

Washakie County School District No. 1

Administrative Procedures

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THE PHILOSOPHY OF THE WORLAND SCHOOLS

- Φ The school is for the student. Every pupil has the right to develop whatever abilities he/she may possess.
- Φ Our program is flexible enough to meet and prepare the pupil for a rapidly changing way of life, with equal opportunity of education for all.
- Φ Each student has the opportunity to develop high ethical, intellectual, physical and moral standards, and is taught the dignity and worth of all essential, honorable work and academic achievement.
- Φ Each student is taught the principles of our form of government, the privileges it confers, the duties it entails, the sacrifices made, and the sacrifices that must be made for it.
- Φ The school program gives parents and community a positive and constructive belief in the Worland public school system.
- Φ The community expects its children to work to the utmost to become useful, independent, and productive children.
- Φ The teachers' rights and privileges are to be respected by students, fellow teachers, administrators, and people in the community. Teaching is a profession based on deep interest in human growth and development.
- Φ Realizing that the world is growing smaller and the universe larger, we believe that our educational philosophy takes a far-reaching and comprehensive view of the world situation and behavior of mankind.

OUR OBJECTIVES

The objectives of Worland Schools are:

- Φ To produce a responsible, enterprising, and well-informed citizenry, fully cognizant of the factors, which make one's life rich and worthwhile, fully instructed as to the blessings, which our American way of life affords.
- Φ To give the pupil knowledge of the subject matter which he/she will need for successful living.
- Φ To impart to the pupil knowledge about how to attain and maintain good health.
- Φ To convey to each pupil the importance of worthy home membership.
- Φ To assist the pupil in selecting and preparing for a suitable vocation.
- Φ To impress upon the pupil the duties and responsibilities of good citizenship.
- Φ To encourage the pupil to use leisure time in a constructive manner.
- Φ To emphasize to the pupil the importance of personal integrity, good moral character, and self-respect.
- Φ To provide opportunities for developing leadership skills, self-esteem, initiative, and the ability to organize personal affairs.
- Φ To expose the pupil to the beautiful and artistic aspects of our society with the hope to develop a love and appreciation for it.
- Φ To teach the pupil to be tolerant of the views held by others while standing firmly for those that he/she honestly feels are right.
- Φ To keep all instruction on a strictly non-sectarian basis while creating within the pupil, knowledge that will reveal to him the wonders of the world.

SCHOOL ORGANIZATION

Washakie County School District No. 1 was created as a First Class District by a vote of the people of Washakie County on March 13, 1956, and reorganized as per the 1969 Wyoming Education Code effective July 1, 1971. The area comprising the Worland School District includes that part of Washakie County, Wyoming lying west of range line dividing Ranges 90 and 91, west of the Sixth Principal Meridian. The school district officially began operation as the Worland School District on July 1, 1956, and as of July 1, 1981 became District Number 1 with the same boundaries.

The official and legal name of the school district is "Washakie County School District No. 1", and official documents are authenticated by signatures of officers of the Board of Trustees and imprint of the seal of the District.

The responsibility for operating and managing the School District is placed in the hands of an elected Board of Trustees of seven members, elected at large.

BOARD OF TRUSTEES

Terms of Office

<u>Board Member</u>	<u>Next Election</u>	<u>Length of Term</u>
Donald Bryant	2014	four years
Jim Hefenieder	2014	four years
Terri Logan	2014	four years
Tiffany Greear	2014	four years
Julie Haun	2012	four years
Susan Scheuerman	2012	four years
David Tommerup	2012	four years

Meetings and Duties

The Board of Trustees meets in regular session on the fourth Monday of each month at 7:30 p.m. at a designated site.

Special issues may dictate the need to convene meetings in addition to the regularly scheduled monthly Board meeting. These additional meetings may be of two types: working sessions and special sessions.

1. Working sessions are meetings of the Board which do not require that any action be taken. These sessions may be scheduled and held without any prior public notice.
2. Special sessions are meetings of the Board which will require formal action be taken and/or may require the exclusion of the public due to legal issues.

All work and special sessions are convened only according to legally established procedures.

The superintendent attempts to attend all sessions of the Board, including executive sessions, except those pertaining to the superintendent's employment. The Board may invite other individuals to attend executive sessions at its discretion. No official action is taken at executive sessions. The superintendent is responsible for securing all minutes/notes taken during an executive session.

The superintendent of schools prepares an agenda for each regular meeting and special sessions when required. When time permits, the agenda is mailed to all Board members and administrators in advance of the meeting.

Copies of the final draft of minutes are mailed to each member of the Board within the Board packet prior to the next meeting.

The Board of Trustees has three main functions: policymaking, executive, and appraisal.

The superintendent has the responsibility of contacting all newly elected Board of Trustee members and scheduling a time to familiarize them with the policy manual, school district budget, the financial structure for Wyoming schools, school district practices/procedures, and the general problems facing the school district.

Board members and administrators are encouraged to attend meetings, conferences or workshops that provide the opportunity to gain knowledge which will enhance their effectiveness and to become involved in the state legislative process by attending committee meetings and legislative sessions. These opportunities will be provided at school district expense.

GENERAL ADMINISTRATION

Washakie County School District No. 1 is dedicated to provide the best possible educational opportunities for all students within its means in accordance with the perceived desires and needs of its citizens.

All policy decisions in the Washakie County School District No. 1 are made at the Board level in areas of administration, facilities, community relations, students, personnel, and programs. School Board members receive basic input from the administrative team, which consists of the school superintendent and administrators at all grade levels.

Items and topics brought before the administrative team members are usually the results of discussions, committee meetings, brainstorming sessions that occur in the various buildings or departments. Information gathered at the building level is presented to the administrative team in the form of a recommendation.

Recommendations coming out of administrative team meetings are presented to the Board of Trustees for consideration. Either the team members or the superintendent may make these presentations. The recommendations and information are presented in a manner that will best enable the Board to make intelligent, thoughtful policy or other level decisions.

Decision Making Process

1. All pertinent facts concerning a given issue are gathered.
2. Relevant input is obtained from the persons who will be affected by the decision.
3. Data collected is analyzed and organized.
4. Alternatives are developed.
5. All alternatives are presented to the Board along with recommendations.
6. A plan is developed and presented for implementation of the Board's decision.
7. The decision is communicated to those affected.
8. All interested parties are contacted and informed as to how the issue was resolved.
9. All administrative team members support the decision and work for effective implementation.
10. An evaluation plan is developed to effectively measure the impact that the decision has on the district and to serve as a reporting system.

Organizational Chart

DISTRICT CITIZENS

BOARD OF TRUSTEES

SUPERINTENDENT

School Attorney

BUSINESS MANAGER

Central
Office Staff

Support Staff

PRINCIPALS
ERC DIRECTOR

Support Staff

CERTIFIED STAFF

Study Committees

Teacher Aides

STUDENTS

State Department of Education

Post High School
Institutions

Other Local/State
Organizations

PROFESSIONAL GROWTH AND DEVELOPMENT

Professional growth and development provide staff and Board members with the skills and strategies necessary to function at the most effective level. The aim of professional growth and development is to improve the quality of instruction.

Professional growth and development programs are developed based upon the proposition that every employee desires to perform at his/her level of maximum effectiveness. Opportunities are provided to encourage staff members and Board members achieve their level of peak performance.

The purpose of professional growth and development opportunities provide the teacher with:

1. New information and skills appropriate to their instructional area.
2. Ways of developing new teacher methods and strategies.
3. An awareness of his/her role as a professional.
4. Inspiration for his/her self-motivation and personal enrichment.
5. Experiences that suggest skills to meet institutional expectations.

In an effort to achieve program purpose the district:

1. Provides district workshops, in-service programs, consultants, and college level courses appropriate to staff needs.
2. Pursues the establishment of a "Masters Degree in Residence Program."
3. Encourages the use of district staff as in-house mentors for other staff members' classes, for which the district will provide release time.
4. Formulates a program to use district staff to share special expertise with colleagues.
5. Provides opportunities for staff travel to approved workshops and in-service.
6. Pursues those monies available through scholarships and grants that would provide a source of monetary assistance for teacher improvement.
7. Provides teachers with opportunities to observe each other.
8. Provides teachers with opportunities to visit and observe others schools.
9. Determines an annual agenda and timeline whose substance will provide the experiences necessary to continually seek and satisfy the desired goals.

The program is continually monitored and evaluated in order to provide modifications as deemed appropriate to meet the needs of Washakie County School District No. 1.

Staff Development

Attendance at state and/or national conventions at district expense will be reserved for those staff members planning to remain in the district for the next school year.

Federal Grant Programs

All Federal Grant Programs support professional growth and development to improve student achievement.

Title I, Part A helps disadvantaged children meet challenging content and student performance standards in reading and mathematics and, financially, is based on the number of children from low-income families on free and reduced lunch. Title I-A supports school improvement efforts by:

- ⓓ Improving teaching through effective, high-quality instruction in reading and/or math for at-risk children;
- ⓓ Encouraging school-based planning with enriched and accelerated programs;
- ⓓ Promoting effective parental participation; and
- ⓓ Focusing resources on the schools with the highest percentage of students in poverty.

Title I is a supplemental program, not an entitlement program, and when allocations are figured, they are allocated to the building level. Title I integrates Federal educational programs and focuses on the entire educational system to help all children achieve and meet challenging academic standards.

Title I, Part C ensures that children of migrant workers have access to the same free, appropriate public education and public preschool education provided to other children, removing barriers to school enrollment, attendance, and achievement of the same challenging content and performance standards. Title I-C supports school improvement efforts by:

- ⓓ Improving the teaching of migratory children through effective, high-quality instruction that addresses specific population needs;
- ⓓ Providing enriched and tailored programs that will reduce educational disruptions that result from repeated moves;
- ⓓ Helping migratory children overcome cultural and language barriers, health-related problems, and other factors that inhibit the ability of such children to do well in school; and
- ⓓ Encouraging coordinated service delivery models and effective parental participation.

Title I-C funds support a Migrant Education Program (MEP) to ensure that children of migrant workers have access to the same free, appropriate public education, including public preschool education, which is provided to other children.

Title II, Part A is designed to focus on increasing student academic achievement through the increase of the number of highly qualified teachers and principals and the improvement of teacher, staff, and principal quality. Title II-A funds are used to carry out the following activities by:

- ⓓ Developing initiatives to recruit and retrain highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel;
- ⓓ Providing professional development activities that improve the knowledge of teachers, principals and paraprofessionals and that encourage effective instructional strategies,

methods and skills, enabling teachers and principals to involve parents in their child's education; and

- ⓓ Involving collaborative groups of teachers and administrators to provide training to address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, students who are gifted and talented and students with limited English proficiency.

Title II, Part D supports implementation of a comprehensive system that uses technology in elementary, middle, and high schools to:

- ⓓ Improve student academic achievement and increase access to technology;
- ⓓ Promote the integration of technology into curricula and instruction aligned to content and performance standards;
- ⓓ Enhance on-going professional development, encouraging effective integration of technology with teacher training and curriculum development that ties to the District Technology Plan;
- ⓓ Assist with technological infrastructure and support electronic networks and other innovative methods such as distance learning; and
- ⓓ Use technology effectively to promote parent involvement and to communicate with parents, other teachers, principals, and administrators.

Title III ensures that Limited English Proficient (LEP) students, including immigrant children, develop English proficiency and are given access to the same quality of education as all students to meet the same academic content and performance standards. The focus of Title III funds is to:

- ⓓ Assist LEP students in attaining English proficiency and achieving high levels of achievement in core academic subjects;
- ⓓ Develop high-quality language instructional education programs to address LEP students and to build capacity to establish, implement, and sustain these programs; and
- ⓓ Promote parental and community participation.

