

# *Campbell County* C A M E L S



2021-2022

STAFF HANDBOOK

## **NOTICE OF NON-DISCRIMINATION STATEMENT**

Campbell County School District Number One, State of Wyoming does not discriminate on the basis of race, color, national origin, sex, disability, or age, or any other basis protected by federal, state, or local law, in its educational programs or activities, and provides equal access to the Boy Scouts and other designated youth groups.

The following person has been designated to handle inquiries regarding the District's non-discrimination policies:

Larry Reznicek, Title IX Coordinator/Human Resources Director  
Campbell County School District Number One  
1000 West Eight Street  
Gillette, WY 82716  
Phone (307) 682-5171

Inquiries and complaints regarding discrimination may also be made to the Office for Civil Rights, 1244 Speer Blvd., Suite 310, Denver, Colorado 80204-3582, (303) 844-5695, [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov).

**CAMPBELL COUNTY SCHOOL DISTRICT**  
**2021-2022 NOTIFICATION OF RIGHTS**  
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**II. BUILDING INFORMATION**

## I. NOTIFICATION OF RIGHTS

### NOTICE

The language used in this Handbook is intended neither to create, nor to be construed to constitute a contract between Campbell County School District Number One, State of Wyoming ("the District") and any one or all of its students, parents or legal guardians of students. This Handbook is intended as a guide to inform and provide notice to students, parents and legal guardians of policies and procedures of the District. There are no promises, express or implied, for specific educational achievement or outcome. The provisions of this Handbook may only be modified according to established procedures of the District. The District retains the absolute right to change the contents of the Handbook, as it deems necessary, with or without notice.

### NONDISCRIMINATION STATEMENT

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### U.S. DEPARTMENT OF AGRICULTURE NONDISCRIMINATION STATEMENT

The United States Department of Agriculture ("USDA") prohibits discrimination in its programs on the basis of race, color, national origin, sex, religion, age, disability, political beliefs and marital or familial status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audiotape, etc.) should contact the USDA Office of Communications at (202) 720-2600 (voice and TTY) or contact through the Federal Relay Service at (800) 877-8339. USDA is an equal opportunity provider, employer, and lender.

### NOTICE OF RIGHTS

#### Section 504 of the Rehabilitation Act of 1973

The Rehabilitation Act of 1973, commonly known in the schools as "Section 504," is a federal law passed by the United States Congress with the purpose of prohibiting discrimination against disabled persons who may participate in, or receive benefits from, programs receiving federal financial assistance. In the public schools specifically, Section 504 applies to ensure that eligible, disabled students are provided with educational benefits and opportunities equal to those provided to non-disabled students.

A student with a disability is one who has a physical or mental impairment that substantially limits one or more of his/her major life activities/major bodily functions such as reading, concentration, thinking, learning, walking, seeing, hearing, breathing, working, and performing manual tasks, etc. Eligible students may be entitled to an accommodation plan that provides the student with the same opportunity to benefit from programs and services as afforded non-disabled students.

The purpose of the Notice is to inform parents and students of their rights at 34 CFR §104.36 of the Section 504 regulations:

- The school district must provide you with written notice of your rights. If you need further explanation or clarification of any of the rights described in this Notice, contact appropriate staff persons at the District's Section 504 Office, and they will assist you in understanding your rights.
- Under Section 504, your child has the right to an appropriate education designed to meet his or her educational needs as adequately as the needs of non-disabled students are met [34 CFR §104.33].

- To the maximum extent appropriate, your child has the right to be educated with children who are not disabled. Your child will be placed and educated in regular classes, unless the District demonstrates that his or her educational needs cannot be adequately met in the regular classroom, even with the use of supplementary aids and services. [34 CFR §104.34]. Your child has the right to services, facilities, and activities comparable to those provided to non-disabled students [34 CFR §104.34].
- You have the right to be notified by the District prior to any action regarding the identification, evaluation, or placement of your child [34 CFR §104.36].
- You have the right to examine relevant documents and records regarding your child (generally documents relating to identification, evaluation, and placement of your child under Section 504) [34 CFR §104.36].
- You have the right to an impartial due-process hearing to contest any action taken by the District with regard to your child's identification, evaluation, or placement under Section 504 [34 CFR §104.36].
- You have the right to participate personally at the hearing and to be represented by an attorney if you wish to hire one. You also have a right to file a complaint with the Office of Civil Rights (OCR) or the Department of Education.
- If you wish to contest an action taken by the Section 504 Team by means of an impartial due-process hearing, you must submit a Request for Hearing to the District's Section 504 Coordinator at the address below:

Lori Townsend, Section 504 Coordinator  
1000 West 8th Street, PO Box 3033  
Gillette, Wyoming 82717-3033  
Phone: (307) 682-5171; Fax: (307) 682-7941  
E-Mail: [ltownsend@ccsd.k12.wy.us](mailto:ltownsend@ccsd.k12.wy.us)  
Monday - Friday (7:30 am-4:00 pm)

### STUDENT AND EDUCATION RECORDS AND PROTECTION OF PUPIL RIGHTS Regulation 5147-R

#### Rights Under the Family Educational Rights and Privacy Act (FERPA) for Elementary and Secondary Schools

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents of "non-eligible" students under the age of 18 years of age, the right to have access to their student's education records, the right to see to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. When a student turns 18 years old, or enters a postsecondary institution at any age, the rights under FERPA transfer from the parents to the student ("eligible student"). The FERPA statute is found at 20 U.S.C. §1232g and the FERPA regulations are found at 34 CFR Part 99.

The Family Educational Rights and Privacy Act (FERPA) affords a non-eligible student's parents or the eligible student certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the school receives a request for access.
  - Parents or eligible students should submit to the school principal, or appropriate school official, a written request that identifies the record(s) they wish to inspect.
  - The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
  - Parents or eligible students who wish to ask the school to amend a record should write the school principal, or appropriate school official, clearly identifying the part of the record they want changed, and specify why it should be changed.
  - If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parents or eligible student of the decision and advise them of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to privacy of personally identifiable information in the student's

education records, except to the extent FERPA authorizes disclosure without consent.

- One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee (such as a disciplinary or grievance committee); or a parent, student, or other volunteer assisting another school official in performing their tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility.
- Upon request, the school discloses education records, including disciplinary board action, without consent to officials of another school district in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with the requirements of FERPA. The name and address of the office administering FERPA is as follows:  
Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-8520

#### Notice for Directory Information

The Family Educational Rights and Privacy Act (FERPA), a Federal law, requires Campbell County School District, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your student's education records. However, Campbell County School District may disclose appropriately designated "directory information" without written consent, unless you have advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow Campbell County School District to include this type of information from your student's education records in certain school publications. Examples include:

- A playbill, showing your student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information that is generally not considered harmful, or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks. In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories—names, addresses and telephone listings; unless parents have advised the LEA that they do not want their student's information disclosed without their prior written consent.

If you do not want Campbell County School District to disclose directory information from your student's education records without your prior written consent, you must notify the District in writing by September 20, or within thirty days of registering. Campbell County School District has designated the following information as directory information:

- Student's name;
- Address;
- Grade level;
- Photograph;
- Participation in officially recognized activities and sports;
- Telephone listing;
- Weight and height of members of athletic teams;

- Degrees, honors, scholarships, and awards received; and
- The most recent educational agency or institution attended.

#### Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- Consent before students are required to submit to a survey concerning one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  - Political affiliations or beliefs of the student or student's parent;
  - Mental or psychological problems of the student or student's family;
  - Sex behavior or attitudes;
  - Illegal, anti-social, self-incriminating, or demeaning behavior;
  - Critical appraisals of others with whom respondents have close family relationships;
  - Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  - Religious practices, affiliations, or beliefs of the student or parents; or
  - Income, other than as required by law to determine program eligibility.
- Receive notice and an opportunity to opt a student out of:
  - Any protected information survey, regardless of funding;
  - Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  - Activities involving collection, disclosure, or use of personal information collected from students for marketing or to sell or otherwise distribute the information to others.
- *Inspect*, upon request and before administration or use:
  - Protected information surveys of students;
  - Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  - Instructional material used as part of the educational curriculum.

These rights transfer from the parents to a student who is 18 years old or an emancipated minor under State law.

Campbell County School District has developed and adopted policies regarding these rights, as well as arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes.

Campbell County School District will directly notify parents of these policies at least annually at the start of each school year and after any substantive changes.

Campbell County School District will also directly notify, such as through U.S. Mail or email, parents of students who are scheduled to participate in the specific activities or surveys noted below and will provide an opportunity for the parent to opt their student out of participation of the specific activity or survey.

Campbell County School District will make this notification to parents at the beginning of the school year if the District has identified the specific or approximate dates of the activities or surveys at that time. For surveys and activities scheduled after the school year starts, parents will be provided reasonable notification of the planned activities and surveys and be provided an opportunity to opt their student out of such activities and surveys. Parents will also be provided an opportunity to review any pertinent surveys. Following is a list of the specific activities and surveys covered under this requirement:

- Collection, disclosure, or use of personal information for marketing, sales or other distribution;

- Administration of any protected information survey not funded in whole or in part by ED; and
- Any non-emergency, invasive physical examination or screening as described above.

