited to selling wreaths, dinner theater and dessert matinee tickets and activity concessions.
- Ensure that all money-making activities are approved by the principal. (typically excludes 12th grade)
- Ensure that a float is prepared for homecoming festivities. Sponsors **must** chaperone the float building.
- Ensure that a local purchase order and/or regular purchase order is issued for all expenditures.
- Sponsor and chaperone all other class activities.

11th Grade Sponsor Responsibilities:

Prom Events- in coordination with HS Student Council.

January-February:

- Confirm the date with the principal
- Contract a DJ or gather music for the iPod. Start thinking about a theme

March - April:

- **Make contact with florist: corsages for queen and attendants**
- Select students to decorate auditorium the week before prom

Prom:

- Contact parents to supply refreshments
- Make sure that the clean-up committee is organized

12th Grade Sponsor Responsibilities:

Senior Pictures

- One colored and one black-and-white wallet-size picture must be turned in to the yearbook advisor no later than April 1st.
- Four wallet size pictures must be turned into the office by April 1st for the four Fremont County newspapers graduation pages.

Graduation

October/November:

- Vote on class colors, motto, flower and song (have principal approve)
- Arrange for a speaker

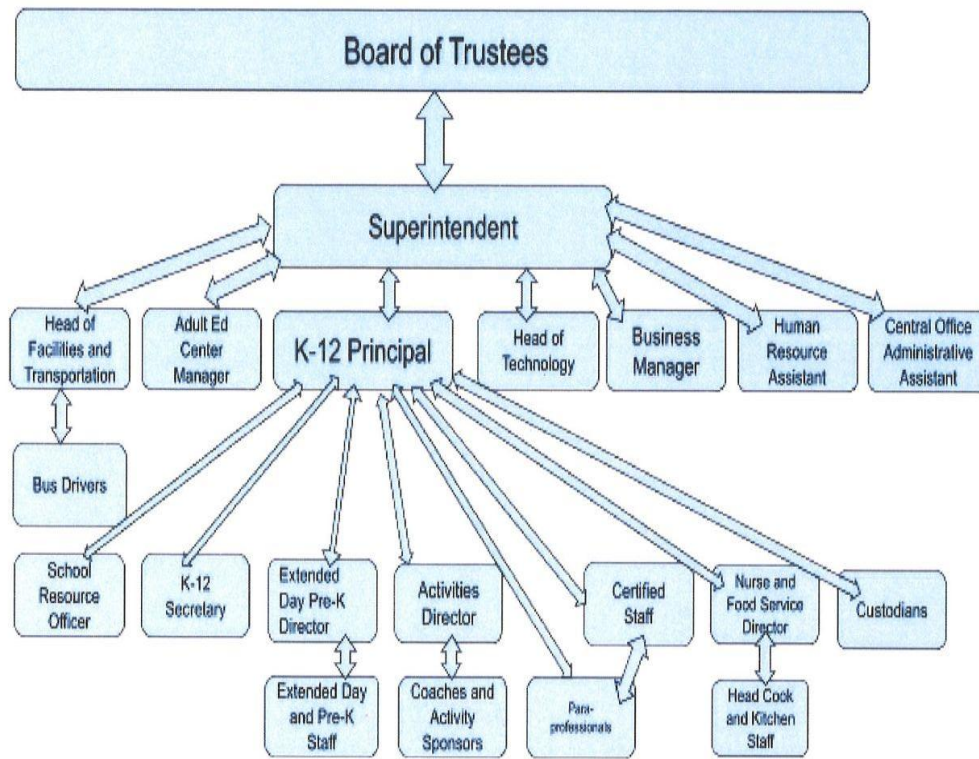
January:

- Measurements for caps and gowns (contact guidance counselor for help)
- Names for diplomas (check with guidance counselor to be sure diplomas, folders, valedictorian and salutatorian certificates, folders and stickers are ordered.
- Order parent ribbons

Early May

- Arrange for a soloist, accompanist (have principal approval).
- Turn names into the office for payment.
- Verify that NHS cords have been ordered and NHS stoles are in the equipment room.
- Order flowers: corsages for female board members and boutonnieres for male board members; for speakers, superintendent, principal, counselor and class sponsors; one flower for each graduating senior unless they have step parents; and two bouquets for the stage.
- Submit a work order to the head custodian for the stage, chairs, podium, stairs, etc. to be put in the gym.
- Submit a work order to the technology department to set up and monitor the speaker system.
- Decorate stage and gym – cover windows for slideshow.
- Principal will notify the sponsor(s) of valedictorian and salutatorian. Sponsors will notify valedictorian and salutatorian so he/she may prepare a speech.
- Have the Principal review the graduation program prior to printing.
- Distribute graduation invitations to all K-12 staff.
- Double check with guidance counselor for the scholarship insert for the program.
- Obtain practice time and date (the Wednesday prior to graduation).
- Send a letter over for Principal's signature to all seniors reminding them of behavioral and dress code expectations. Copy to guidance counselor.
- Be sure the class president gets composite senior pictures for the hall completed in the summer.
- Finalize graduation program.
- Make sure the superintendent, principal, board president and board clerk have signed diplomas.
- Select two underclassmen to serve as program distributors (appropriate dress required).

FCSD#2 Chain of Responsibility



Parents wishing to discuss a school issue should start by talking with their student's Teacher(s). If that does not resolve the issue, then Parents are to contact the K-12 Principal.