Title IV, Part A funds are used to implement and improve programs of school drug and violence prevention, early intervention, and rehabilitation referral and to support programs to reduce violence in and around schools by strengthening programs that prevent the illegal use of Tobacco, Alcohol, and Other Drugs (TAOD). The focus of these funds is based on:

- ⓓ Collaboration with community-based organizations and other public and private nonprofit agencies and organizations for programs of TAOD and violence prevention, early intervention, rehabilitation referral, and education;
- ⓓ Establishment and operation of programs that deal with school TAOD and violence prevention;
- ⓓ Development, training, technical assistance, and coordination activities that are aimed at reducing incidences of violence and/or TAOD use;
- ⓓ Provision of supplementary services/materials for the prevention of TAOD use and violence among students; and
- ⓓ Rehabilitation, referral, and education in elementary and secondary schools.

Carl D. Perkins Act provides high school students with the opportunity to receive vocational and technical training to:

- ⓓ Improve the academic and technical skills by integrating academics and vocational and technical education programs to ensure learning in the core academic and vocational and technical subjects;
- ⓓ Gain strong experience in, and understanding of, all aspects of an industry;
- ⓓ The same challenging academic proficiencies as all other students;
- ⓓ Develop, improve, or expand the use of technology in vocational and technical education;
- ⓓ Involve parents, businesses, and labor organizations in planning, implementing, and evaluating vocational and technical education programs; and
- ⓓ Be provided appropriate career and vocational counseling.

Perkins Program funds are additionally used for vocational-focused professional development to teachers, counselors, and administrators.

IDEA—Part B 611 (Title VI) is a federally funded entitlement program to supplement excess costs of special education and related services, providing training for staff and parents of students with disabilities. IDEA Title VI-B funds supplement instructional materials for innovative programs which are not usually funded with state special education funds. Collaborative planning with other grant funding sources maximizes the utilization of Federal funding in order to improve results for students with disabilities.

IDEA—619 Preschool ensures that all students with disabilities receive a free and appropriate public education. This funding source provides additional financial assistance to support special education and related services to children with disabilities aged 3 through 5. This funding source is used to provide direct and supportive services to preschool and five-year-old kindergarten children. Preschool special education money can also be utilized to enhance Child Find activities, transition, inclusion, parent involvement, least restrictive environment, and quality programming.

CURRICULUM

Curriculum includes all of the experiences that involve students during the course of the school day. A carefully planned, standards-based instructional program is the heart of the curriculum, which evolves from the interaction of students, educators and the public. All school-related activities and experiences support, compliment, and expand the instructional program.

Planning is conducted to ensure that the curriculum provides the students with the opportunity to acquire and use information, to develop skills, appreciations, attitudes and abilities; to assimilate values; and to develop thinking processes necessary to enable each student to make appropriate decisions. The rapidly changing nature of society and the expansion of knowledge, demand that the curricula undergo continuous revision to provide learning experiences, which are consistent with the goals of an effective educational program.

District Assessment Plan

Purpose: To evaluate how well the district is providing the opportunity for students to learn the standards, which must be fine-grained enough to determine how well each student is performing.

The plan is based on the following steps:

1. Examining the big picture by developing a subject vs. grade level matrix;
2. Determining critical checkpoints for each standard/benchmark in each area;
3. Selecting, designing, and evaluating multiple assessments, vertically, and horizontally aligned with the standards at the benchmark level;
4. Determining the cognitive complexity via performance standards; and
5. Clearly evaluating and communicating results

The assessment design comprehensively addresses content and performance standards, provides students with multiple opportunities to demonstrate their knowledge and skills related to the standards, and includes a clear rationale for each assessment. Assessment design is based on the following:

- Φ Validity: degree to which a test measures what it is intended to measure.
- Φ Alignment: the match between items on an assessment and the knowledge and skills of the curriculum and standards. Complexity has consistent categories of content, a balance of representation with prioritization of standards/benchmarks, consistent depth-of-knowledge consistency, and a range-of knowledge, which is comparable with the standard and is measured at the benchmark level.
- Φ Consistency: consistent decisions about students' performance related to the standards.
- Φ Fairness: inferences and implications based on analysis of the assessment, with concern of bias and disaggregation of results.
- Φ Standard Setting: tying cut scores to content and performance standards.
- Φ Comparability: common assessments that are scored the same.
- Φ Multiple Measures: different assessment formats and strategies to enhance fairness
- Φ Credibility: student work exposed to public – see type of work expected of students.
- Φ Consequences: data collection and evaluation to determine the necessity of modifications/accommodations.

Body of Evidence

The Body of Evidence (BOE) is an assessment system that is designed to determine whether students have met graduation standards and to provide a collection of evidence to support this decision. The BOE supports inferences about students' mastery of content and performance areas and the district's capacity for ensuring equality of educational opportunity. The key characteristics of the assessment system (1) includes a set of assessments that has a clear and explicit rationale and comprehensively addresses graduation standards; and (2) provides students with multiple opportunities, using multiple formats, to demonstrate knowledge and skills related to the Wyoming Content and Performance Standards.

District Accommodations for Students...

...in the Body of Evidence System

The Washakie County School District #1 assessment system is designed to provide both learning and assessment opportunities for all students to demonstrate proficiency in each of the content areas. Federal and state laws require that all students with disabilities are included in general state and district-wide assessment programs, with accommodations, where necessary, so that they are given the opportunity to show what they know.

Accommodations are provided for students without substantially altering the proficiency levels, the validity of the assessments, and/or the assessment system. Accommodations are designed to "level the playing field" without changing the construct while measuring student achievement. Students having an Individualized Education Program (IEP), a 504 Plan, or Individual Learning Plan (ILP) are provided appropriate accommodations to meet individual student needs as specified in their educational plan.

All students in the district are expected to meet the same performance levels in order to meet the graduation requirements, and the district ensures that students are provided an opportunity to demonstrate proficiency through appropriate accommodations and/or a variety of assessment types without compromising academic expectations and cognitive demand. Through the use of appropriate, identified accommodations, teachers are able to make valid inferences about the student achievement.

Accommodation Procedures

Accommodation procedures are discussed in the following to provide guidelines for consideration.

Eligible Groups: Accommodation policies apply to students with IEPs, students with 504 plans, ELL students with an ILP, students who qualify for Title I services, or to all students. The district recognizes that there could be additional circumstances for students who do not have a qualifying plan could use accommodations during testing, permitting all students to use some standard accommodations or permitting all students to use standard accommodations under certain circumstances (such as a student with a temporary disability).

Accommodation Decision-making Criteria

- Use of instructional accommodations
- Maintains the validity of the assessment
- Individual student needs and characteristics
- Purpose or nature of the assessment
- Students' previous experiences with the recommended accommodations
- Confidentiality and training for administration of accommodations
- Unfamiliar accommodations during test administration

Accommodations Involving an Additional Person to Administer or Record

As...an individual could serve as an intermediary between the student and the mode of access to the test, or a scribe when it is recommended dictation of answers as an accommodation, prescribed conditions for selected reading test items as an accommodation, or provided guidance to sign language interpreters.

Types of Accommodations include (1) presentation accommodations, (2) equipment and materials accommodations, (3) response accommodations, (4) scheduling/timing accommodations, and (5) setting accommodations. A list of accommodations in each type is found in the appendix.

Long-Range Plan for Scope and Sequence Review and Textbook Replacement

2009-10	Review		Replacement	
		Social Studies K-5		Math 9-12
		Language Arts K-5		Language Arts 6-12
2010-11	Review		Replacement	
		Science 6-12		Social Studies K-5
		Vocational Education		Language Arts K-5
		Health		
		Physical Education		
2011-12	Review		Replacement	
		Science K-5		Science 6-12
				Vocational Education
				Health
				Physical Education
2012-13	Review		Replacement	
		Art		Science K-5
		Music		
2013-14	Review		Replacement	
		Math K-8		Art
		Foreign Language		Music
2014-15	Review		Replacement	
		Social Studies 6-12		Math K-8
		Computer Literacy		Foreign Language
2015-16	Review		Replacement	
		Math 9-12		Social Studies 6-12
		Language Arts 6-12		Computer Literacy

Selection of Learning Resources

“Learning Resources” refers to any material (whether acquired or locally produced) with instructional content of function that is used for formal or informal teaching/learning purposes. Learning resources include, but are not limited to: textbooks, supplementary reading, audiovisual material, non-print, realia, etc.

The primary objectives of learning resources is to support, enrich, and help implement the educational program of the school through the interaction of professional personnel and other members of the school community. It is the duty of professional staff to provide students with a wide range of materials at varying levels of difficulty, with diversity of appeal, and the presentation of different points of view.

To this end, the Board of Trustees of Washakie County School District No. 1 affirms that it is the responsibility of its professional staff:

- Φ To provide resources that enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served:
- Φ To provide resources that stimulate growth in factual knowledge, literacy appreciation, aesthetic values, and societal standards.
- Φ To provide resources on various sides of controversial issues so that young citizens have an opportunity to develop under guidance and practice of critical analysis and to make informed judgments in their daily lives;
- Φ To provide resources representative of the many religious, ethnic, and cultural groups and their contributions to our national heritage and the world community;
- Φ To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate to the school community.

Criteria for Selection of Learning Resources

1. Learning resources support and are consistent with the general educational goals of the state, the district, and the aims and objectives of individual schools and specific courses.
2. Learning resources are chosen to enrich and support the curriculum and to meet anticipated personal needs of users.
3. Learning resources reflect high standards of quality to every extent possible in:
 - Γ presentation
 - Γ physical format
 - Γ educational significance
 - Γ readability
 - Γ authenticity
 - Γ artistic quality and/or literary style
 - Γ factual content
 - Γ technical quality
 - Γ popular appeal
 - Γ reputation of the producer
 - Γ authoritativeness
4. Learning resources are appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
5. Learning resources are designed to provide a background of information which will motivate students and staff to examine their own attitudes, behaviors, responsibilities, rights, and privileges as citizens actively participating in our society, while making intelligent judgments affecting their daily lives.

The selection of learning resources that involve controversial issues are based on the ability to maintain a balanced collection of various views. Learning resources are available to provide

information on the opposing sides of controversial issues so that, with guidance, the use may develop the practice of critical analysis.

Learning resources clarify historical and contemporary issues by objectively presenting and analyzing inter-group tension and conflicts by placing the emphasis on recognizing and understanding social and economic conditions.

Procedures for Selection of Learning Resources

When selecting learning resources, the professional personnel assesses the curricular needs and evaluates all available resources by consulting reputable, professionally prepared selection aids and other appropriate sources.

All materials given to the district as a gift are evaluated, accepted, or rejected based on the same criteria as is used for the selection of new learning resources.

Selection is an ongoing process, which includes the removal of materials no longer deemed appropriate (no longer meets the selection criteria) and the replacement of educational material that continues to have value but is worn out or has been lost.

Outdated Textbooks

Any books that are outdated, no longer used in our curriculum, or are unsalvageable are available to the students in that scholastic area or age group to take home if they desire.

All surplus textbooks and approved sample books are shelved in a designated area and notice is given to the teaching staff that the books are available for use as reference books in the classroom or school library. These books are available for a period of three weeks on a first come, first serve basis. Books not selected for school use are offered to the public at no cost. A news release is issued as to the time and place where the public may come to review the select books.

Library Media

The library personnel periodically review the collection of media materials contained in each school's library for the purpose of removing worn, unused, and outdated material. This review is an integral part of the selection process designed to ensure that the materials available to the students and staff are of the highest quality. A professional librarian makes the final decision regarding which materials are discarded.

Textbook Selection Procedure

The Long-Range Plan for Scope and Sequence Review and Textbook Replacement is used to determine which subject areas are due for new textbooks.

A member of the administrative team is selected on a rotating basis to chair each textbooks selection committee.