Parents who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-5901

#### **Notice and Opt Out for Specific Activities**

The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h, requires Campbell County School District No. 1 ("CCSD") to notify you and obtain consent or allow you to opt your student out of participating in certain school activities. These activities include a student survey, analysis, or evaluation concerning one or more of the following eight areas ("protected information surveys"):

1. Political affiliations or beliefs of the student or student's parent;
2. Mental or psychological problems of the student or student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating, or demeaning behavior;
5. Critical appraisals of others with whom respondents have close family relationships;
6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, other than as required by law to determine program eligibility.

This requirement also applies to the collection, disclosure or use of student information for marketing purposes ("marketing surveys"); and certain physical exams and screenings. CCSD will provide parents, within a reasonable period prior to the administration of the surveys and activities, notification of the surveys and activities, and provide an opportunity to opt their student out, as well as an opportunity to review the surveys. (Please note this notice and consent/opt-out transfers from parents to any student who is 18 years old or an emancipated minor under State law.)

ADOPTION DATE: September 14, 1976; Revised March 25, 1986; February 8, 1993; May 8, 1995; Revised January 27, 2004; Reviewed June 9, 2009, Major Revision September 28, 2010; Revised March 10, 2020

LEGAL REFERENCE(S): Public Law 101-476 Individuals with Disabilities Education Act (I.D.E.A.), Public Law 93-380, Family Educational Rights and Privacy Act (FERPA), Wyoming Rules and Regulations Governing Services for Children with Disabilities, The Protection of Pupil Rights Amendment (PPRA), 20 U.S.C. §1232h  
CROSS REFERENCE: 5147

#### **PARENTS "RIGHT TO KNOW" UNDER THE EVERY STUDENT SUCCEEDS ACT**

As a parent of a child in Campbell County School District, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to provide you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- The right to request information about the qualifications of your child's teacher to include state license status with approved subject areas, emergency/provisional status, and field of discipline.
- The right to request information about paraprofessionals: are any providing services to your child, and what their qualifications are.
- When your child has been taught for four or more weeks by a teacher who is not meeting applicable state licensing requirements.
- Annual notification to parents of EL students if your child has been recommended for a language instruction program and the parent's right to opt out of the program.

#### **PERSISTENTLY DANGEROUS SCHOOL**

A Wyoming public school is considered persistently dangerous if the following condition exists. In any two consecutive years, the school has experienced felony-related expulsions for drug, alcohol, weapons, or violence that exceed an expulsion rate of two percent (2%) of the student body or four (4) students, whichever is higher, as calculated from the most recent October 1 enrollment data.

#### **CHILD ABUSE**

#### **Policy 4390**

The Board recognizes that because of their sustained contact with school-age children, teachers and other school employees are in a position to help identify and report suspected child abuse and neglect.

In compliance with the Child Protective Services Act, §14-3-201 through 215, Wyoming Statutes, it will be the policy of the Campbell County School District to report abuse or neglect whenever any person knows or has reasonable cause to believe or suspect that a child has been abused or neglected or observes any child being subjected to conditions or circumstances that would reasonably result in abuse or neglect.

The statute requires that if a person reporting child abuse or neglect is a member of the staff of the school, he or she is to notify the principal, or designee, as soon as possible, who is thereupon also responsible to make the report or cause the report to be made. Because of this requirement, any teacher or employee having any such knowledge is to make an initial report to the principal, or designee, of the school the child attends. The principal, or designee, will then notify the Superintendent, or designee.

The report by a teacher or employee to the principal does not relieve that individual of the obligation to report on his or her own behalf unless a report has already been made or will be made. The Wyoming Statutes are mandatory and absolutely require that a report be made. Failure to report would violate this provision of the law.

Reports are required to be given to the Department of Family Services (DFS) or a local law enforcement agency. The reports can be submitted in written form or by phone (doing both is recommended). Wyoming law requires that a written report from DFS be submitted back to the reporting party confirming or not confirming the facts reported; however, a written report may be dispensed with for good cause.

School employees will not contact the child's family or other person to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee to prove a child has been abused or neglected or to determine whether the child is in need of protection.

"Abuse" means inflicting or causing physical or mental injury, harm or imminent danger to the physical or mental health or welfare of the child other than by accidental means, including abandonment, excessive or unreasonable corporal punishment, malnutrition or substantial risk thereof by reason of intentional or unintentional neglect, and the commission or allowing the commission of a sexual offense against a child as defined by law.

"Neglect" means a failure or refusal by those responsible for the child's welfare to provide adequate care, maintenance, supervision, education or medical, surgical or any other care necessary for the child's well-being.

#### Interviewing of Alleged Victims During School Hours

The Department of Family Services and appropriate law enforcement agencies, upon making arrangements with the principal, or designee, of the school the student attends, will be allowed to interview alleged child abuse or neglect victims during school hours at a time and place convenient for the school and child, as determined by the principal, or designee. The principal, or designee, will be expected to be present during the interview process.

When investigating a report, the principal or designee shall endeavor to obtain, when possible, the consent of a parent or guardian to interview the child, except in those cases, which there is reason to believe that a parent or guardian is the perpetrator of the alleged abuse.

ADOPTION DATE: June 26, 1984; Editorial Revision August 14, 1984; Revised July 12, 1993; Renumbered May 22, 1995 (formerly 4290); Reviewed October 23, 2007; Revised August 23, 2016  
LEGAL REFERENCE(S): State Statute 14-3-201 through 215  
CROSS REFERENCE(S): 4390-R  
ADMINISTRATIVE REGULATION:

**CHILD ABUSE****Regulation 4390-R****Guidelines for Referring Possible Child Abuse Cases**

All Campbell County School District certified and educational support personnel are mandatory reporters of possible child abuse. When acting in an official school district capacity, suspected child abuse reports must be presented by the employee to the appropriate principal, or designee.

The principal, or designee, is responsible for forming and submitting a written report to the Department of Family Services (DFS) or local law enforcement agency containing the following information: name, address and age of student; name and address of parents, guardians or caretakers; nature and extent of injuries or description of neglect; and any other pertinent information about the injuries or condition.

The principal, or designee, will notify the Superintendent that a referral has been written and submitted to the appropriate child protection agency.

The principal, or designee, will confirm with the responsible governmental agency that a written report confirming or not confirming the facts reported has been made by the responsible governmental agency. The principal will keep a log of dates and times of interviews related to possible child abuse. The principal, or designee, who submits the report to DFS or law enforcement, shall notify the reporting teacher or employee that a report has been made to the proper authorities.

ADOPTION DATE: September 27, 1988; Revised August 27, 1991; July 12, 1993; Renumbered May 22, 1995 (formerly 4290-R); Revised February 27, 1996; Reviewed October 23, 2007; Revised August 23, 2016

LEGAL REFERENCE(S):

CROSS REFERENCE: 4390

**CHILD FIND****Policy 5071**

Campbell County School District will implement an ongoing system to locate, identify and evaluate all children birth to 21 years of age residing within the school district who have disabilities and need early intervention under Part C or special education under Part B of the Individuals with Disabilities Educational Act (IDEA or the Act).

The District shall identify all children with disabilities regardless of the severity of their disability, including children who are:

- Highly mobile, such as migrant and homeless children
- Wards of the State;
- Suspected of having a disability even though they advance from grade to grade;
- Home schooled;
- Attending a private (religious or secular) school located within the boundaries of the school district or public agency;
- Attending a charter or virtual school;
- Below the age of compulsory school attendance;
- Above the age of compulsory school attendance who have not graduated from high school with a regular diploma and have not completed the school year in which they reach their twenty-first birthday; or
- Dropped out or disenrolled from public or private school.

ADOPTION DATE: January 28, 1986; Revised July 15, 1987; Revised September 27, 1993; Renumbered November 22, 1993; Reviewed June 10, 2008; Revised and Renumbered June 14, 2011; Minor Revisions November 10, 2015;

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

CROSS REFERENCE(S): (Formerly 5110.2, 5112) 5020, 5027, 5070

ADMINISTRATIVE REGULATION: 5071-R

**CHILD FIND****Regulation 5071-R**

The child find efforts of Campbell County School District shall include:

**1. Public awareness**

Child find activities shall include local media resources and direct contact activities to:

- Provide information about special education services in the District and the special education referral process to public and private facilities located within the boundaries of the District, including day care centers, homeless shelters, group homes, county jails, hospitals, medical offices, and other facilities that

serve children birth to 21 years old; and

- Provide information about the developmental and/or academic screening opportunities occurring throughout the District, including screening opportunities coordinated with other providers or agencies.

**2. Notice**

Before any major child find activity, the District shall publish notices in newspaper or other media informing parents of the activity. Circulation of this notice shall be adequate to inform parents within the jurisdiction of the District or public agency.