Dubois High School Graduation Requirements

- * 4 units of Math
- * 4 units of Language Arts
- * 4 units of Science
- * 3 units of Social Studies
- * 1 unit of PE
- * 1 unit of Health
- * 1 unit of Fine/Performing Arts
- * 1 unit of Career-Vocational Education
- * 5 units of electives

A score of proficient on the US/Wyoming constitution test
(This test is offered to students taking American Government/Economics)

**Graduation requirements are based on course completion
and attainment of 24 Carnegie Units / Credits.**



RUBRIC ASSESSMENT

Date _____ Teacher Self-assessment _____ Evaluator Assessment _____

Formal Observation _____ Individual Growth Project _____ Intensive Support Plan _____ Summative _____ Month _____

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. Assessment results not used in planning	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

RUBRIC ASSESSMENT

Domain 3: Instruction

Teacher self-assessment		Evaluator Assessment		
Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>3a: Communicating with students</i>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<i>3b: Using questioning and discussion techniques</i>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
<i>3c: Engaging students in learning</i>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure
<i>3d: Using Assessment in Instruction</i>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<i>3e: Demonstrating flexibility and responsiveness</i>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire

ASSESSMENT SUMMARY

Date _____ Teacher Self-assessment _____ Evaluator Assessment _____
Formal Observation _____ Individual Growth Project _____ Intensive Support Plan _____
Summative _____ Month _____

(To be completed by evaluator and teacher)

Name of Teacher: _____

Fremont County School District #2: DUBOIS K-12 SCHOOL, Dubois, Wyoming

Strengths of the Teacher's Practice

Areas for Growth in the Teacher's Practice

*Please indicate a couple of areas in which you would like to grow and schedule a time where you and I can talk about those goals and ways to show evidence of growth.

We have conducted a conversation and rubric assessment on the above items.

Teacher's signature: _____

Date: _____

Administrator's signature: _____

Date: _____

FCSD #2 Staff Illness and Exposure Protocol 2023-2024

Guidelines from the Wyoming Department of Health, the CDC, local Health authority guidance and orders, along with guidance from the Wyoming Department of Education will be adhered to concerning COVID related illness and protocol.

Staff experiencing symptoms in addition to a fever, **will not** report to work. If symptoms are presented at work, please notify your supervisor for further instruction.

Face coverings are currently optional for all students and staff.

Please see the school nurse during the day if you experience any symptoms.

We ask that you please inform the school if testing for COVID-19 has occurred. This information will be confidential.

The following symptoms are not all inclusive but are indicative of potential illness:

- Fever (100 or higher) or feeling feverish
- Repeated chills
- A new or worsening cough
- New or or worsening shortness of breath or difficulty breathing
- New or worsening fatigue
- New or worsening muscle or body aches
- New or worsening headache
- New loss of taste or smell
- Sore throat
- New congestion or runny nose
- New abdominal pain
- Diarrhea - repeated loose or watery stools
- Vomiting - the episode is not related to a single event.

2023-2024
EMERGENCY
PHONE TREE
IS LOCATED IN YOUR
HARD COPY EDITION,
and via JO's **SHARED**
FILES on **GOOGLE DRIVE**

F.C.S.D. #2 District Calendar 2023 - 2024

June 23, 2023

AUGUST, 2023

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Student: 8 PD: 2.5 TWD: 1.5

SEPTEMBER, 2023

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Student: 17 PD: 1

OCTOBER, 2023

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Student: 19, PD: 1, TWD: 1

NOVEMBER, 2023

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Student: 18, PD: 1

DECEMBER, 2023

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Student: 11, TWD: 1

KEY:



1st Day of School Aug. 22nd



NO SCHOOL : High Impact Day



Early Release 1pm/High Impact Day



NO SCHOOL : Teacher Work Day
K-12 Parent/Teacher Conferences



New Teacher Start Day



NO SCHOOL : Teacher Work Day



NO SCHOOL :
Professional Development Day



NO SCHOOL : Holiday



End of Quarter

HOME of the DUBOIS RAMS

Quarters/Semesters & P.T. Conferences

Oct. 20	Qtr 1 ends
Oct. 26-27	Qtr 1 K-12 Parent/Teacher Conf's
Dec. 19	Qtr 2 Semester 1 ends
Mar. 15	Qtr 3 ends
Mar. 21-22	Qtr 3 K-12 Parent/Teacher Conf's
May 30	Qtr 4 / Semester 2 ends

VACATION or HOLIDAYS

Sept. 4	Labor Day
Nov. 22-24	Thanksgiving Break
Dec. 21-Jan. 1	Winter Break
Mar. 25-29	Spring Break
May 27th	Memorial Day Observed

Other dates/events:

May 25	High School Senior Graduation
May 30	Last Day for Students(11:30am Dismissal)

Student Contact:

Student Days:
160

Professional/Teacher Days:

Professional Development: 9.5
Teacher Work Days: 3.5
175

Daily Hours:

K-12 School Hours: 8am - 3:25pm

JANUARY, 2024

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Student: 18, PD: 1

FEBRUARY, 2024

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

Student: 17, PD: 1

MARCH, 2024

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Student: 14, PD: 1 TWD: 1

APRIL, 2024

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Student: 18, PD: 1

MAY, 2024

M	T	W	TH	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Student: 20, PD: 1

1st Semester: 82 Contract Days

2nd Semester: 93 Days

Total Calendar Days = 175

Q1 = 38

Q2 = 35

Q3 = 45

Q4 = 42