Administrators select the teachers who will serve on each committee to ensure fair representation of all the teachers. The administrators set the timelines, voting procedures (whether all teachers vote or just the members of the committee), and the grade levels to be covered in the selection process (the same series for K-12 or different series for each grade level, etc.). If different series are to be allowed at different levels, the administrators must ensure that there will be continuity and coordination between the levels.

Every teacher is given an opportunity to provide input to committee members and principals concerning the procedures used and the textbooks selected. The committee's final recommendation is sent to the superintendent for consideration and recommendation to the Board of Trustees.

Textbook Screening

The following guidelines are recommended to aid the textbooks selection committee in making the final consideration:

1. Content
 - a. Does the textbook series content relate to current Board guidelines?
 - b. Is the textbook's content vertically and horizontally aligned with the district content and performance standards?
 - c. Is the material presented in a way that gets students to think rather than just memorize facts?
 - d. Are the reading level and vocabulary appropriate for the students who will be using the textbooks?
 - e. Are illustrations pleasing, well selected, and well placed? Do illustration showing people reflect an appropriate mix of demographic characteristics?
 - f. Are the questions presented within each chapter relevant and written in a manner that is easily understood?
 - g. Are assessments aligned with district and state standards?
2. Authors
 - a. Do the authors (or contributors) have appropriate background and experience in the subject area?
3. Date of Publication
 - a. Does the textbook have a recent copyright date? Does it incorporate the latest findings on the subject?
4. Treatment of Sensitive Areas
 - a. Has the role of minority groups been presented with integrity?
 - b. Are racial, sexual, religious, and ethnic stereotypes avoided?
 - c. Where differences of opinion or interpretation exist, are all sides of an issue treated fairly and objectively?
5. Teaching Aids
 - a. Does the teacher's manual explain the aims and objectives of individual lessons, units, and selections?
 - b. Does the book have accompanying audiovisual aids, such as records, filmstrips, films, tapes, charts, or overhead transparencies?

- c. If workbooks are included, are they challenging for students? Do they reinforce the textbook's major concepts? Can teacher easily correct the workbooks?
 - d. Are appropriate test materials available for teachers?
 - e. Are the chapter summaries clear, concise, and reinforce important points?
 - f. Are interesting activities suggested that will challenge young people to do further research?
 - g. Does the book have a detailed subject index?
 - h. Does the text have a glossary that gives definitions that are easy to understand for the difficult words?
6. Other
- a. Are the instructional objectives clear and based on sound teaching principles?
 - b. Is the sequence of skills comprehensive and based on the needs of students?
 - c. Are the instructional and practice materials designed to foster independence so that continuous teacher direction is not required?
 - d. Are there provisions in the program for enriching skills for faster learners as well as reinforcing skills for slow learners?
 - e. Will this textbook meet the needs of our curriculum five years from now?
 - f. Is the binding sturdy enough to stand up to wear?
 - g. Is the paper quality heavy enough to stand up to wear?
 - h. Are the typeface and type size suitable for the age of the students who will be reading the text?
 - i. Is the textbook available on cassette/CD?
 - j. Is the textbook available to accommodate English Language Learners or special needs students?

HIRING PRACTICES

Hiring Highly Qualified Teachers

The following procedures are used in filling all certified vacancies in the district:

1. All vacancies are listed with the business office.
2. All vacancies are opened to qualified personnel within the district.
3. All vacancies are then advertised outside the district.
4. The superintendent's office is responsible for the advertising of all vacancies. It is recommended that the vacancies be listed in:
 - Regional University's Career Services accessed through the Internet
 - News media: locally, within the state, and in surrounding states
 - Wyoming Job Service
 - Teachers to Teachers Recruitment Services
 - Job Fairs
 - Wyoming School Boards Association Recruitment Services
5. All applications and supportive materials are sent to the business office.
6. The administrator who has the vacancy is responsible for screening of all applications and scheduling interviews with those deemed to be the best candidates. It is recommended that references be called prior to the interview.
7. Formal interviews are conducted for all teaching vacancies using the team approach as follows: Elementary—elementary principals and staff; Middle School—middle school, high school principals, and staff; High School—high school, middle school principals, and staff; Special Education—special education director and those administrators involved in the specific vacancy level; Administrator—all administrators. Each administrator should have specific questions to ask the candidate.
8. The building administrator makes his/her recommendation to the superintendent for approval.
9. Upon approval by the superintendent, verification of past teaching experience is requested.
10. The superintendent submits the applicant's name to the Washakie County School District No. 1 Board of Trustees for Board approval.
11. Positions that become available during the course of the school year are filled on a temporary basis for the remainder of that school year. The position is advertised at the appropriate time for the following school year.

Hiring an English Language Learner Teacher

Washakie County School District No. 1 requires all English Language Learner (ELL) teachers to be fluent in the English language. To certify English fluency for an ELL teacher employed by Washakie County School District No. 1, the district requires that an ELL teacher meets the terms of one of the following:

1. If the teacher is born in the US or an English speaking country and the primary language is English, the teacher must provide a birth certificate and either teacher certification in the United States, a high school diploma from a school where the

- language of instruction is English, or a college degree from a school where the language of instruction is English.
2. If the primary language is not English, the ELL teacher must provide either a proficient level score on an English Language Fluency exam or a degree from a college or university where the language of instruction is English.

Requests for Employee Information from a Third Party

Wyoming Public Records Act requires that public records be open for inspection by any person at reasonable times. On advice of our legal counsel, Washakie County School District No. 1 will comply with requests to disclose both the name and salary of its employees upon proper request.

1. The request must be in writing.
2. The employee will be notified that the request was made.
3. The request will be completed in a reasonable manner.

A charge will be rendered (copy fee or hourly rate) if substantial time is required to comply with request.

Hiring Date for All New Employees—Classified

The supervising administrators submit, in writing, their recommendations for employment to the superintendent. These recommendations should include the number of hours to be worked and the funding source from which the individual will be paid.

All employees new to the district will not begin work until the superintendent has given written notice to the supervising administrator, business manager, payroll clerk, and the person selected.

Any employee who has been on duty for less than six months as of the first of July is not eligible to move across the salary schedule (AP-1, 3-7). Salary schedule movement is only granted to those individuals who have been employed for a period longer than six months.

Upon request, the business manager will submit to the supervising administrator a total hourly labor cost for the employee.

Substitute Teachers

The building administrator, as needed, hires substitute teachers at \$85.00 per day. Substitutes teaching at the middle and high school for only one period will receive \$10.00. Those teaching two periods are paid for one-half day and for four periods or more will receive a day's pay.

When a substitute is assigned to teach for the same teacher for more than ten consecutive days, the first ten days are paid at the regular substitute teacher rate. Beginning with the eleventh (11th) day, the salary is computed by dividing the BA Step 1 Certified Salary (AP-1) by 181 days.

Substitute teachers cannot teach more than forty-five (45) days in any one teaching assignment per semester.

Substitute Secretaries

Substitute secretaries are required to record the number of hours worked on the Staff Absence form and are paid an hourly rate that is equivalent to the first step of the ten-month/forty hour Clerical Salary schedule. Substitute secretaries shall be coded to the school's administration object code 00120.

Substitute Paraeducators

The hiring of substitute for paraeducators is discouraged unless that individual is providing essential programming to children who cannot be covered by the classroom teacher or other district personnel. If substitutes are hired, they are required to record the hours worked on the Staff Absence form and are paid an hourly rate equivalent to the first step of the Paraeducator Salary Schedule.

Part-time and Substitute Kitchen Help

Part-time and substitute kitchen help are required to record hours worked on appropriate time sheets with the school designated. The rate of pay is based on federal minimum wage. A free lunch is included with the wage.

When a substitute is hired to cook continuously for the same cook for more than ten (10) days, the first ten days is paid at the part-time rate. Beginning on the eleventh days, the salary is computed by dividing the base salary of the Cook Salary Schedule (AP-7) by 176 days.

Part-time and Substitute Custodial Help

Part-time and substitute custodial help are required to record hours worked on appropriate time sheets (AP-35) coded to the school's Maintenance Object Code 00120. The hourly rate is based on the first step of the Housekeeper Salary Schedule (AP-6, 7).

When a substitute is hired to substitute for the same custodian for more than ten (10) days, the first ten days is paid at the base hourly rate for housekeepers. Beginning on the eleventh day the salary is computed by dividing the base salary of the Custodial Salary Schedule (AP-7) by 248 days.

PHILOSOPHY OF INSTRUCTION

The primary goal of the instructional program is to assist students to perform and achieve at their optimum level. Test data (norm-referenced, criterion-referenced, and others), student attitudes toward learning, and the interests and participation of students contribute toward evaluating the success of the instructional program. We believe that a broad base of data and input, which includes outside sources, is essential to determine the effectiveness of our program.

The central component of the instructional program is the teacher, whose role is to teach students by providing a setting conducive to learning. We believe that our teachers encourage students to develop a desire for knowledge and enthusiasm for learning. Further, teachers model effective communication skills, are leaders in the schools, and serve as positive influences in the community.

An effective instructional program provides students with:

- ® a basis for future success
- ® the ability to apply and transfer knowledge,
- ® a cooperative spirit toward learning,
- ® a feeling of responsibility for self and others, and
- ® the realization of the necessity for and acquisition of effective communication skills.

As role models for our youth, teachers have responsibilities which include the following: teachers are expected to be fair, to be sensitive to community values, to be exemplary team workers, to foster positive human relations, and to be individual whom students can trust and respect.

Washakie County School District No. 1's supervision philosophy is established through sound education research that supports the basis premise that effective supervision is essential for improvement of instruction, increased student achievement, and enhanced professional growth. Supervision is a collaborative process, designed to support the enhancement of individual performance of each staff member through observations, analysis, feedback, conferencing, and follow-up. Supervision encourages professional growth through teacher self-analysis and action.

PHILOSOPHY OF HIGHLY QUALIFIED EDUCATORS

Washakie County School District No. 1 believes that retention of highly qualified instructional personnel is critical to the educational process and the quality of experiences to which our students are exposed. Evaluation is defined as the decision-making process that determines the employment status of staff members. Evaluation is the process of gathering data, both formal and informal, to assess the performance of individuals related to the evaluation performance area criteria and descriptors.

Each person is unique; hence, administrators are encouraged to recognize the individual differences of each within the context of meeting district performance expectations. The final evaluation of performance consists of the observations of teacher's effectiveness in all aspects of employment and the feedback to those involved, as well as a comparison of the degree of achievement of specific outcomes related to the stated goals and standards of the district.

STAFF EVALUATIONS

Yearly Evaluations

Administrators are responsible for yearly evaluations of all certified employees under their instruction.

Certified Staff Evaluations

Administrators are responsible for final evaluations of all staff members specifically assigned to their building/department. Input from the ERC director is solicited on special education teachers.

**Administrators are responsible for final evaluations of staff members who work in more than one building are:

East Side Elementary Principal – Elementary Librarian, Physical Education Teacher
West Side Elementary Principal – Elementary Counselor, Physical Education Teacher
South Side Elementary Principal – Physical Education Teacher, School Nurse

**The designated administrator shall contact all other administrators with whom the staff member works for input into the final evaluation.

The special education director shall be responsible for all special services personnel not directly assigned to any one specific school, i.e., psychologist, psychological technician, resource specialist, diagnostician, speech/language pathologist, social worker, occupational therapist, physical therapist, adaptive physical education instructor, and others as designated by the superintendent.

Evaluation Procedure

Designated supervisors are responsible for evaluating all certified staff assigned to them. The final evaluation for all certified staff are completed on the approved forms (AP—10/11).

A. NON-CONTINUING CONTRACT TEACHERS

1. Each year the principal/director conducts a minimum of two (2) formal evaluations and provides signed copies of the Teacher Evaluation form (AP—10/11) to be turned into the central office on or before December 30 and on or before April 1, respectively. More evaluations are recommended for those teachers deemed to need assistance.
2. Principal/directors are encouraged to use informal observations.
3. Teachers receiving "Inconsistent" on the Evaluation Form need to understand that future employment is in jeopardy. A Remediation Plan is recommended, but not required.
4. All first contract teachers must show evidence of promise for becoming above average to excellent to receive a second contract.
5. All second contract teachers must be rated above average to excellent to receive a third contract.
6. All third contract teachers must be rated above average to outstanding in all areas to receive tenure.