**3. Staff awareness**

The District shall ensure that staff members are knowledgeable about the characteristics of children with disabilities and in need of special education and the referral process for all children, including infants or preschool children suspected of having disabilities. Awareness activities include:

- Staff in-service;
- Outside trainings and conferences; and
- The provision of data and information for review.

**4. Communication to parents**

The District staff shall inform parents about the availability of special education and related services and provide them with information about initiating a referral for a special education evaluation, including information about early intervention under Part C and special education under Part B of IDEA. Communication activities include:

- Personal contacts by regular and special education staff and administration;
- Information/educational programs put on for the benefit of parents;
- Written communication to parents; and
- Public notices

**5. Children in private schools**

The District shall locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located within the boundaries of the District, including children who reside in a state other than Wyoming. Child find activities for children in private schools include direct communication with the private schools and the offer of services to locate, identify, and evaluate children residing within private schools. The District will provide such assessments and/or evaluations and/or other assistance as is necessary or beneficial in location, identification, and evaluation of students in private schools in order to identify any students who have disabilities and need early intervention under Part C or special education under Part B of IDEA.

ADOPTION DATE: January 28, 1986; Revised July 15, 1987; Revised September 27, 1993; Renumbered November 22, 1993; Revised June 10, 2008; Revised and Renumbered June 14, 2011; Minor Revisions November 10, 2015

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

CROSS REFERENCE(S): (Formerly 5110.2-R, 5112-R) 5020, 5027, 5070

ADMINISTRATIVE REGULATION:

**HOMELESS CHILDREN****Policy 5027**

It is the policy of Campbell County School District #1 that every child will have access to a free, appropriate education (FAPE). Children who are homeless have the same rights to FAPE as do other children, and the District is committed to assure that those rights are fully protected and honored.

ADOPTION DATE: January 23, 2001; Reviewed February 26, 2008; Revised January 12, 2016

LEGAL REFERENCE(S): Section 504 of the Rehabilitation Act of 1973

CROSS REFERENCE(S):

ADMINISTRATIVE REGULATION: 5027-R

**HOMELESS CHILDREN****Regulation 5027-R**

Homeless is defined as an individual who lacks a fixed, regular or adequate nighttime residence and includes but is not limited to an individual who has a primary nighttime residence that is:

1. A supervised publicly or privately operated shelter designed to provide

temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill);

2. An institution that provides a temporary residence for individual intended to be institutionalized; or
3. A public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.

The terms “homeless” or “homeless individual” do not include any individual imprisoned or otherwise detained.

In determining whether a child or youth is homeless, the relative permanence of the living arrangements should be considered. Determinations will be made on a case-by-case basis. In general, children or youth living in welfare hotels, transitional housing shelters, the streets, cars, abandoned buildings and other inadequate accommodations will be considered homeless.

#### **Children and Youth in Transitional or Emergency Shelters**

If children or youth are placed in a transitional or emergency shelter because there is nowhere else to send them, and they are awaiting placement in a foster home or a home for neglected children, they will be considered homeless while in the emergency or transitional shelter. Once placed in a foster home or a home for neglected children or youth, they will no longer be considered homeless.

#### **Children and Youth Living in Trailer Parks and Camping Grounds**

Children and youth staying temporarily in trailer parks or campgrounds because they lack adequate living accommodations will be considered homeless. Those living in trailer parks or camp areas on a long-term basis in adequate accommodations will not be considered homeless.

#### **Doubled-Up Children and Youth**

Children and youth who are living in “doubled-up” accommodations, that is, are sharing housing with other families or individuals, will be considered homeless if they are doubled-up because of a loss of housing or other similar situation. Families living in doubled-up accommodations voluntarily to save money generally will not be considered homeless.

#### **Foster Children and Youth**

In general, children and youth in foster homes will not be considered homeless. Many foster children are in the care of a public agency, awaiting placement in more permanent situations. The foster home, although temporary, serves as a fixed regular and adequate nighttime residence. Children placed in foster homes for lack of shelter space; however, will be considered homeless.

#### **Incarcerated Children and Youth**

Children and youth that are incarcerated for violation or alleged violation of a law will not be considered homeless even if prior to their incarceration they would have been considered homeless because they are living in inadequate accommodations. Children and youth who are under the care of the state and are being held in an institution because they have no other place to live will be considered homeless. Once these children are placed in more permanent facilities, they will no longer be considered homeless.

#### **Migratory Children and Youth**

Migratory children and youth will not be considered homeless simply because they are children of migratory families. To the extent that migratory children are staying in accommodations not fit for habitation, they will be considered homeless.

#### **Runaways**

Children or youth who have run away from home and live in runaway shelters, abandoned buildings, the street or other inadequate accommodations will be considered homeless, even if their parents have provided and are willing to provide a home for them.

#### **School-Aged, Unwed Mothers**

In general, if school-aged, unwed mothers or expectant mothers are living in homes for unwed mothers, and they have no other available living accommodations, they will be considered homeless. However, if they are staying in such a home only temporarily to receive specific health care or

other services and intend to move to other adequate accommodations, they will not be considered homeless.

#### **Sick or Abandoned Children and Youth**

There are instances where children or youth remain in a hospital beyond the time they would normally stay for health reasons because their families have abandoned them. These children or youth will be considered homeless because they have no other place to live. Children or youth that were homeless prior to hospitalization will be considered to be homeless while they are in the hospital, unless regular and adequate living accommodations will be made available to them upon release from the hospital.

If a school has students who meet any of the above definitions of homeless, the student should be referred to the building principal. The principal will convene the necessary staff and community agencies needed to develop an action plan to provide the student with a free appropriate public education.

#### **Transportation**

Homeless students have the right to receive transportation to and from their school of origin or the school closest to where they are currently living, if requested. The request may come from the parent, guardian, youth, or CCSD staff. If the student’s temporary residence is outside of the Campbell County School District, the new district and CCSD will determine how to divide the responsibility and cost of providing transportation. Transportation services will be comparable to those provided to other students.

#### **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth in transition will be admitted immediately to the school in which enrollment is being sought, pending final resolution of the dispute. The student will also have the rights of a student in transition to all appropriate educational services, transportation, free meals, and Title 1, Part A, services while the dispute is pending. The school where the dispute arises will provide the parent or unaccompanied youth with a written and/or oral explanation of its decision and the right to appeal and will refer the parent or youth to the local liaison immediately. The local liaison will ensure that the student is enrolled in the requested school and receiving services to which he or she is entitled and will resolve the dispute as expeditiously as possible. The parent or unaccompanied youth will be given every opportunity to participate meaningfully in the resolution of the dispute. The local liaison will keep records of all disputes in order to determine whether particular issues or schools are delaying or denying the enrollment of children and youth in transition repeatedly. The parent, unaccompanied youth, or other school district may appeal the school district’s decision as provided in the state’s dispute resolution process.

#### **Campbell County School District # 1 Referral for Homeless Child**

Date:

Name: Last

Name: First

Sex: M F

Address:

City State Zip:

Birth Date:

School Attending:

Current grade:

Previous School:

Parent(s) Name(s):

Address:

City State Zip:

Student resides with:

Daytime Phone:

ADOPTION DATE: January 23, 2001; Reviewed with revision February 26, 2008; Editorial revision October 22, 2013; Revised January 12, 2016; Revised October 25, 2016

LEGAL REFERENCE(S): Section 504 of the Rehabilitation Act of 1973

CROSS REFERENCE(S): 5027

ADMINISTRATIVE REGULATION(S)

## **II. BUILDING INFORMATION**



## TEACHER EXPECTATIONS/RESPONSIBILITIES/SUPERVISION

### CAMPBELL COUNTY HIGH SCHOOL TEACHER EXPECTATIONS

1. Assignments and course expectations should be in writing and given to students at the beginning of the semester. A copy of each syllabi should be sent to the instructional facilitator as well.
2. At a minimum, formatively assess and report student progress on a bi-weekly basis. All courses must develop a comprehensive semester final assessment which will be offered to students during the last week of the semester.
3. Ensure that classroom expectations for personal device use are aligned with the CCHS Technology Zones.
4. Notify parents, either by telephone or email, if the student is experiencing academic or social/emotional struggles. When appropriate, confer with counselors and administrators concerning the progress of individual students.
5. Acknowledge parental inquiries by a return call/email within 24 hours of receiving the message.
6. Maintain accurate attendance records hourly in PowerSchool.
7. Start class on time with meaningful activities to promote promptness.
8. Provide opportunities for all students to participate and achieve.
9. Be available before or after school for student conferences and make up work.
10. Maintain accurate achievement records and follow established reporting procedures. **PowerSchool and Schoology grades must be updated by 8am on the first school day of the week. PowerSchool and Schoology grades should align at all times.**
11. Be responsible for the care and preservation of all school facilities and property. Report any broken or missing items immediately.
12. Know and follow CCHS procedures and protocols, as well as Campbell County School District policies.
13. Be punctual and present for all teaching assignments and/or duties.
14. Attend all department meetings and participate with the collaborative team in accomplishing organizationally relevant goals.
15. Help to maintain proper order within the building by supervising the area within proximity to your classroom and reporting for assigned duties in a timely fashion.
16. When deemed necessary, submit a brief substitute teacher evaluation with any pertinent remarks or observations.
17. Strive to build positive relationships with students.
18. Obtain prior approval of a building administrator when wanting to remove school equipment from the building.
19. Maintain an accurate and current inventory and comply with annual inventory checks.
20. Participate in security efforts throughout the building by locking your room whenever you leave the building at the end of the day, supervising students in your room at all times, and safekeeping your keys at all times.
21. Follow the district curriculum guides for specified courses.

## **TEACHER DRESS AND CONDUCT**

Teacher professionalism should be reflected in our personal appearance, as well as our behaviors and attitudes.

1. Teachers will be expected to maintain an acceptable, professional appearance at all times.
2. Teachers will be expected to refrain from discussing school situations of a faculty level with students.
3. Teachers will be expected to refrain from discrediting fellow teachers in the presence of students.
4. Teachers will be expected to refrain from discussing personal problems or grievances with the class or an individual student or students.
5. This is a tobacco free facility.
6. Teachers will request and expect students to refer to them with the prefix Mr., Mrs., Miss, Ms., or Coach.

## **TEACHER EVALUATION**

Each year the District sends current supervision guidebooks to all district personnel. These guidebooks are specific to job roles. For example, the title of the teacher supervision handbook is "Campbell County School District Teacher Performance Evaluation System."

## **SECURITY SYSTEM**

Some classrooms are secured with an alarm system. The staff that need to be in these rooms during times the alarm system is secured have been given codes so they can have access to these rooms when they are secured. These rooms are secured from 11:00 p.m. to 6:00 a.m. Monday through Friday, all day Saturday, Sunday, and holidays during the school year. During the summer, these rooms are secured from 4:15 p.m. to 6:15 a.m. Monday through Friday, all day Saturday, Sunday, and holidays.

If you have any questions regarding the security system at CCHS, see the Principal's secretary.

**Mission:**

CCHS is Committed to Ensuring High Levels of Learning for All Students.

**Vision:**

CCHS strives for excellence by developing students who excel personally, academically, and as productive community members.

**Beliefs:**

Camel PRIDE is a fundamental core to our school community:

- Be Prepared--continually striving to do our best.
- Be Respectful--value each community member and treat them with consideration and kindness.
- Be Involved--developing students who play an active role within our community.
- Be Determined--committed to goals, both personal and academic.
- Be Excellent--manifest pride and determination in all aspects of life.

**School Environment:**

Campbell County High School seeks to ensure all students experience a safe and respectful environment through:

- Creating a sense of Camel Pride throughout the building.
- Challenging students academically and maintaining high expectations.
- Giving students a diverse selection of course opportunities.
- Continuing to update our building's safety, aesthetics, and technology.

**Academic Performance:**

All Campbell County Students will:

- Continue to show growth academically and be held accountable for his/her academic success.
- Improve in all areas of state testing.
- Prepare for the next step after completion of high school, college or career readiness.
- Engage in the classroom and in school activities.
- Show pride in themselves and our school.

All Campbell County Teachers will:

- Create a positive, safe learning environment with all students.
- Strive to develop strong relationships with all students and staff.
- Develop curricular resources that are challenging and in accordance with all state standards.
- Provide prompt and adequate feedback to ensure student success.
- Follow all plans of assistance.

**To fulfill our vision, Campbell County High School will:**

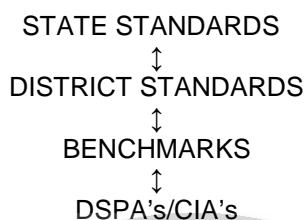
- Keep our focus on our mission and vision statements and goals.
- Remember all decisions made should revolve around what is best for students.

## TEACHER PLANNING/WORKDAY/LEAVE

### **PLANNING FOR INSTRUCTION**

Teachers will deliver effective instruction. Generally, this means teaching the intended curriculum, aligned with state standards, utilizing best practices. Teachers will determine their effectiveness using the PLC process in their collaborative teams.

Campbell County School District's Curriculum is based on standards that are identified by established curriculum development processes. Teachers are expected to teach to the standards by delivering instruction that is "designed down" from general standards to specific classroom objectives that support the standards. The flow of this "design down" process may be diagrammed as follows:



Once benchmarks are identified it is expected that the teacher will plan and deliver instruction utilizing best practices. The teacher should use a data-informed approach to determine the effectiveness of their instruction. The teacher will need to adjust instruction based on the analysis of assessment data.

Instructional effectiveness will be documented in the PLC process and reported to administration on a bi-weekly basis.

The amount of course material to be assigned outside of the assigned classroom is up to the discretion of each teacher. Students should be given ample assignments that are relevant, not just "busy work." A student's total homework load should not exceed 45-60 minutes per day and should be used to reinforce student understood concepts.

Parents will be allowed to request homework for students who have an extended illness and/or an extended stay in the hospital. Assignments will be requested through the Guidance Office. Teachers should have the assignments completed and turned in to the office by the requested time.

### **TEACHER WORKDAY**

#### Hours of Work

District policy directs that teachers be in their classrooms one-half hour before school convenes and remain one-half hour after school is dismissed for students. With our present schedule, this would be 7:20 A.M. to 3:30 P.M., as a minimum. Occasionally, teachers will be asked to come in early or stay late, depending on the needs of the students.

If you leave the building during school hours (7:20 A.M. - 3:30 P.M.) for any reason, you are to sign out in the attendance office or online.

### **CERTIFIED INFORMAL LEAVE**

Principals may approve informal leave requests by certified staff members utilizing the following conditions:

1. The time period of any one informal leave granted should not exceed 1 ½ hours.
2. Certified informal leave is for release time which causes a staff member to be gone from their "instructional" day. Leave granted prior to the beginning of the instructional day or after the end of the instructional day is not considered informal leave.

3. The principal and/or requesting staff member are responsible for proper coverage of instruction.
4. Principals should keep a log with approved certified leave requests listed. Both the principal and the requesting staff member should initial the log.
5. Principals may make arrangements for the informal leave time to be made up by the requesting employee.
6. No substitute will be hired solely for the informal leave.

### **STUDENT RECORDS**

Student confidentiality is a priority for all staff. Sharing or dissemination of information will comply with District Policy 5147 and the pursuant regulation.

### **CUSTODIAL AND NON-CUSTODIAL PARENTS - RIGHTS AND RESPONSIBILITIES**

#### **Policy 5152**

The rights of custodial and non-custodial parents are defined by Wyoming Statute and legal documents such as divorce decrees or other signed parental agreements. Unless otherwise modified by a legal agreement, non-custodial parents have the same right of access as the parent awarded custody to any school records, to attend school activities of the student, contact the student's teachers, and attend the student's teacher conferences.

#### **Regulation 5152-R**

Custodial parent or parents are defined as the natural parents, adoptive parents or legal guardians.

The school district may require written verification, such as a certified divorce decree, decree of adoption or other legal document, from the custodial parents, establishing the legal relationship.

The custodial parent has the responsibility to:

1. Keep the school office informed as to the address, residence and contact information of the custodial parent.
2. Provide a copy of any legal document which restricts any rights of the non-custodial parent to the student such as access to the student, the student's records, the student's school activities, or the student's teacher conferences.

The non-custodial parent or parents shall keep the school office informed as to their contact information

### **CHILD ABUSE**

#### **Policy 4390**

In compliance with the Child Protective Services Act, §14-3-201 through 215, Wyoming Statutes, it will be the policy of the Campbell County School District to report abuse or neglect whenever any person knows or has reasonable cause to believe or suspect that a child has been abused or neglected, or observes any child being subjected to conditions or circumstances that would reasonably result in abuse or neglect.

The statute requires that if a person reporting child abuse or neglect is a member of the staff of the school, he or she is to notify the person in charge, or a designated agent, as soon as possible, who is thereupon also responsible to make the report or cause the report to be made. Because of this requirement, any teacher or employee having any such knowledge is to make an initial report to the principal of the school the child attends. The principal will then notify the Superintendent.

The report by a teacher or employee to the principal does not relieve that individual of their obligation to report on his or her own behalf unless a report has already been made or will be made. The Wyoming Statutes are mandatory and absolutely require that a report be made. Failure to report would violate this provision of the law.

Reports are required to be given to the Department of Family Services or a local law enforcement agency. Wyoming law requires that a written report be submitted confirming or not confirming the facts reported; however, a written report may be dispensed with for good cause.



## **Regulation 4390-R**

Guidelines for referring possible child abuse cases:

1. All Campbell County School District certified and classified employees are mandatory reporters of possible child abuse.
2. When acting in an official school district capacity, suspected child abuse reports must be presented by the employee to the principal or social worker.
3. The principal or supervisor is responsible for forming and submitting a written report to the Department of Family Services or local law enforcement agency containing the following information:  
  
Name, address and age of student; name and address of parents, guardians or caretakers; nature and extent of injuries or description of neglect; and any other pertinent information about the injuries or condition.
4. The principal will notify the Superintendent that a referral has been written and submitted to the appropriate child protection agency.
5. The principal will confirm with the responsible governmental agency that a written report confirming or not confirming the facts reported has been made by the responsible governmental agency.
6. The social worker will keep a log of dates and times of interviews related to possible child abuse.