B. CONTINUING CONTRACT TEACHERS

1. Annually each teacher receives and is responsible for a District Self-Evaluation (AP—11x) as identified in these procedures.
2. Each year the principal/director conducts a minimum of one (1) formal evaluation. One signed copy of the Evaluation Form (AP—11x) is to be turned into the Central Office on or before April 1. More evaluations are recommended for those teachers deemed to need assistance.
3. Principals/directors are encouraged to use informal observations.
4. Teachers placed on a Remediation Plan need to understand that future employment is in jeopardy. The administrative team shall review the evaluation forms and remediation plans of ALL teachers or "notice" of possible non-renewal prior to a recommendation being made by the superintendent to the Board of Trustees. This review is to be conducted on or about April 1 each year.

On or before April 1, supervising administrators submit to the superintendent recommendation for contract renewal/non-renewal using the appropriate format.

Yearly Administrative Assessment

The superintendent provides each administrator written comments on his/her evaluations, no later than April 1.

Advancement on the Salary Schedule

A maximum of three (3) semester hours of undergraduate credit may be granted for each horizontal step advancement on the salary schedule. All undergraduate and those graduate hours not in the teacher's assigned teaching field must be approved in writing by the supervising administrator and superintendent for horizontal advancement on the salary schedule (AP-18). State department re-certification credit is not allowed for advancement on the salary schedule.

Tuition Reimbursement

We recognize that continuing education provides a vital contribution toward the improved quality of instruction for the classroom; therefore, a tuition reimbursement program is available to staff members. The procedures for seeking reimbursement are as follows:

1. Staff members are eligible to participate in this program at the beginning of their fourth contract year with the district. They must be willing to continue their employment for a minimum of one year following the completion of their course work.
2. This program provides reimbursement for undergraduate hours only. The hours gained through the reimbursement program will not count towards advancement on the Salary Schedule.
3. Course work must be in the field in which the staff member is employed or be taken at the request of the district.
4. No more than eight (8) successful semester hours during a summer school or six (6) semester hours (no more than one course per semester) during a school year, or no more than ten (10) semester hours per fiscal year will be eligible for reimbursement.
5. Reimbursement will be no greater than the University of Wyoming charges for in-state semester hour tuition.
6. Reimbursement is made upon receipts of transcript verification of credits earned.

Teachers New to the District—Experience Allowed

A teacher, new to the district, is allowed service credit for all prior years of service obtained as a teacher in any public school district whether in state or out-of-state. (Procedure adopted 1-25-99)

Extra Duties—Teachers

Teachers requested to do duties beyond those outlined in their teaching contract that require some type of certification, are compensated at an hourly rate equivalent to the first step of the Certified Staff Salary Schedule (AP-1).

All other duties are paid at the rate established on the Other Activity Salary Schedule (AP-3) or at a rate equivalent to the first step on the Classified Employee's Salary Schedule (AP-5 through 8). The salary schedule to be used is determined by the type of work being performed.

Requests for extra duty pay, made under this provision must be made in advance through the building supervisor and approved by the business manager.

PAYROLL PROCEDURES

Any payroll changes must be made in writing to the payroll clerk by the second workday of the month to be included in that month's payroll.

Full-time Employees

The term "full-time employee" refers to any individual contracted to work for a period of nine (9) to twelve (12) months, four (4) weeks per month for a minimum of thirty (30) hours per week.

All full-time employees of the district, as defined above, shall be eligible to participate in the district's benefit program.

Part-time Employees

An employee hired to do extra duty on a part-time basis is paid at an hourly rate equivalent to the first step of their salary schedule. If the candidate has previous experience in the district, advancement on the salary schedule is allowed. Proper placement is followed regardless of the source of funding.

Part-time employees are not eligible for district benefits.

Time Beyond Thirty-Five Hours

Employees restricted to a thirty-five (35) hour workweek are allowed an additional (5) hours per week, providing the immediate supervisor has submitted appropriate documentation to the business office. Time sheets (AP-35) must be turned into the business. Payment for the additional five hours will not be automatic.

Overtime

When it becomes apparent that a classified employee needs to work over 40 hours per week, a request must be made by the supervising administrator and approval received in writing from the business manager prior to allowing the overtime hours.

Time Sheets

Part-time district, federal, and state funded employees are required to record their time on the appropriate time sheets obtained from the building secretary or the business office. Compensation is at an hourly or daily rate.

Failure to properly report and verify hours/days results in a delay of payment. Documentation submitted incorrectly to the business office is returned to the building administrator for correction.

Accuracy is the direct responsibility of the immediate supervisor. Supervisors, when appropriate, obtain administrative verification before submitting time sheets/forms to the business office.

Payment of Athletic Officials

Procedures regarding the payment of officials for working or officiating at athletic events hosted by Washakie County School District No. 1 are as follows:

1. Only individuals who require payment in advance of their particular service are considered private contractors for the purpose of these procedures.
2. Private contractors providing referee services to the district are required to complete a contract for those services, a pre-numbered voucher (AP-32), and an IRS W-9 Form. No payments are made until the business office has a completed W-9 form, a signed voucher, and a signed contract that has been properly executed.
3. A separate voucher must be made for each event. The business office processes a payment in the amount shown on the voucher payable to the individual named on the voucher. The payment is sent to the respective activities office for distribution to the appropriate individual.

Payment of Other Workers

1. Workers otherwise employed by the district record their time on the appropriate time sheets and turn them into the payroll clerk. That amount is added to their next regular paycheck.
2. Workers who are not otherwise employed by the district are asked to have an IRS W-9 form on record with the business office. They are to complete a pre-numbered voucher for the services rendered and submit it to the business office. Vouchers are for those workers who do not require prepayment are considered at the next regular Board meeting. All vouchers must include the appropriate accounting code from which the expenditure will be taken.

Recording Leave

All employee absences are recorded on the Staff Absence Report Form (AP-13) and submitted monthly to the business office by the supervising administrator. The employee and the supervising administrator sign this form. A monthly summary is returned to each school for verification. This information is to be shared with staff members.

Assigned/Activity Leave

Assigned and /or activity leave is defined as an absence which is a direct requirement of the job, such as coaching.

Professional Leave

Professional leave is defined as an absence from work to enhance professional skills. All employees (classified, certified, and administrators) seeking such leave must submit a Request to Attend Conference/Workshop form (AP-15) to their administrator for approval prior to being absent from the district.

Annual Leave

All employees requesting annual leave must submit an Annual Leave Request Form (AP-14) prior to being absent from the district.

Insurance Enrollment Changes

A new enrollment card must be turned into the business office if one of the following occurs:

1. Change in marital status
2. Birth of a child
3. Dependent is no longer a full-time student
4. Death of a covered person
5. Change of beneficiary

Worker's Compensation Procedure

Any employee who becomes ill or is injured on the job will immediately complete the Record of Injuries and Illness Form (AP-26) and submit it to the business office. If the injury requires medical attention, the Wyoming Report of Injury Form (AP-27) is submitted to the business office. The business office forwards a copy of the Wyoming Report of Injury Form on to the Worker's Safety and Compensation Division in Cheyenne, Wyoming. The only employees that may apply for worker's compensation are: cooks, custodians, bus drivers, nurses, special education aides, and vocational education instructors (home economics, science, industrial arts, auto mechanics, and vocational agriculture teachers).

OSHA Record Keeping

The Occupational Safety and Health Act of 1979 and 29 CFR Part 1904 require employers to prepare and maintain records of occupational work related injuries and illnesses for ALL district employees. Each supervising administrator is responsible to record the injury or illness on the Log and Summary of Occupational Injuries and Illnesses form (AP-29).

Student Injuries

All building principals complete an Accident Report form (AP-28) for any student injury occurring on school property during the school day and forward it to the business manager.

PROCEDURE FOR RELEASE FROM CONTRACT

The following dates will apply for release from a contract for certified staff members who have a signed contract or are under the continuing contract law.

- | | |
|---------------------|---|
| May 16 to June 15 | Release will be granted providing and administrative approved replacement can be found. There is no cost to the staff member in this replacement process. |
| June 16 to July 31 | Release will be granted providing an administrative approved replacement can be found. Actual costs, not to exceed \$500.00, involved in the replacement process, are assessed to the staff member. |
| August 1 to Sept. 1 | Request for release from contract is not accepted. |

Exceptions to these procedures are granted when the certified staff member is required to resign for reasons that the administration deems unavoidable.

USE OF WEIGHT ROOM

Due to potential liability to the school district, weight rooms are open only when under the supervision of a school employee. Only school employees are given keys to the weight rooms. If the children of an employee desire to make use of the weight rooms during after hours, that employee must accompany and supervise them.

STUDENTS

The goal of Washakie County School District #1 is to provide the greatest educational opportunities possible for all students with the resources available. Each school within the K-12 district framework develops specific rules, regulations, and graduation requirements, which is approved by the board to safely and effectively operate individual schools.

K-12 Standards and Assessments

Instruments of Measure

1. District/Local (Formative) Assessments:

- ⓓ Are given periodically throughout the year,
- ⓓ Guide the direction subject matter is taught, and
- ⓓ Identify the area of student strength and concern.

2. State Assessments

PAWS – Proficiency Assessments for Wyoming Students

- Is administered as a year-round summative assessment, based on teacher recommendation as an option for early administration to students,
- Is used to measure student proficiency in reading, writing, and math (grades 3-8 and 11) and in science (grades 4, 8, and 11),
- Represents a means to measure program/curriculum effectiveness either from annual or three-year average data information, and
- Is the determinant for the district or a school to make Adequate Yearly Progress (AYP)?

WELLA – Wyoming English Language Learner Assessment

- Is administered to all LEP and FEP monitored students and
- Is administered to all students, new to the district, indicating a language other than English as the primary language.

Additional state-level assessments are administered according to specific individual, subject, and/or school needs.

3. Achievement, Aptitude, Career, and Placement Tests

- ⓓ Are administered in the spring of each year (or according to a timely, appropriate/recommended schedule)
- ⓓ Are administered as a survey to measure student skills and knowledge in reading, math, language, science, and social studies,
- ⓓ As norm-referenced, are used to identify student achievement in percentile and grade level scores,
- ⓓ Provide information that can be used to identify potential strengths and needs in specific content and performance areas and skills, and/or
- ⓓ Are used as tools in recommending student placement in appropriate/specific skill/subject programs.

Levels of Proficiency

- ⓓ Are determined by appropriate measures at the district level in the Body of Evidence,
- ⓓ Are identified through individual scores from PAWS data, and
- ⓓ Are estimated according to percentiles, standard scores, and/or grade level equivalency.

Assessments and Accountability

All assessments that are given throughout the district provide the following:

- ⓓ Student academic progress, both formative and summative,
- ⓓ Information for parents to gauge their child's academic progress at the district, state, and national levels, and
- ⓓ Data analysis to evaluate program, curriculum, and instructional effectiveness.

All assessment/testing programs are maintained as a K-12 sequence as described in the following table:

Grade Level	<u>Measure</u>	Assessment/Test
K, 1 st , 2 nd	Proficiency	MAP
	Student Academic Growth Reading	DIBELS
3 rd	Proficiency	PAWS/PAWS Alt., WELLA
	Student Academic Growth Reading	MAP DIBELS
4 th	Proficiency	PAWS/PAWS Alt., WELLA
	Student Academic Growth Reading	MAP DIBELS
5 th	Proficiency	PAWS/PAWS Alt., WELLA
	Student Academic Growth Reading	MAP DIBELS
6 th	Proficiency	PAWS/PAWS Alt., WELLA
	Student Academic Growth	MAP
7 th	Proficiency	PAWS/PAWS Alt., WELLA
	Student Academic Growth	MAP
8 th	Proficiency	PAWS/PAWS Alt., WELLA
	Student Academic Growth	MAP, ACT Explore Test
9 th	Student Academic Growth	MAP
	Career-focused	PLAN
10 th	Student Academic Growth	MAP, PSAT
11 th	Proficiency	PAWS/PAWS Alt., WELLA
	College Aptitude	PSAT, SAT, ACT, ASVAB
12 th	College Aptitude	SAT, ACT, ASVAB

Students with identified specific need (as having an IEP or ILP) are not excluded from participation; however, the student's IEP/ILP team may determine the type(s) of test accommodations that may be provided. All accommodations must be indicated in the student's IEP or ILP for at least three months prior to assessment/test administration and must be in compliance within the guidelines of the particular assessment/test

Exit Criteria for ELL Students

Washakie County School District #1...

1. Recognizes the Wyoming English Language Learner Assessment (WELLA) results for English Language Learner (ELL) students, using the results as an indicator of student levels of proficiency;

Note: Washakie County School District #1 feels that the WELLA does not effectively evaluate overall student proficiency (as "advanced" or "transitional"). Therefore, the district uses the WELLA assessment as an indicator to target specific student needs.

2. Identifies students who are deemed overall "advanced" or "transitional" from the WELLA as Fluent English Proficient (FEP) in compliance with state requirements, establishing year one FEP monitor status during the next school year;
3. Monitors FEP students quarterly for two years (eight quarters) in compliance with federal guidelines; and

Note: Any student, who is deemed proficient from the WELLA but has not achieved the "advanced" or "transitional" status in all measured areas, will have extended monitoring in the "not advanced" or "not transitional" areas of listening, speaking, reading, and/or writing during the required FEP monitoring timeline.

4. Extends monitoring to FEP students beyond the two year compliance timeline throughout the students' schooling in the district since students could have difficulty with courses that have a more demanding vocabulary.

Note: If at any time, student data, as grades, local assessments, or state testing, indicates a level of concern regarding mastery of the English language/vocabulary, the student will be provided district ELL services. If the student continues to have difficulty, raising the level of concern regarding maintenance of mastery of the English language, the student will be deemed Limited English Proficient (LEP) and appropriate procedures will follow for the student to re-enter the ELL program.

Title III funds are used to continue services to ELL students who have been deemed FEP by the WELLA test during the two-year FEP monitoring timeline. District funds are used to provide services for additional monitoring beyond the two-year compliance timeline. When it is necessary to deem a student as LEP and to have the student re-enter the ELL program, Title III funds will be used for educating this student. Then, the student will continue to receive ELL services until the WELLA test re-establishes student proficiency as "advanced" or "transitional."

Boundaries/Class Size Procedures

I. Class Size Procedure

- A. Up to 20 students in K-1 classrooms
- B. Up to 22 student in 2-3 classrooms
- C. Up to 24 in Grades 4-5 classrooms
- D. If classrooms are above the class size figures, the superintendent will review the situation and develop an action plan considering administration recommendations.

II. Annual Procedure

- A. February 1: Out-of-district students must request attendance in Washakie County School District #1 annually. A list of out-of-district students will be compiled by each school and submitted to Central Office before February 1. All requests for currently enrolled out-of-district students to attend WCSD #1 would have to be submitted to the superintendent before February 15. The superintendent will respond to the request and follow WCSD #1 policy by March 1.
- B. February 1: Out-of-boundary students must request attendance in a specific school in Washakie County School District #1 annually. All requests for out-of-boundary students would have to be submitted to the superintendent before February 15. The superintendent will respond to the request and follow WCSD #1 policy by March 1.
- C. March 15: The superintendent examines student enrollments, and the projected number of students for the next school year is estimated.
- D. March 15: The superintendent notifies the principals who consider the projected enrollments and determine if class size is equitable (reasonable and manageable number of students in accordance with the established class size criteria).
- E. If classes are equitable, classes will remain as established and no further action will be taken unless major changes in enrollment take place at a later date. If classes are not equitable, the following protocol will ensue:
 - 1. The principal will request volunteers to move to another school through announcements, school newsletters, and/or personal request (district letter) before April 1.
 - 2. If the required number of volunteers is not sufficient before April 15, the principal will notify out-of-district students (district letter) of the need to move to another school, considering siblings attending the same school, and then seniority (number of years in attendance) respectively.
 - 3. If the required number of out-of-district students is not sufficiently met before May 1, the principal will notify in-district, out-of-boundary students (district letter) of the need to move to another school, considering siblings attending the same school, and seniority (number of years in attendance) respectively.
 - 4. All ties will be resolved at the discretion of the superintendent.
- F. Students will not be asked to move during the school year. New student(s) would be assigned to another school when the class is over-crowded.

III. Appeal

- A. If a parent chooses to appeal, the appeal must be made in writing to the superintendent with copies to the principals. If the parent is not satisfied with the decision of the superintendent, the parent must appeal to the school board in writing and request the audience of the school board. If the parent chooses not to adhere to the decision of the school board, the student will not attend school in Washakie County School District #1.

TIMELINE

Before...	Activity	Person Responsible
January 15	Submit list of Out-of-District and Out-of-Boundary students from each school to Central Office	Principal
February 1	Send out-of-district/out-of-boundary forms to parents.	Superintendent
February 15	Return form to Central Office.	Out-of-District Parent Out-of-Boundary Parent
March 1	Acknowledge receipt of out-of-district and out-of-boundary parental requests and approve/disapprove pending student enrollment.	Superintendent
March 15	Examine student enrollments and consider equitable class size	Superintendent
April 1	Meet with superintendent to discuss enrollment and class size.	Principal
April 1	Request volunteer students to move if classes are not equitable	Principal
April 15	Request Out-of-District students to move if classes are not equitable, if necessary	Principal
May 1	Request Out-of-Boundary students to move if classes are not equitable, if necessary	Principal

Interviewing Students during School Hours

The procedures for interviewing students during school hours are as follows:

1. Social agencies, such as DPASS, are asked to contact the building administrator as early as possible when there is a need to talk to a student.
2. The building administrator or his/her designee may request that someone attend the interview with the student.
3. The building administrator shall designate to his/her secretary a person who will be his/her designee in the event of absence.

Release of Student Records

Prior to the release of any student records without a court order, the student, if of legal age, or a parent or legal guardian if the student is a minor, must sign a release form authorizing the release of the records to a third party.

A "Request for Transfer of Educational Records between Schools" is required before sending a student's education information. The information sent includes the following:

- 9 Transcript of grades
- 9 Quarter and/or withdrawal grades
- 9 Health records (immunizations)
- 9 Attendance/Behavior/Discipline
- 9 Description of grading system
- 9 Special Education records
- 9 Testing data

No parental signature is needed if records are requested from another educational institution. Suspension/expulsion referrals and a state standard report are included with the cumulative folder when it is sent to the receiving school.

Procedures for Unsafe School Choice Option

A. Definition of a Persistently Dangerous School (PDS)

A public school is considered to be persistently dangerous if the following condition exists:

In any two consecutive years, the school has experienced expulsions (as defined by the Wyoming State Education Code) for drug, alcohol, weapons, or violence that exceed an expulsion rate of 2% per year of the student body or four students, whichever is higher, as figured from the most currently available year's enrollment.

For the purpose of this definition, a "violent criminal offense" shall mean homicide, rape, robbery, and/or aggravated assault (as defined by Wyoming Violent Index Offenses).

ESEA reference: Title IX, Part E – Uniform Provisions, Subpart 2, Section 9532 (specifically identified as the Unsafe School Choice Option) Public Law 107-110, Section 9531, 115 Stat. 1425, 1984-1985.

B. Identification of a PDS

Data collection is through the following reports submitted to the Wyoming Department of Education every July:

1. WDE form 630: Report of Student Disciplinary Actions.
2. WDE form 631: Report of Incidents of Crime and Violence on School Grounds and at School Activities.

C. Providing a Safe School Choice Option

If the state notifies a district that one of its schools is identified as a PDS, the district will:

1. Notify the parents of each student attending the school within ten (10) days that the state has identified it as a PDS.
2. Offer all students the opportunity to voluntarily transfer to a "safe" public school within the district. If there is not another school in the district, the district will consider exploring other options such as an agreement with a neighboring district to accept transfer students.
3. For those students who accept the offer, complete the transfer within thirty (30) days, or as near to thirty (30) days as practicality allows.
4. Develop a corrective action plan within thirty (30) days.
5. Pursue timely implementation.

In the case of transfers:

1. The district will allow students to transfer to a school that is making adequate yearly progress and is not identified as being in need of school improvement, corrective action, or restructuring. (This provision is in the federal No Child Left Behind guidelines; however, the state is interpreting the word "should" as non-mandatory.) Guidelines for a transfer include:
 - a. Any in-district school of appropriate grade level that is within a practical distance.
 - b. A nearby out-of-district school at a practical distance if the receiving school agrees to take the student and pay the transportation costs. The potential out-of-district receiving school is not obligated for either.

2. Transfers may be temporary or permanent, but must be in effect as long as the original school is identified as persistently dangerous.
3. The No Child Left Behind transfer policy *as it applies to a PDS* allows the student the administrative option of attending a safer school. It neither compels a student to transfer to another school nor compels a receiving school to pay for transportation costs. The No Child Left Behind transfer option is not applicable when no practical options exist.

D. Corrective Action Plan

If a corrective action plan is necessary, the corrective action plan will be submitted to the WDE for approval. The WDE will provide technical assistance and monitor the district's actions throughout the process.

Note: All official expulsions will be promptly reported to the Health & Safety Unit Director in the Wyoming Department of Education, Cheyenne, Wyoming.

E. Students Who Have Been Victims of a Violent Criminal Offense

Washakie County School District #1 will provide safe school options, when possible, to a student who has been a victim of a violent criminal offense from another student at that same school, while in or on the grounds of the public school that the student attends:

1. Within ten (10) days, offer an opportunity to voluntarily transfer to a safe public school within the district.
2. When another school is not available, it will be encouraged, but not required, that the district seek other appropriate options, such as an agreement with a neighboring district to accept the student.

Note: The federal statute does not authorize resources specifically to help cover costs, such as transportation, to assist the transferring student. Under certain circumstances, other federal funds may be used, such as Title IV, Part A, or Title V, Part A. Districts are also encouraged to work with local victim assistance programs to determine if they have services or funds available to help students in these circumstances.

Neglected and Delinquent Students

Neglected Students:

A student is considered to be neglected if the student ...

- ⓓ Is between the ages of 5 and 17, and
- ⓓ Has been committed to an institution or voluntarily placed in a locally operated facility due to abandonment, neglect, or death of parents or guardians

Delinquent Students:

A student is considered to be delinquent if the student ...

- ⓓ Is between the ages of 5 and 17,
- ⓓ Has been adjudicated to be delinquent or in need of supervision, and
- ⓓ Be confined to a local correction facility or an institutional correction facility as a result of a conviction for a criminal offense.

Services provided for neglected or delinquent include the following:

All Schools...

- ⓓ When a student is suspected of being neglected or delinquent, it is reported to the principal.
- ⓓ If the principal believes that the student is either neglected or delinquent, he/she reports the situation to the Division of Family Services. He/she may then refer said student to the BIT if he/she believes the student would further benefit from additional accommodations.
- ⓓ BIT accommodations include counseling, any or all PRIM accommodations, after-school tutoring, 504 accommodations, or other accommodations recommended by the BIT. These same accommodations may be started without convening the BIT.