### **Interviewing Students and Parents/Guardians**

School employees will not contact the child's family or other person to determine the cause of the suspected abuse or neglect. It is not the responsibility of the school employee to prove a child has been abused or neglected, or to determine whether the child is in need of protection.

The Department of Family Services and appropriate law enforcement agencies, upon making arrangements with the principal of the school the student attends, will be allowed to interview alleged child abuse or neglect victims during school hours at a time and place convenient for the school and child, as determined by the principal. The principal will cause a log of interviews to be kept.

If the alleged child abuse or neglect does not involve the child's parent or guardian, the principal may not authorize any interview of the child at the school site without the permission of a parent or guardian.

### **Suicide prevention**

If you have students that are in crisis you need to contact the guidance counselor and principal know.

## **Suicide Prevention & Depression Awareness**

Suicide, like all self-destructive behavior, is complex and difficult to understand. Most mental health professionals agree that a suicidal disposition is determined by an individual's biological and psychological characteristics, as well as social and environmental influences. How well a teenager is prepared to cope with family problems, trouble at school, or unstable relationships is difficult to predict. No one can construct, with any certainty, a single profile of a teenager who may become suicidal. It is safer to assume that a teenager who is experiencing a crisis in life, no matter how trivial it might seem to an adult, could become self-destructive.

The tragic dilemma of youths wanting to take their life is one we don't expect to go away any time soon. We believe that one of the most important curative factors is open and direct communication. Sometimes this necessitates reporting information given in confidence in order to save a life. We also are convinced that students are often in a better position to help other students. Let us encourage our students to look out for each other and to seek help for a friend if that friend won't seek it out on his or her own.

**"SAVE A FRIEND - SHARE A SECRET"**

Listed below are warning signs of potential suicide:

**BEHAVIORAL CUES: VERBAL CUES:**

Giving away personal items	"I wish I were dead."	
Is very moody	"I'm not the person I used to be."	
	Sudden change in behavior	"You won't be seeing me around."
Alcohol or drug abuse	"Life is too much."	
Previous suicide attempts	"No one cares whether I live or die."	
Prior suicidal behavior	"Things would be better if I wasn't here."	
Drop in grades	"Nobody needs me."	
Peer rejection	"If (blank) happens, I'll kill myself."	
Loss of interest in usual activities	"My family would be better off without me."	
	Making a will	"I just can't go on any longer."
Risk taking behavior resulting in accident/injury		

**THOUGHTS: PHYSICAL CHANGES:**

Talk of suicide	Lack of interest in appearance		
	Constant complaining		Loss of appetite
Helpless/hopeless feeling	Disturbed sleep		
Plan for suicide	Lonely		

**SITUATIONAL CUES: EMOTIONS:**

End of serious relationship	Sadness
Divorce	Lethargy
Death of parent/someone else	Anger
Sexual/physical abuse	Worthlessness
Family financial difficulties	Moving to a new location

The above behaviors are not of themselves indicative of suicidal tendencies. Be concerned when:

1. More than one is observed.
2. There are changes in characteristic patterns of behavior.
3. Behaviors persist over time.
4. Behaviors are displayed with unusual intensity.

Concerned?

Call 24 hour hotline  
1-800-273-8255 (SUICIDE)  
1-888-784-2433 (SUICIDE)  
Internet: [www.lifecrisis.org](http://www.lifecrisis.org)

Local 911  
Police 682-5155  
Sheriff 682-7271

**SUICIDE IS A PERMANENT SOLUTION  
TO A TEMPORARY PROBLEM!**

**WAYS TO RESPOND**

**Step 1. LISTEN AND HEAR (not lecture)**

Avoid false reassurances that "everything will be okay," and never demean suicidal expressions.  
Don't be judgmental or moralizing.

**Step 2. BE SUPPORTIVE**

Communicate your concern for the person. Let the adolescent know you care and help can be sought.

**Step 3. BE SENSITIVE TO THE SERIOUSNESS OF THEIR FEELINGS**

Inquire directly about thoughts of suicide. If we don't respond to students' suicidal thoughts, they may interpret our reaction as not caring. Suicide is a topic that makes us all uncomfortable, but we must face it with open, honest communication. When a person speaks of clear-cut self-destructive plans, the situation is usually much more serious.

**TAKE ANY SUICIDAL COMPLAINT SERIOUSLY,  
EVEN IF EXPRESSED IN A CALM VOICE**

#### **Step 4. TRUST YOUR OWN JUDGEMENT**

If you believe someone is in danger of suicide, act on your beliefs. Don't let others mislead you into ignoring suicide signals. BE AN ALARMIST!

#### **Step 5. ACT Immediately.**

##### **a. TELL OTHERS**

Share your knowledge with the counselor and/or school psychologist. Don't worry about breaking confidence. You may have to betray a secret to save a life.

##### **b. STAY WITH A SUICIDAL PERSON**

Don't leave a suicidal person alone if you think there is immediate danger. Stay with the person until help arrives. Call upon whoever is needed; don't try to handle everything alone.

#### **Step 6. BE AWARE OF PREVIOUS ATTEMPTS**

If you are aware that a student has made a previous attempt, tell the counselor and/or school psychologist. Make sure they know.

### **WAYS NOT TO RESPOND**

1. Don't act like you are shocked.
2. Don't guilt.
3. Don't be judgmental.
4. Don't ignore the problem. It won't go away.
5. Don't promise total confidentiality.
6. Don't physically take away a weapon.
7. Don't minimize the problem.
8. Don't give up hope.
9. Don't leave the student alone.
10. Don't laugh it off by saying, "you're kidding" or "suicide is dumb!"
11. Don't believe if suicide is talked about, the threat won't be carried out.
12. Suicide is very often talked about before it is committed.

### **LEGAL LIABILITY**

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

1. That a duty was owed to the student. A teacher is in a position of extraordinary responsibility. The extent of an existing duty depends on the definition of behavior by a "reasonably prudent teacher" under similar circumstances. The "reasonable teacher" must exercise "due care" to prevent injury to students within his charge.
2. There was a breach of duty by the teacher.
3. The teacher's breach of duty was associated with a resultant accident.
4. The student suffered injury or damages. In some court decisions, large judgments have been awarded for relatively minor injuries.

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

1. Give students instruction in the proper use of equipment and safe work habits.
2. Obtain parent permission slips for activities outside of the school building. This does not relieve the teacher of responsibility, but does evidence proper concern for the welfare of students and notification of parents.
3. Report the circumstances of an accident on the district form after notification of a principal.



## **ACCIDENT REPORTING**

Any accident involving a student or staff member should be reported to the nurse within 48 hours.

## **STUDENT FIGHTS AND POTENTIAL FIGHTS**

All fights and potential fights or serious arguments **must** be reported to administration. If a faculty member observes a student fight, they should immediately ask the students to stop. If they don't stop, then the faculty member should determine if they can break up the fight or if they need help. If help is needed, request it from another faculty member or contact the office for help. Do not ask a student to help break the fight up. Potential fights and arguments must also be reported to administration.

## **THE SCHOOL NURSE**

The school nurse is a licensed registered nurse. She renders emergency first aid to students who are injured or who become ill at school. She will confer with students, parents, and teachers regarding health problems, and serves as contact between home and school on health problems. The nurse will interpret, for teachers, any recommendations for adapting programs for handicapped students and plan resting facilities for these handicapped students upon recommendation from the family doctor.

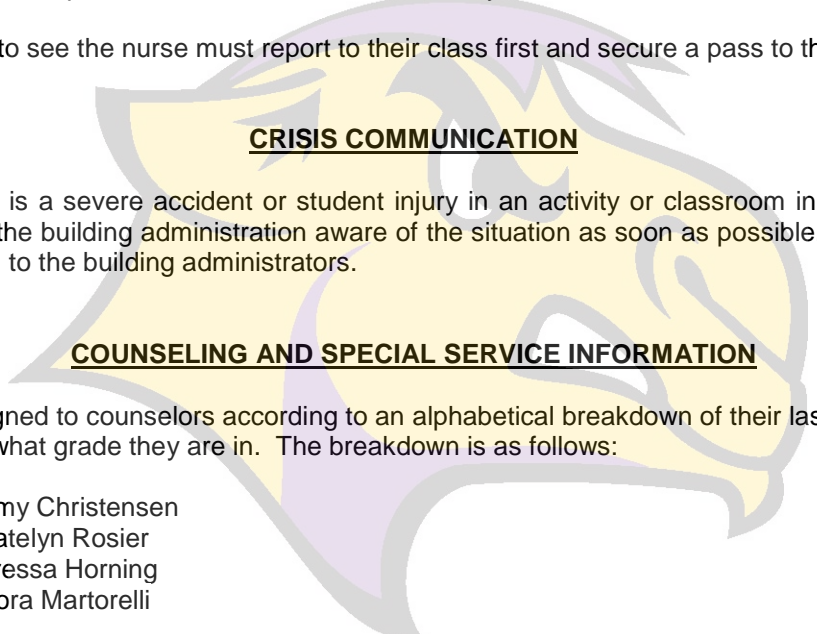
Students desiring to see the nurse must report to their class first and secure a pass to the nurse's office.