District Services are available such as:

- | | |
|-------------------------|----------------------------|
| ⓓ After-school Tutoring | ⓓ Title I Reading |
| ⓓ After-school Teaching | ⓓ Special Education Staff |
| ⓓ Accelerated Reading | ⓓ 504 Services |
| ⓓ Accelerated Math | ⓓ Counseling Services |
| ⓓ Lunchtime Tutoring | ⓓ Multi-disciplinary Teams |

In addition to a 504 Plan the district will:

- ⓓ Coordinate services with institutions as necessary when students are placed in other settings.
- ⓓ Coordinate with DFS as necessary, including attendance at MDT meetings and court appearances.
- ⓓ Provide school counseling services as appropriate.
- ⓓ Provide services through Washakie Mental Health as appropriate.

Anti-Bullying Procedures

These procedures are adopted by Washakie County School District No. 1 to implement its Anti-Bullying Policy.

1. A student or his or her parents/legal guardian, who believes that the student is the recipient of harassment, intimidation or bullying from another student, staff member, or volunteer is encouraged to report the incident to any staff member on duty at the time, the student's teacher, or the building administrator. Information may be presented anonymously. Any teacher or other staff member who observes students engaging in harassment, intimidation or bullying shall report the incident to the building administrator. Said reports may be in writing or verbal. Each school shall have available at its office a form to be utilized upon request of a complaining party to initiate an investigation of the allegation.
2. For each school, the superintendent shall appoint a Disciplinarian to receive and consider any allegation received of harassment, intimidation or bullying. Said Disciplinarian shall, based upon the sufficiency and reliability of the complaint, conduct an appropriate investigation. The conclusion of the Disciplinarian shall be communicated to the complainant within a reasonable time under the circumstances and will advise the complainant if the District intends to take corrective action or if the District does not have adequate evidence to conclude that harassment, intimidation or bullying occurred. The Disciplinarian shall maintain a separate file for each allegation which shall include findings of fact and a justification for the conclusion reached.
3. An allegation of harassment, intimidation or bullying may be made anonymously; however, no formal disciplinary action shall be taken against a student alleged to have committed said acts solely on the basis of an anonymous report.
4. Reprisal or retaliation against a person who reports or who makes a complaint of harassment, intimidation or bullying is prohibited. The building administrator shall direct staff to make reasonable efforts to monitor the reporting party and to communicate with him or her to determine the possibility of reprisal or retaliation. If it appears that reprisal or retaliation is occurring, then staff shall make referral to the Disciplinarian who shall then make appropriate contact with the party or parties responsible for the reprisal or retaliation and make necessary efforts to insure that it does not continue.
5. The Disciplinarian shall establish a strategy for protecting a victim of harassment, intimidation or bullying. Dependent upon the individual circumstances involved, this may include counseling, education, mediation or other opportunities for problem solving between all parties.
6. If a person who is found to have made a false accusation, report or complaint of harassment, intimidation or bullying, upon proper investigation, the Disciplinarian shall, dependent upon the circumstances involved, impose the appropriate consequence. This may include counseling, education, mediation or other opportunities for problem solving between all parties.

7. Any person found to have violated the board's prohibition of harassment, intimidation and bullying shall be subject to the appropriate sanction, which will depend upon the circumstances involved, including but not limited to the age and maturity level of the offender, the nature of the offensive act, the relationship of the parties, and any other matter the Disciplinarian believes relevant. Consequences may include mandatory counseling, education, mediation, or other opportunities for problem solving between the parties. Severe incidents may require immediate or formal disciplinary action, including suspension or expulsion, in accordance with Board Policy 2.7.
8. The District's policy shall be publicized to the students, in congregate, at least annually at or near the beginning of the school year. It shall also be included in each school's student handbook.
9. The District's policy shall be published to the public at large by publication of a notice in the local newspaper at least once annually at the beginning of each year. Said notice shall specifically state that the policy applies to participation in functions sponsored by the District.
10. The District's policy shall be incorporated into the District's professional development program by adopting preparation program standards as suggested by the State Department.
11. Each volunteer and other non-certified employees of the District who have significant contact with the students shall acknowledge receipt of a copy of the Board's policy and these procedures. Said documentation shall be maintained by the appropriate building administrator.

**Complaint of Harassment,
Intimidation or Bullying**

1. Today's date: _____

2. NAME: _____

OR

ANONYMOUS

(Note: No formal disciplinary action can be taken against a student based solely upon an anonymous report.)

3. Date of occurrence: _____

4. Explanation of what occurred: (who, what, when, where)

5. Name of witnesses to occurrence:

Upon completion please return this form to Mr./Mrs. _____.

EQUITABLE ACCESS AND PARTICIPATION

Washakie County School District No. 1 provides equitable access and participation by all students to each program within the district curriculum including extracurricular and co-curricular activities. We do not discriminate in any way based on gender, race, national origin, color, disability, or age.

All equipment and software are accessible to all students. We provide peripherals to allow all children to take advantage of learning opportunities using technology and current software. It is our intent to continue to make all aspects of our curriculum available to all individuals within our schools, and we are not aware of any barriers that would prevent equitable access and participation for all students. To ensure equitable access and participation, we have an identification process at each school site and a Building Intervention Team (BIT) to assist in identifying students at-risk and designing appropriate programs. Regular education interventions are provided through Section 504 as necessary. The needs of students with special needs are provided services through special education programs.

COMPARABILITY PROCEDURE*

As required by the No Child Left Behind Act of 2002 (PL 107-110), Washakie County School District No.1, determines comparability by computing the average student/instructional staff ratio for all schools within the same grade span and the student/instructional staff ratio for each school, identifying schools within the range between 90% and 110% of the district average for all schools.

The intent of the district is to ensure equivalency among schools or grade levels within this district in provision of the following:

- > A percentage/ratio of student/instructional staff,
- >Curriculum materials and instructional supplies, and
- >Teacher, administrators, and other staff.

Documentation verifying compliance is updated annually and is available for the Wyoming Department of Education or auditors' review upon request.

Unpredictable changes in enrollment or personnel assignments that occur after the beginning of a school year are not necessarily included as a factor in determining comparability of services.

*An annual requirement to indicate that the use of state and local funds to provide services are comparable in each Title I school.

TRANSPORTATION

PERSONNEL

Chain of Command

All bus drivers report to the transportation supervisor, who is responsible to the business manager.

Hiring Process

Substitute drivers are given the first opportunity to fill any vacancy for a regular bus driver that becomes available. If the position cannot be filled from within the district, the position is advertised via classified ads in the local newspaper.

The steps that are completed prior to any actual hiring are as follows:

1. The applicant must complete an Application for Employment form (AP-16) that includes a personal and occupational history.
2. The district will complete a check of the applicant's driving record. Not more than one minor moving traffic citation within the last two years is allowed.
3. The district will check with the applicant's references.
4. The applicant must pass a DOT approved physical and submit a copy of the medical examiner's certificate to the district.
5. The applicant must hold a first aid card or commit to obtaining one within the first six months of employment.
6. The applicant must pass a driver proficiency test administered by district transportation personnel
7. The applicant must hold a valid CDL.
8. Each applicant must be fingerprinted.
9. Each applicant must agree to participate in at least six hours of annual training.
10. Each applicant must agree to participate in the required drug and alcohol-testing program.

Activity Bus Drivers

The procedures that apply to activity bus drivers are as follows:

1. The rate of pay for driving an activity bus driving is \$9.25 per hour. Time is calculated from the time the bus is picked up until it is returned to the bus barn. The number of hours paid for overnight trips is based on student/activity contact time and will not include down time.
2. Drivers who regularly drive buses for activity trips are offered the opportunity to drive for activity trips first. An exception may be when it is more economical to the district to have someone on staff drive the bus.
3. If a regular activity driver is not available, coaches or teachers are given the opportunity to drive the bus. They are compensated at the same as a regular activity driver, unless they are also responsible for coaching or supervising the activity, then only driving time is compensated.

4. When a pep bus is taken to an out-of-town activity, the driver is paid the same as other activity drivers. All fees collected from the students are deposited in district funds.
5. All requests for activity buses must be processed through the building principal or activity director.

Inspection and Maintenance of Buses

Safety Inspection

All school buses undergo a safety inspection two times each school year. One inspection is done by school personnel and the other by a highway patrol officer or other qualified person not employed by the district.

Pre-trip

Each day, drivers check their bus and complete the Bus Inspection form (AP-22) recording any defect or deficiency discovered that might compromise the vehicle's safety or mechanical operation. These defects or deficiencies are reported promptly to the transportation supervisor. The Bus Inspection form is turned in to the transportation supervisor at the end of each day and is retained for future reference.

Post-trip

Bus drivers report mechanical difficulty noted during the morning route to the transportation supervisor upon returning to the bus barn. Repairs are done by the mechanic during the day and discussed with the driver prior leaving on the evening route. If mechanical difficulties are encountered during the evening route, the driver reports the problem to the transportation supervisor upon his return to the bus barn. If the transportation supervisor has left for the day, the driver should contact him at his residence. If the problem cannot be corrected immediately, an alternative vehicle is assigned to the route.

Operation of School Buses

1. Drivers shall wear a properly secured lap belt at all times the vehicle is in motion.
2. At least twice during each school year the driver of each school bus will hold an emergency evacuation drill. Proper documentation for each drill is maintained on file with the school district.
3. Seating plans are coordinated to eliminate standing passengers and to not exceed the manufacturer's rating capacity for the school bus.
4. Buses operate with lighted headlamps at all times the vehicle is in motion.
5. The service door of the school bus remains closed at all times the vehicle is in motion.
6. Any accident involving a school bus is reported to the state Department of Education via a copy of the investigating officer's report.

School Car(s)

When available, school district employees take school vehicles on trips related to school business. The car is assigned to those individuals traveling the greatest distance, and the vans are assigned to the group with the most people.

The person who is assigned the car is responsible for bringing the vehicle back full of gas and clean on the inside. Information regarding fuel purchases in the Worland area is found in the glove compartment of the vehicle and on the Procedures and Report of Use of District Vehicle form.

The transportation supervisor is responsible for seeing that each vehicle is serviced and washed and the oil levels maintained on a weekly basis.

In-District Use of Private Vehicles

Employees, whose job requires them to use their private vehicle to travel around the district on official business, are reimbursed for the miles traveled. The mileage is recorded on the In-District Mileage Reimbursement Voucher (AP-23) and turned in to the business office when it is completed. The employee records the odometer mileage before leaving the primary workstation and again when the task is completed, having returned to their primary workstation. Any mileage acquired as the result of a trip from home to the workstation or vice versa will not be included.

Mileage Chart

In lieu of keeping an odometer reading for reimbursable mileage, employees may use the following mileage chart for mileage reimbursement:

<u>Round Trip Miles</u>		<u>Round Trip Miles</u>		<u>Round Trip Miles</u>	
Afton	641	Glenrock	376	Newcastle	476
Basin	62	Green River	488	Powell	188
Buffalo	182	Greybull	76	Rawlins	422
Casper	328	Jackson	504	Riverton	176
Cheyenne	690	Kemmerer	526	Rock Springs	458
Cody	182	Lander	224	Sheridan	254
Douglas	428	Laramie	622	Shoshoni	132
Dubois	332	Lovell	142	Thermopolis	66
Evanston	660	Lusk	536	Torrington	628
Gillette	322			Wright	400

Inclement Weather

The safety of all children attending Washakie County School District No. 1 is the primary concern of the district. School cancellations create difficulties for working parents and for the district as well. The fact that the majority of students who attend Worland Schools live in town or in close proximity to town, prompted the following procedures when inclement weather affects the daily operation of the district:

Students living in town and those riding the following buses are expected to be in attendance unless all schools are canceled:

Airport Road
East Highway 16
Handicap

Parents with children on these routes are encouraged to dress their children with warm layered clothing. Students should stay in the house until the bus arrives. The routes run at normal time, but may vary slightly later than normal. Standby drivers are at the bus barn to assist with any difficulties that may arise.

When the inclement weather plan is in effect, the bus routes that will **not** be running are as follows:

South Flat
Highway 20 South
Washakie 10
Highway 20 North
West River Road
Gooseberry

Students riding these routes will not be counted absent. Classwork missed will be required to be made up. Parents are encouraged to bring their children to school in their private vehicle if at all possible.

Announcement of Closings

Announcement of emergency changes in the normal operations of Worland Schools will be made over KWOR Radio.

Extracurricular Activities

If the inclement weather plan is in effect, all scheduled extracurricular activities and practices will be cancelled. It shall be the responsibility of the supervising administrator to advise those affected.

COMMUNITY RELATIONS

Community relations are a high priority of Washakie County School District No. 1. Methods of improving community relations include the following:

1. Parent advisory groups will be established. This group will have the opportunity to provide the building administrator with a perspective of building activities from a parent's view. Meetings will be held regularly so that an opportunity for providing input will be afforded those parents who desire it. The meeting format will be at the discretion of the building administrator.
2. At the middle school and high school level the administration shall develop a mechanism to receive student input regarding student activity involvement, affording students the opportunity to offer individual responses relative to the happenings at their school. Teachers are encouraged to improve communications with their students' parents. Telephone calls, newsletters, personal letters, parent/teacher conferences, being involved in school and community activities, and teaching adult classes are a few of the communication activities to be used.
3. The administrators shall have a direct communication link with the ministerial association.
4. The superintendent meets periodically with each building's staff to discuss district wide concerns.
5. The administration should be available to various church and service organizations to personally discuss the mission and activities of the schools.
6. Open and honest communication with the local media is a must.
7. Title I schools will maintain compliance with the Washakie County School District #1 Parent Policy.

PURCHASING PROCEDURE

Use of Pre-Numbered Vouchers (AP-32)

Occasionally the purchase of supplies or services can better be accomplished by utilizing school vouchers in place of the traditional requisition procedure. These are to be used for **in-town purchases only**. At no time are vouchers to be faxed to out-of-town vendors.

1. Each school is given a block of pre-numbered vouchers for use by that school.
2. The building administrator/or their designee approves all vouchers prior to their use by any staff member.
3. The original voucher is returned to the school secretary along with an invoice/sales receipt.
4. The administrator signs and dates the approval section on the voucher.
5. Completed vouchers are sent to the business office for payment.

Pre-numbered Travel Vouchers

Pre-numbered multi-page travel vouchers are used for out-or-town trips to purchase meals and/or lodging. A copy of the voucher is left with the vendor. The original is returned to the school secretary for account coding. The administrator reviews the travel voucher and signs their approval. The voucher is sent to the business office for payment.

Requisition/Purchase Orders (AP-31)

Requisition forms are used for all purchases. Requisitions are submitted to the building administrator for approval. The school secretary then enters the requisition into the school district accounting program, and the original requisition with the purchase order number is sent to the business office where the purchase order listing and purchase order are printed, approved, and faxed to the vendor. A YELLOW COPY of the purchase is returned to the appropriate school office. When the items on the purchase order are received, the items on the YELLOW COPY are checked off. The YELLOW COPY is signed, dated, and returned to the business office.

If only a **partial order** is received, the yellow copy of the purchase is copied. The copy is marked to indicate the materials received and then signed, dated, and sent to the business office. When the backordered items are received, the yellow copy of the purchase order is check, dated, signed, and sent to the business office for payment.

Budget Request vs. Bid Request

Staff members and administrators should know the difference between a budget request and a bid request. Vendors normally will not be held accountable for an informal verbal quote. All bid requests must be made in writing and specify the length of time the bid is valid.

Competitive Bids

All anticipated purchases in excess of \$25,000 initiated by a staff member and/or administrator must have specifications developed and approved by the building administrator. At least two competitive bids are collected by the person involved and reviewed by the business manager before a purchase order is issued.

All anticipated purchases in excess of \$25,000 initiated by a staff members and/or administrator must have specification developed and submitted to the business manager. Bids will be collected by the business manager and reviewed with the staff members and building administrator. Based on the collective recommendation of those involved, a purchase order will be issued to the successful bidder. The business manager must approve any variation in these procedures.

Telephone "Call-in" Orders

The practice of calling in orders instead of using the traditional requisition order process or the pre-numbered voucher process is strongly discouraged. A requisition turned in to the school office with a request for the order to be faxed is easily processed the same day.

Return of Unwanted or Unacceptable Materials

Occasionally materials are received by the district that for some reason are not acceptable and need to be returned to the vendor. When this situation occurs the following procedure should be used:

1. Return the unwanted materials to the business office (preferably in the original shipping container) with an explanation as to why the material is being returned.
2. The business office will contact the vendor involved and request formal authorization to return the merchandise.
3. Upon receipt of the written authorization to return the merchandise, the business office will ship the material by the best means available.
4. A copy of the return receipt signed by the vendor will be retained at the business office as proof that the material has been returned.

GRANT WRITING

To encourage grant writing in the district, the following incentives are in place for successfully obtaining competitive grant funding:

GRANT AWARD	INCENTIVE
\$10,000	5% of grant award
\$10,000-\$50,000	4% with \$500 minimum
\$50,001-\$100,000	3% with \$2,000 minimum
\$100,000	2% with \$3,000 minimum

The grant writer is responsible for the following:

1. Developing innovative ideas and concepts that may be funded through federal, state, and/or private sources.
2. Receiving written approval from the supervision administrator(s) and business manager prior to begin the process.
3. Coordinating with the business manager the writing of the grant proposal.
4. Filing application and all other appropriate paperwork with the business manager.
5. Insuring that the funds are being used as designated and approved.
6. Maintaining records as needed and providing appropriate follow up.
7. Establishing communication and maintaining liaison with the business office.

Stipends for writing grants are funded from the general fund. Payment is made upon receipt of the Extra Duty Form for Grant Writers (AP-39) at the business office.

COMPUTER UTILIZATION PHILOSOPHY

The school district supports computer technology as it pertains to students, teachers and administration.

The selection of the platform for equipment and software purchases is left with the district technology committee and administration. Priority for decision-making is as follows:

1. STUDENT USE – to help students learn and apply technology through computer instruction, lab access, networking, and classroom application.
2. TEACHER MANAGEMENT – to provide faculty and staff with the technology to support classroom instruction and student grade management/record-keeping within the classroom.
3. COMMUNICATION – to provide administration with the technology to manage student records and reports, to produce building budget information and to communicate in and between buildings.

Support for purchasing, repair, and training of IBM or other technology committee recommended equipment and software receives priority over other brand names.

Technology Disciplinary Action

The Acceptable Technology Use Procedures (AP-36 & AP-37) are applicable to students, faculty, staff, and/or patrons of WCSD #1, and refers to all information resources whether individually controlled, shared, stand alone or networked. Disciplinary action, if any, for students, faculty, staff, and/or patrons shall be consistent with the school and/or district's standard policies and practices. Violation can constitute cause for revocation of access privileges, suspension, and other disciplinary action (s) and/or appropriate legal action. All employees and students using district technology will be required to read and sign the Acceptable Technology Use form.

The administrator of each school is responsible for enforcing the rules and regulations regarding appropriate conduct.

	<u>Technology Suspension*</u>	<u>Building/District Discipline</u>	<u>Possible Restitution**</u>
1 st Occurrence	30 days	Yes	Yes
2 nd Occurrence	60 days	Yes	Yes
3 rd Occurrence	90 days	Yes	Yes
4 th Occurrence	180 days	Yes	Yes

*Suspending a student from the use of computer technology will not be carried over from one school year to the next.

**Restitution may be in the form of oral or written communication to the harmed party and/or include financial restitution to restore the technology resource to its normal operating condition.

END OF YEAR REPORTS

End of Year Reports

Each administrator will be expected to complete an end of the year report noting the successes and failures of his/her school or department.

High School Report

1. Innovations and accomplishments.
2. Student and staff recognition—including all-state, National Honor Society, scholarships, boy and girl state, etc.
3. Accomplishments in curriculum development
4. Department chair reports
5. Accomplishments in extracurricular activities
6. Other information deemed appropriate.

Middle School

1. Innovations and accomplishments
2. Student and staff recognition—including names of students and staff who had outstanding achievements during the year
3. Accomplishments in curriculum development
4. Accomplishments in extracurricular activities
5. Other information deemed appropriate.

Elementary School Report

1. Innovations and accomplishments
2. Student and staff recognition—including names of students and staff who had outstanding achievements during the year
3. Staff development activities
4. Accomplishments in curriculum development
5. Other information deemed appropriate

Business Manager Report

1. Food service
2. Transportation
3. Facilities
4. Financial condition of the school district
5. Self-funded health insurance program
6. Federal programs
7. Other information deemed appropriate

Inventory of Equipment and Furnishings

An updated inventory of all equipment and furnishings (purchase price of \$500 or more) is required before administrators check out for the summer.

SCHOOL EMERGENCY PREPAREDNESS PLAN

Preface

The emergency disaster plan is comprehensive in scope and provides for safety measures in case of a school emergency. All school personnel in Washakie County School District #1 receive a copy. It is the responsibility of each employee of the district to know all phases of the plan and to react accordingly. The knowledge of knowing "WHAT TO DO AND HOW TO DO IT" in an emergency becomes a "Key Factor" in the proper execution of the plan combined with active leadership and supervision of pupils

Every effort will be made in the direction of periodic drill and group discussion on how to improve overall operations and efficiency.

AUTHORITY---RESPONSIBILITY

All school principals under the direction of the superintendent will administer the plan. Those in charge are responsible for informing school personnel as to their specific duties in putting the plan into operation.

WARNING

The following warning signals will be used to alert all citizens for an emergency:

Emergency warning—A WAVERING 3 TO 5 MINUTE TONE —an actual emergency exists and immediate action for the protection of life is necessary

Alert warning—A STEADY 3 TO 5 MINUTE TONE —an emergency of significant magnitude is possible. Turn radio to KWOR (1340) for important information and/or instructions.

NOTIFICATION OF PARENTS

It would be advisable to request that parents do not phone the school to pick up their children in the event of closing school because of weather or other emergency conditions.

Depending on the emergency and time involved, the child will first be sent home, if possible. In some cases the parents may bring the children home from school or they may remain in the custody of the school facility.

With proper parental authority established, some children may be released to a neighbor or relative.

EDUCATION AND TRAINING

Each administrator will be responsible for orienting his faculty and staff to this plan.

Staff training will be provided to all staff new to the building or as the situation dictates.

FIRST AID ASSISTANCE

Staff members are encouraged to take first aid training.

The building administrator maintains a list of those staff members who are trained in first aid so that he/she will know immediately whom to turn to in the case of an emergency.

EVACUATION AND SHELTER

Each school principal is responsible for holding periodic evacuation drills for their building.

Drill procedures are posted in each classroom. Diagrams are posted in classrooms.

In the event of a large-scale disaster or emergency, plans provide for mass feeding and bedding. Cafeteria facilities could be utilized for feeding purposes, while the American Red Cross could provide blankets and other supplies if people are housed in school gymnasiums.

In the event of a natural disaster, the community along with assigned school children may use the school shelter.

PERSON IN CHARGE

In the absence of the principal, the following persons assume command:

- Elementary – Head Teacher
- Middle School – Person Selected
- High School – Assistant Principal

FACILITIES

Panic bars on all exits are checked each day to see that they are operable at all times.

Fire extinguishers are checked or inspected on a routine basis by the fire department or other qualified personnel. Staff members are instructed in the use of all safety equipment.

Automatic sprinkler systems receive regular inspection by the fire department.

Custodians are familiar with all utility outlets and valves so that water, gas and electricity can be controlled at all times.

FIRE

A plan for the evacuation of school buildings is established so that the building can be emptied in the shortest possible time. Diagrams of each room designate the most adequate routes and exits and identify natural points of protection and alternate exits as necessary.