## **CRISIS COMMUNICATION**

In the event there is a severe accident or student injury in an activity or classroom in which you are the supervisor, make the building administration aware of the situation as soon as possible. All media contact should be directed to the building administrators.

## **COUNSELING AND SPECIAL SERVICE INFORMATION**

Students are assigned to counselors according to an alphabetical breakdown of their last names and without regard to what grade they are in. The breakdown is as follows:



A-E	Amy Christensen
F-L	Katelyn Rosier
M-R	Tressa Horning
S-Z	Cora Martorelli

Complete information on scholarships, testing services, post-high school career planning, and other guidance-related services may be obtained by either asking a counselor or picking up a guidance services handbook in the guidance office.

## **COUNSELING REFERRAL PROCEDURE**

Any faculty member may refer a student to the Counseling Office.

### **The counselors:**

1. encourage student and teacher use of the counseling services.
2. aid students in developing self-understanding.
3. help students develop a genuine concern in their abilities and potential.
4. aid students in college and career planning.
5. act in a consultant capacity to staff members.
6. cooperate with staff members in providing a meaningful curriculum for the students.

## **SCHEDULE CHANGES**

Schedule changes **WILL NOT** be made except under the following circumstances:

1. When a course has been incorrectly scheduled.
2. When a graduation requirement has not been met.
3. When there is a conflict in the student's schedule.
4. When a college to which the student is applying has a specific entrance requirement.
5. When a student has failed one semester of a two semester course due to a lack of ability.
6. When the student has a failing grade in a prerequisite class.
7. When required classes were successfully completed during summer school.
8. When a student has a doctor's medical waiver (physical reasons).
9. No schedule changes will be made for mentorship class during the first semester. However, students may apply for mentorship for the second semester.
10. Administrative recommendation.

**REMEMBER:** The completed request form is not a schedule change, but merely a request that will be considered by the counselor and administrator. Parents will be notified of their students' change in program.

### **IEP/504 Expectations**

1. Teachers will fill out and return Teacher Information Form (TIF) promptly.
2. Teachers will make every effort to try and attend their students' 504 or IEP team meetings
3. Teachers will view and sign off on their students' IEPs or 504s in PowerSchool within the first 10 school days of each semester.

### **BIT Team Members**

#### **Purpose:**

The BIT team meets to discuss any student being referred to the team by teachers, counselors and other personnel for academic, social/emotional concerns. This team will be composed of staff with knowledge of the students and based on staff expertise. The Principal or his designee will serve as the BIT chair and lead all referral processes.

### **BIT REFERRAL PROCESS**

- STEP 1: BIT chair receives referral from teachers/staff.
- STEP 2: Begin collecting information on student.
- A. Counselor will email teachers to determine the level of concern.
  - B. Counselor will begin collecting:
    1. Grades
    2. Teachers' feedback
    3. Attendance
    4. Discipline
    5. Special service history.
  - C. Counselor will interview student within 3-5 days.
- STEP 3: BIT chair and Counselors discuss appropriate intervention.
- A. Options
    1. BIT meeting set-up.
    2. Class changes
    3. No action taken
    4. Others as necessary
- STEP 4: Counselor sends letter home.
- STEP 5: Intervention taken.

### **HOMEBOUND PROCEDURE FOR CCHS**

1. A parent/student may request a homebound form through the appropriate counselor.
2. The counselor and homebound coordinator will assist the student with the homebound form. (Doctor's verification and recommendation will accompany the request.)
3. The request is returned to CCHS to notify of approval or disapproval. Notification of this decision is forwarded to the student/parent by the homebound coordinator and appropriate action will be taken.

### **HOMEBOUND TEACHER**

1. The homebound instructor will make an appointment through the homebound coordinator to set up a meeting with the student's teachers.
2. The Homebound/Attendance Officer is Heidi Phipps  
E-mail: [hhipps@ccsd.k12.wy.us](mailto:hhipps@ccsd.k12.wy.us)  
Phone: 307-660-0126

### **CAMPBELL COUNTY HIGH SCHOOL GRADING PHILOSOPHY**

The teacher's grading plan should reflect what students know and can do.

1. Teachers should clearly explain grading policies and practices to each class and student.
2. Teachers should provide sufficient opportunities for students to achieve in a class. This suggests a number of grades in a variety of assignments/formats.
3. Teachers should use grades to provide students with feedback on their performance.
4. We believe that all students can learn. Teachers will encourage students to be successful and ensure high levels of learning for all students.
5. Any work that is not turned in, will be entered in the grade book as an NHI. If the NHI is in the gradebook after 2 weeks, it will become a zero.
6. Late work will be graded and entered into the grade book with a 25% reduction from the original points of the assignment/assessment. \*\*To receive credit for the assignment or assessment, the student must attend an intervention such as ELO, NHI lunch, Saturday School, etc.
7. All teachers must have a final culminating activity that allows students to demonstrate what they know and can do.

### **GRADING EXPECTATIONS**

1. You must follow CCSD grading policy (5121).
2. A minimum of one grade per week or more is recommended for all classes.
3. Students will have multiple opportunities to retake CIA's/DSPA's.
4. Parents should be notified when the student falls significantly behind with assignments.
5. Teachers are required to report missing work with an NHI (Not Handed In) in PowerSchool and Schoology.

### **GRADING REGULATION 5121 EXCERPTS**

#### **Course Grade Plans**

1. The grade reports and semester grades will generally include assigned work, test scores and special projects.
2. Each teacher is to have as a part of his/her course grading plan a procedure that will prevent students from being unduly penalized for a low score that falls out of the range of that student's normal performance in that course.
3. A teacher who chooses a course grading plan other than outlined herein may implement that plan in the classroom if prior approval is given by the principal.
4. Students are to be made aware of the grading plan used by the teacher(s) from whom they are taking courses.

## Grades 4-12

1. Student evaluations are based on the degree of mastery of objectives or goals as stated in the elementary curriculum guide, the junior high course syllabus handbook, or the senior high course syllabus handbook. The progress reported will be for academic achievement. The Grade Chart will be used for conversion of grades from the percent correct, to letter grades, to grade point averages.
2. Letter grades on the Grade Chart will be used for recording achievement on report cards and permanent student records.
3. When grade point average (GPA) is calculated, it will be calculated by converting letter grades to the GPA equivalents on the grade chart provided in this regulation.
4. Percentages, letter grades or other approved systems may be used for daily achievement record keeping, but the final average will be converted to a letter grade at the end of each grading period.
5. The final semester grade for a class will be determined by averaging the GPA equivalents of the grading periods or by a process using total points approved by the building administration
6. Students found to have cheated on a test or other assignment will receive an F for that work. Other appropriate disciplinary action may be taken.
7. **CONVERSION CHARTS (GRADES 4-12)**

Percent Score to Letter Grade to Grade Point Average

Excellent:	98-100	A +	4.000	4.00
	93-97	A	4.000	4.00
	90-92	A -	3.666	4.00
Above Average:	88-89	B +	3.333	3.00
	83-87	B +	3.000	3.00
	80-82	B -	2.666	3.00
Average:	78-79	C +	2.333	2.00
	73-77	C	2.000	2.00
	70-72	C -	1.666	2.00
Below Avg:	68-69	D +	1.333	1.00
	62-67	D	1.000	1.00
	60-62	D -	0.666	1.00
Failing:	59 & Below	F	0.000	0.00

### **LATE WORK, INCOMPLETES AND CHEATING**

- Students submitting work late due to an excused absence will be permitted to do make-up work without penalty within a reasonable amount of time as established by each school.
- Students are expected to complete all assigned work on time. Students not completing assignments may be required to spend additional time in school until the work is completed. Late work submitted after the original due date may be subject to penalty.
- An "F" grade or equivalent is to be recorded in the grade book for all work not handed in within the allowable time. Missed school work, or work not handed in which results in an incomplete on a report card, must be made up within two weeks after the reporting period has ended. Grades will be updated by the school if work is submitted within the agreed upon timeline.
- Students found to have cheated on a test or other assignment will receive an "F" for that work. Other appropriate disciplinary action may be taken

## **STUDENT SUPERVISION AND DISCIPLINE**

### **GENERAL SUPERVISION**

- Students that enter your classroom within the first ten minutes after class has started are to be considered and recorded as tardy in PowerSchool. Teachers are expected to be familiar with the tardy procedures in the student handbook.
- Teachers are expected to utilize the eHallPass system and follow building expectations.
- Identify and report non-students immediately.