Children are instructed to walk, not run, in an orderly manner. There should be no talking so that instruction may be heard. The teacher should be in complete control at all times.

Notebooks, coats, or other belongings are not to be taken from the classroom during the fire drill. However, in case of an actual fire, inclement weather conditions, or other factors, provisions at the elementary level may be made to alter fire drill plans allowing student to take coats with them.

The teacher takes attendance to check students at an assembly point after evacuation.

Provisions must be made to check restrooms and vacant rooms, preferable by teachers occupying adjoining rooms.

Special arrangements may be necessary for handicapped children.

Doors and windows are closed in order to prevent fire drafts.

A report to the principal at a designated point is made when all students are present and accounted for.

Fire drills are conducted once a month as indicated by the ruling of the State Fire Marshall. Provisions for other types of drills may be made as necessary.

Fire Equipment

Fire extinguishers are placed in proper locations upon the recommendations from the fire chief. Use of extinguishers depends upon the seriousness of the situation.

Principals are held responsible for instructing faculty members and employees on the use of such equipment.

Notifying the Fire Department – Dial 911.

TORNADO

Tornadoes are a rare occurrence in Wyoming; however, this is not to say that precautions are not necessary. Adequate steps are to be taken to prepare students and staff for this type of emergency.

Upon receipt of a tornado warning, teachers evacuate the room to a shelter area if possible. Windows are left open on the north and east sides of buildings in order to equalize air pressure so that destruction may be limited. Experience has shown that windows on these sides of the building receive the greatest damage.

The last person leaving the room must close the outer door.

The teacher takes the attendance roster to check for any missing person. Subsequent reporting is made to the principal as soon as possible.

Books, coats, and other materials are left in the classroom. Students may return to the classroom only when authorized to do so.

Evacuation to shelter areas requires swiftly moving lines with no talking or running. Provisions, as needed, must be made for assistance to handicapped children.

If the time does not permit transit to prearranged or "safe" areas, steps are taken to insure the greater degree of safety for the class. Generally, the best protection is an inside wall that is as far away from any openings, doors, or windows as possible. Students are to crawl under desks or other large pieces of furniture for protection against flying glass and falling objects.

BLIZZARD

Responsibility

The authority to dismiss school early lies with the superintendent of schools. In the event of his/her absence, authority is delegated through the normal line and staff organization.

Suitable arrangements are made for pupils who live in rural areas and cannot reach home under existing conditions.

Communications

The KWOR radio station will be utilized extensively for the purpose of informing patrons of Washakie County School District No. 1 about the district's decisions relating to adverse weather conditions.

FLOOD

Flooding should not present a serious threat to most schools in the district. For those living in a flood plain area, adequate school planning is to be considered by school personnel so that all staff members and pupils will be familiar with warnings and evacuation plans.

EARTHQUAKES

Earthquakes strike without warning! With this thought in mind, teachers should instruct pupils on general procedures and evacuation from the building. The emergency plan is the same as for a fire drill and tornado.

In the event of an earthquake, certain precautions are to be taken in case the building cannot be evacuated. Every effort is made to keep everyone "calm." No one should rush outside where they might be exposed to live wires, falling materials, etc. Pupils are to get away from all windows and get

under desks or next to bearing walls and partitions. Instructions, given by the teacher, must include avoiding flying glass and falling objects.

NUCLEAR ATTACK

When the superintendent or other school officials receive an authorized warning, whether by radio or through the local warning system or officials, appropriate action must be taken.

Students should proceed to pre-designated shelter areas, preferably those stocked with food supplies. Plans must be made in advance for a shelter stay that could last several days.

If an adequate warning is given, students are to return home as usual or by bus. Parent notification is included in the school disaster plan.

If no warning time is given, all persons must seek the best immediate shelter available and when blast danger has passed, proceed quickly to a shelter.

Students, faculty, and others must remain in a shelter until properly authorized to leave. All efforts must be made to stay calm and assist in every possible manner to assure a successful shelter experience.

CIVIL DISTURBANCE

Schools are continually subjected to various types of demonstrations and disturbances. Some disturbances build up over a period of increased tension while others may be spontaneous and come without warning. In either case, it is important that school officials are equipped to handle these emergencies by careful planning involving the local and state law enforcement officials. Certain procedures are outlined as to the assistance needed locally, countywide and statewide, in the Washakie County/Municipal Emergency Operations Plan and the district's Crisis Response Plan.

TERRORISTS

Each principal follows the procedures outlined in the Crisis Response Plan to get students safely from the area where terrorists are located and to a pre-designated shelter area. When the students are safely at the shelter, parents are to be called to pick up their children.

Local law enforcement agencies (Dial 911) are called immediately and the matter turned over to them. Every effort must be made not to agitate the terrorists.

BOMB THREAT

If the superintendent receives the phone call stating that a bomb has been placed in a building, he/she immediately informs the building principal and local authorities (police and fire department).

When a principal receives a bomb threat, he/she immediately evacuates the building, contacts the superintendent, and informs the local authorities.

A teacher or other school personnel receiving a bomb threat call immediately notifies the principal who follows the above procedures.

Notification and Action Procedures

Clear the building of all persons immediately by following the fire drill procedures. The fire alarm will also serve as the signal for a bomb threat.

Make arrangements to transport students and staff to a pre-selected site until the building has been checked.

Adopt a checkout system that informs the school principal that the building has been evacuated.

Inspection of the building must be accomplished by a special team composed of local authorities and selected school personnel.

If a bomb threat call is received when school is not in session or not occupied by an activity, notification of the persons in the proper chain of command is necessary.

Secure All Possible Information

All staff members should be trained on how to react should they be the one to receive the bomb threat call. Every effort is made to receive as much information as possible. Bomb threat calls are brief. Try to talk the person into giving the following information:

- *Time set for the explosion
- *Location of the bomb or bombs
- *Type and description of the bomb
- *Reason for call or threat

WORLAND HEALTHCARE AND REHABILITATION CENTER EVACUATION PLAN

1. WHRC residents will be evacuated to Worland High School.
 - a. The National Guard Armory is the alternate evacuation point.
 - b. Buses from Washakie County School District No. 1 will assist in transportation of residents.
2. Pre-assigned facility nursing staff will be at Worland High School to receive the residents.
 - a. Emergency medical supplies and equipment go with the nursing staff.
3. While the residents are at the evacuation center, a facility-employed nurse is in charge during each tour of duty.
 - a. All other nursing staff continue their tours of duty for eight hours as assigned in the evacuation area.
4. Two areas for patients will be designated.
 - a. One area for patients requiring minimal nursing care,
 - b. One area for patients requiring maximum nursing care,

NOTE: Set up a nurse's station adjacent to both areas.

- (1) Cardex contains residents listed on those wings.
- (2) Emergency supplies ARE available to both areas.

CRISIS RESPONSE PLAN

The purpose of the Crisis Response Plan is to provide resources and support to any situation that traumatizes the school community or substantially affects normal building routines.

I. Definitions

A. Crisis

A condition that affects the functioning of significant numbers of people in an organization. Examples of crises are:

- Death of student
- Death of staff
- Violent or life threatening behavior or threats
- Natural disasters (earthquake, tornadoes, etc.)
- Accidents (to people or facilities)

B. District Response Team (DRT)

When a crisis situation occurs, the superintendent or his designee activates the DRT consisting of:

- Psychologist
- An additional administrator
- Affected building administrator (if appropriate)

The DRT meets to discuss procedure and involvement of additional personnel/resources. Additional resources/personnel to be made available, dependent upon the nature of the crisis include:

- Health Service (Jody Martinson - 431-5369)
- Facility Maintenance Services (Bob Michaels - 431-5371)
- Ministerial Association (Mike Brush - 347-2132)
- Counseling (District and/or Community)
- Law Enforcement (347-4253)
- Transportation Services (Brad Feather - 347-2841 or 431-5372)
- Fire Department (Don Huber 347-6379)
- Clerical Staff as needed.

C. Building Response Team (BRT)

When a building crisis situation occurs, the principal or his designee activates the BRT consisting of, but not limited to:

- Building Administrator(s)
- Counselors
- Classroom Teacher
- Facility Maintenance and Secretarial Services
- Health Services
- Other resources as needed.

The BRT meets to discuss necessary and appropriate procedures.

II. Procedures

A. Prior to Crisis

The building administrator:

1. Identifies a building response team by the first day of school each year.
2. Hold at least one meeting per year in each building to review the Crisis Response Plan.
3. Conducts some type of in-service(s) for this group and/or all faculty to discuss what to expect and how to react to any crisis.

B. Initial Steps

1. The building administrator determines the nature and facts of the crisis with reliable sources
2. He/she notifies the superintendent or designee who contacts and meets with the District Response Team.
3. The District Response Team provides guidance.
4. The District Response team determines what additional resources/personnel are needed.

C. During the Crisis

Should the nature of the crisis be district:

1. The crisis is analyzed;
2. A course of action is determined; and
3. Duties are assigned by the District Response Team

Should the nature of the crisis be at the building level:

1. The crisis is analyzed;
2. A course of action is determined; and
3. Duties are assigned by the Building Response Team

D. Building Action Plan

The following checklists and items are provided as commonalities that may be generic to a variety of crises:

1. A "go box" consisting of:
 - a. Student rosters including parent's name, phone numbers, and medical needs
 - b. Location of medical supplies within the building
 - c. A list of emergency/medically trained personnel within the building
 - d. A list of "at risk" students
 - e. Maps of the building and bell schedule
 - f. Evacuation plans for such things as fire, tornadoes, bomb threats, etc.
 - g. Availability and contacts for use of alternate buildings/facilities
 - h. A list of schedules and phone numbers of individuals/services/agencies who may be needed: fire, police, etc.

2. Identification of a room to serve as a crisis center within your building, which may have but is not limited to:
 - a. Access to a phone
 - b. Access to a computer
 - c. Adequate meeting space, and
 - d. Suitable entrance-egress availability
3. Designation of a back-up or assistant building team leader.
4. Availability of counseling services, both in-district and from the community.
5. Media contacts channeled through the superintendent or his designee.

E. After the Crisis

1. Holds debriefing meetings
2. Announces funeral arrangements and procedures
 - a. Maintaining normal school schedule to the extent possible
 - b. Avoiding funerals in school facilities and working with ministerial association ahead of time.
 - c. Not providing memorials for suicides.
3. Establishes procedures to collect and deliver student materials to family
4. Clears databases to prevent inadvertent mailings, etc.
5. Provides ongoing counseling for students on an "as needed" basis.

FACILITY OPERATIONS

PROCEDURE FOR NOTIFICATION OF PESTICIDE APPLICATION

The Wyoming State Legislature has enacted notification requirements for applying pesticides to any building or real property used by a school district primarily used for the education of district students in W.S. 35-5-375.

The District business manager is designated as the contact person for additional information as to notification of the same. All notices provided pursuant to the statute are retained and maintained for a minimum of two years by the business manager. Any School District personnel, who intend to apply pesticides to any building or real property used primarily by the School District for the education of students, shall follow the requirements as designated in W.S. 35-7-375.

Notice (AP-38) shall be available to students, teachers, and staff not less than 72 hours before the application of any pesticide. Said notice shall follow the form adopted with this procedure which is maintained as part of the procedure manual. This form shall be circulated 72 hours prior to the pesticide application to the building administrator who in turn will distribute it to all teachers and staff. The teachers shall furnish the information to the students by providing each student with a copy of the notification.

The building administrator shall further post the said notice at the entrance of the building 24 hours prior to distribution. If the pesticide application is going to be in an outdoor area, signs shall be posted immediately adjacent to the affected area. Any notices posted on the buildings or any property shall remain posted for 72 hours. Additionally notice shall be attached to the appropriate areas at the time of the actual application.

Any commercial party applying pesticides under W.S. 35-7-375 shall use the form adopted and supplied by the District.