- Students are to be dismissed by the teacher and should not leave the classroom prior to the end of class.
- Seek administrative assistance when you cannot effectively deal with a problem.
- Monitor students in classrooms at all times. Students should not be left in classrooms without teacher supervision; this is also true of after school situations.

### **ATTENDANCE**

Our Goal - 100% Accurate Attendance

#### **Attendance Procedures**

1. Attendance should be recorded in PowerSchool during the first 10 minutes of class.
2. Teachers should enter tardies for students who show up after the bell rings.
3. Teachers should notify the office or change PowerSchool if a student arrives late with a pass or if attendance is mismarked in PowerSchool.
4. If a student is later than 10 minutes to class without a pass, please notify the office.

**Releasing Students from School** - Teachers will not release any student from school without authorization from the Attendance Office. When a student is to be released from school, he/she must have a "Permit to Leave the Building" to be released from class or other official notice from the Attendance Office.

**Teacher Use of Students for Errands** - The use of students to complete errands on or off school grounds is not allowed.

### **HALL SUPERVISION - BETWEEN CLASSES**

Teachers need to stand in the hall outside their classroom door during the passing period. Teachers greeting their students as they enter the classroom will not only have a positive influence on students, but their presence also provides a deterrent to general "horseplay" in the halls. There are times for reasonable exceptions to this practice, but the exceptions should not become the standard practice. This simple action uniformly practiced by all staff will contribute immensely toward developing the positive school climate we all desire.

In general, our objectives for hall supervision are:

1. Report promptly to your assigned area. When absent from school, your substitute should cover your supervision. If you have a conflict, it is your responsibility to find someone to cover your supervision.
2. Hall duty supervision is a full-time responsibility. Teachers should not engage in activities (grading papers, making lesson plans, etc.) that divert their attention from supervision.
3. To meet our legal obligation to provide a safe environment for students and staff.
4. To reduce and prevent disruption in our school.

### **Classroom management of Technology devices**

- Set expectations at the beginning of the year and explicitly teach them.
- Post the expectations and revisit them as needed.
- Implement the expectations consistently and create a progressive discipline system to address
- Define digital citizenship and emphasize it as a priority.
- Students are expected to charge their laptops every night and report to school with them each day.
- Monitor student activity on devices by moving about the room frequently and/or arranging seating so that you easily see the screens.
- Utilize the CCHS Technology Zones and have the current zone clearly indicated to students at all times.
- Utilize instructional strategies such as timers, I do-We do-You do, 45 rule, etc.
- Build in breaks from devices.



## **CLASSROOM CONTROL AND STUDENT DISCIPLINE**

Teachers should identify expectations for student behavior and communicate those expectations to students at the beginning of each semester and have them posted in the classroom. The administration will provide teachers with information that must be included in their syllabus.

### **DISCIPLINE AND BUILDING REFERRAL**

It is expected that teachers will discuss and correct misbehavior with the student immediately. We would encourage parent involvement if a student is being an intentional non-learner. Administrators will assist in repeated violations that interrupt the learning process for others or violate school expectations. Complete a discipline referral form describing the infraction and turn in to the appropriate administrator. The administrator will communicate with you about the problem and let you know what corrective actions have been taken.

The administration will make every effort to help and to support the teacher, but the teacher is primarily responsible for discipline in the classroom. All staff members are responsible for enforcing all rules and regulations.

### **EFFECTIVE CLASSROOM DISCIPLINE**

Effective classroom discipline should include the following characteristics:

- clear and consistent expectations and consequences
- immediate and corrective response
- implemented without bias
- handled with dignity
- focus on current issues and observable behavior.
- provide options
- result in a clear, mutually understood plan for future behavior

Students should be sent to the office only for serious classroom problems. Each individual teacher should make every effort to solve individual disciplinary problems. An essential step in this process is a parent-teacher conference. The office will not become involved in minor classroom discipline situations or those of a routine nature that should be dealt with by the classroom teacher.

### **TYPES OF DETENTION**

**Teacher Detention** - will be initiated by the teacher for academic and/or behavioral reasons in the classroom and conducted in the teacher's classroom, by the teacher, outside of school hours. Teachers will make their detention policies known to their students in their classroom procedures.

**Administrative Detention** - will be assigned by an administrator as per school regulations with the same notification requirements as given for teachers.

### **IN-SCHOOL DISCIPLINE PROGRAM (IDP)**

Assignment to the IDP is usually in lieu of out-of-school suspension. Examples of misbehavior that can result in an assignment to the IDP are: use of tobacco products, physical assault, verbal assault, theft, insubordination, and use of alcohol. This is not a complete list but serves only as an example.

1. The administration will:
  - determine who is going to the In-School Discipline Program (IDP).
  - determine the number of periods/days.
  - notify the parents by telephone.

2. Teacher responsibilities:

- Send all assignments to IDP as soon as possible on the first day students are to serve.
- Teachers are encouraged to help students with assignments in any way possible.

### **CLASS PARTIES**

Under no circumstances are faculty members to regularly permit a "party" atmosphere to exist during class time. Each faculty member has the responsibility to provide educational classroom activities to further the pursuit of each student's education. While parties are not strictly prohibited, their function, frequency, and intent should be the maintenance and improvement of a quality educational atmosphere. Regularly scheduled parties tend to lose their motivational impact.

Parties absolutely cannot:

- disturb other classes;
- create additional work for custodial or office staff;
- or cause a loss of instruction detrimental to a student's education.

### **AUDIO VISUALS IN THE CLASSROOM**

Video resources used appropriately and in combination with other teaching materials and techniques can be effective teaching tools. The following guidelines will maximize effective use of classroom instructional time for audio-visual presentations:

1. **All video viewing over 15 minutes in length requires prior approval of supervising principal.**

The use of audio-visual materials (videos and films in particular) should be confined to those which have a strong correlation to the curriculum as defined by district and department guidelines and the adopted texts. (e.g., movies of plays studied or of other important works of authors studied, documentaries of presidential addresses, etc.).

2. Use of audio-visual material is warranted when specific educational objectives can best be met by its use. Its use is not justifiable when it is used as entertainment or as "rewards" or when the educational objectives of the lesson could best be met by other instructional methods. Teachers are encouraged to choose audio-visual materials which would otherwise not be available to students or which students may not choose to view on their own.
3. The perfunctory showing of a movie after studying a unit is discouraged. Each film and movie should be judged independently and students should be encouraged to expand their imaginations and understanding through a variety of methods.
4. No more than 20 hours of viewing time each school year should be spent viewing movies and films.
5. Showing videos with explicit content is prohibited. Movies with questionable material will require parent permission.
6. All departments within the school should observe these guidelines.

### **STUDENT FINES (TEXTBOOKS, ETC.)**

1. At the end of each semester, or when a student checks out, fines are assessed for textbooks, materials or equipment damaged or not returned.
2. **Students should be informed by you that they are being fined.**
3. Fine statements are mailed after each semester or at the request of a teacher.

### **CONDUCTING CLASS AT OTHER LOCATIONS**

Teachers wishing to conduct class at a location other than those regularly scheduled will notify the office. It is important that we be able to locate students and teachers in case of emergency.

## **ADMINISTRATIVE PHILOSOPHY & SCHOOL ORGANIZATION**

### **ADMINISTRATIVE PHILOSOPHY OF CAMPBELL COUNTY HIGH SCHOOL**

The administration of Campbell County High School will function under a concept of shared leadership. The administration will act as a "team" with shared and specific responsibilities. The team concept will foster a climate that encourages initiative, decision making, and freedom of action. The "Principal Team" is committed to ensuring high levels of learning for all students & will focus on the following goals:

1. Provide a safe, orderly school climate conducive to teaching and learning.
2. Provide appropriate and effective instructional leadership.
3. Provide leadership in the exhibition of high expectations for teaching effectiveness and student achievement.
4. Provide for the administration of the total educational process at Campbell County High School according to the policies and philosophies established by the Board of Education.
5. Provide recognition and positive feedback of outstanding achievement by students and staff.
6. Improve student achievement.

### **SHARED RESPONSIBILITIES OF THE "TEAM"**

1. Supervision and evaluation of personnel.
2. Supervision and evaluation of school activities.
3. Supervision and maintenance of facilities.
4. Policy development in cooperation with staff members.
5. Development and continuation of positive community relations.
6. Providing guidance and counseling to students, parents, and teachers on problems relating to student discipline and attendance.
7. Pupil discipline and control.
8. Representing the school at administration or educational meetings.
9. Development and supervision of building budget.
10. Supervision of evaluation of classified personnel.
11. Recruitment of staff.
12. Facilitation of in-service and staff development programs.
13. Assessment of curriculum and measurement of student achievement.

### **SPECIFIC ADMINISTRATIVE RESPONSIBILITIES**

#### **Principal**

Accreditation Reports  
School Public Relations  
Supervision of Faculty  
Supervision of Classified Staff  
Student Organizations  
Building Operations  
School Improvement Plan

Faculty Council & Faculty Meetings  
Staffing Assignments/Student Teachers  
Teachers Absence Approval  
Accreditation & Federal/State Reports  
Site Budget  
New Teachers/Student Teachers  
Attendance Area Requests

#### **Students A-E**

Counselors/Master Schedule  
Staff Meetings

#### **ESL**

Booster Club  
Graduation/Homecoming

#### **IVISIONS/requisition approval**

#### **Timeclock**

#### **Safe2Tell**

#### **Staff PD**

#### **Camel Coffee**

#### **Associate Principals**

#### **Comprehensive Educational Program**



### **Associate Principal Responsibilities**

<b><u>Students F-L</u></b>	<b><u>Students M-R</u></b>	<b><u>Students S-Z</u></b>
Math Drivers Education Fine & Performing Arts IDP & Campus Supervisor Campus Security & Crisis Business Foreign Language Foreign Exchange Students Parking Staff Duty Rosters Fire Department & SRO	Science CTE Social Studies Physical Education Custodians Perkins Camel Time Pronghorn Advantage OdysseyWare ACT & Camel 2nd Chance	Special Education Library Technology Para Educators Office Clerks OdysseyWare S.O.S HOPE Squad PBIS Yearbook Intervention Structure

### **FACULTY COUNCIL**

1. The Council will be composed of all department chairpersons and the administration. The function of the Faculty Council is to collaboratively focus on improving student achievement, while also addressing building-level issues.
2. Any staff member should contact his/her department chairperson or the principal if he/she desires to bring an item to the Council for consideration.
3. Minutes of each meeting will be shared w/ members of the Faculty Council

### **DEPARTMENT HEAD - JOB DESCRIPTION**

#### **NATURE AND SCOPE OF JOB:**

A Department Head is a teacher who has been selected to perform supervisory and administrative duties essential to the efficient operation of the department to which they are assigned. The basic responsibility for the Department Head is to provide professional leadership within the department. The Department Head shall also have general responsibility for the supervision of all activities concerned with or assigned to the department.

#### **RESPONSIBILITIES OF JOB:**

1. Supervision of Personnel and Curriculum
  - a. Recommend to the Principal the scheduling of classes and the assignment of personnel in the department.
  - b. Assist the Principal in the screening, selection and orientation of personnel in the department.
  - c. Interpret rules, regulations, policies and procedures to members of the department, reviewing with the Principal beforehand all problems involving clarity and/or differences of opinion.
  - d. Observe teachers in classrooms for the purpose of giving instructional aid and advice.
  - e. Shall advise the Principal on teacher competency within the department.
  - f. Coordinate departmental curriculum development and help define the department's educational products and services.
  - g. Assist the teachers of the department with current developments (philosophy, practices, and materials) within the areas of the department.
  - h. Confer with department members about student needs, teaching methods, materials, techniques and subject matter.
  - i. Coordinate textbook and other classroom material evaluation studies within the department.
  - j. Receive and check lesson plans.
  - k. Responsible for suggesting and planning in-service programs in the department.
  - l. Consult with the Principal concerning matters related to the department.
  - m. Assist substitute teachers assigned to the department.

- n. Work for unity and harmony and high esprit de corps within the department and with the total staff.
  - o. Assist the Principal in correlating the work of the several departments to the end that the program of the school be a unified whole.
  - p. Shall periodically review and evaluate the course of study and, if necessary, recommend curriculum revision.
  - q. Shall be expected to exercise professional leadership and professional growth through workshops, college attendance and professional meetings.
2. Administration of Departmental Services and Responsibilities
- a. Act as liaison between the school administration and the members of the department.
  - b. Represent the department in the formulation of school policy related to the subject area.
  - c. Plan and conduct regularly scheduled department meetings. Prepare and give to the Principal a copy of each meeting's minutes.
  - d. Participate in school department head meetings and other special meetings as required.
  - e. Assist the Principal in the development of all effective public relations programs in order that the public may at all times be kept intelligently and adequately informed about the work of the school.
  - f. In cooperation with counseling department personnel, recommend the placement and assignment of students to subject selection in the department.
  - g. Assist the Principal in the development and administration of the departmental budget.
    - i. Correct and prepare all information pertaining to the preparation of budgetary requirements and keep a running account of budget expenditures.
    - ii. Appraise and act on requisitions for the department.
    - iii. Confer with sales representatives and make recommendations for the purchase of textbooks and other instructional materials for the department.
    - iv. Prepare and submit requisitions for equipment and supplies for the department.
  - h. Supervise equipment, and supply inventory and equipment repair within the department.
    - i. Complete all departmental reports and surveys.
    - j. Receive and distribute department correspondence.
    - k. Coordinate student participation in departmental-related contests, societies, and conferences.

#### **LENGTH OF APPOINTMENT:**

Department Heads will serve at the discretion of the principal.

#### **DEPARTMENT HEADS**

English  
Fine Arts  
Guidance  
Mathematics  
Physical Education and Driver Education  
Science  
Social Studies  
Special Services  
Vocational, FCS, Business  
World Language

Clint Matthews  
Tim Bessette  
Amy Christensen  
Jami Cone  
Micah Christensen  
Vanessa Bridges  
Becky Buell  
Marcus Mullaney  
Brandon Cone  
Renee Fritzen

## **REPORT TO PARENTS**

### **1st Semester Dates**

Semester starts                      Aug 23 , 2021  
End of Quarter                      Oct 15, 2021  
Semester ends                      Dec 22, 2021

### **2nd Semester Dates**

Semester starts                      Jan 5, 2022  
End of Quarter                      Mar 11, 2022  
Semester ends                      May 25, 2022

## **PARENT/STUDENT/TEACHER CONFERENCES**

The dates for first semester conferences are October 20, 21, and 22, 2021. In addition, we will have a second semester conference on **March 09, 2022**. There may be times throughout the year when parent/teacher conferences are necessary. If parents indicate they would like a conference the teacher will, when possible, schedule the conference within the week or at the convenience of the parents.

If a parental request for a conference comes into the office, the proper teachers will be notified of the time. Scheduling will be made before school, during a preparation period, or immediately following the dismissal of school in the afternoon.

Any time a student is not having success, teachers should consider reaching out to parents. If a student is failing a class, it is the obligation of the teacher to let the parent/guardian know about the failing grade.

An anecdotal record should be kept by the teacher on all parent/teacher conferences/contacts.

## **GENERAL INFORMATION**

### **ACTIVITY SPONSOR'S GUIDEBOOK**

All activity sponsors access to a copy of the C.C.H.S. Activity Guidebook. If you do not have one, contact the Activities Director. Activity sponsors are responsible for knowledge and understanding of all items included in the handbook.

### **CHURCH NIGHT**

Wednesday night is recognized as church night. Coaches are to have all practices completed by 5:45 P.M. and no activities are to be held after that time.

## **COLLABORATIVE MEETINGS**

Collaborative meetings will be held bi-weekly and are the responsibility of the department chairperson. Additional meetings should be held if deemed necessary by the chairperson or other members of the department. All teachers are expected to attend these meetings regularly unless excused by the department chairperson. Teachers will use the Google Form to document & share the happenings of the collaborative meeting.

## **FACULTY MEETINGS**

All faculty members are expected to attend faculty meetings unless excused by the principal. It is the individual's responsibility, if excused, to arrange with another staff member to pick up materials and information. An agenda will be provided and staff members may submit items for the agenda, providing it is done in advance of the meeting.

### FIELD TRIP REQUESTS

1. Visit with your Department Head and then your supervising principal. No field trips will be processed without administrative approval.
2. Once approved, communicate with Amanda Peterson in the Business Office to fill out a Field Trip Request Form.
3. Communicate to the parents all pertinent information about the field trip.

### FUNDRAISING ACTIVITIES

All money raising activities for any group or organization must fill out an application and have the prior approval of the principal. Applications can be picked up in the Business Office or the form can be found on the CCSD website.

### HALLWAY POSTERS

Students and faculty members must have all non-school related posters and bulletins approved by the principal or associate principals before they may be posted on hallway walls or bulletin boards. Posters attached to walls will be put up only with masking tape. Scotch tape will not be used on walls or glass. School related posters must have sponsor approval.

### KEY AND LOCK INFORMATION

The purpose of these guidelines is to ensure the proper care and safety of school property. Careful control of keys/fob is necessitated by the fact that the loss of a key/fob or the unauthorized use of a key can result in large expenditures for modification of hardware and/or replacement of stolen or vandalized property.

The principal's secretary will issue keys. Teachers will be issued individual room keys including cabinet, desk, and storage areas within the room on a school term basis.

Teachers will not be issued master keys.

#### **General Key Regulations**

1. An employee is required at all times to safeguard keys issued to them.
2. An employee shall not loan keys to students or fellow employees for any reason.
3. Keys/Fobs issued to CCSD personnel are their responsibility. To maintain proper security of buildings and equipment, **employees must report lost or misplaced keys to their immediate supervisor immediately.** Employees who lose keys may be responsible for the cost of replacement or re-keying up to \$50. Such costs will be determined and assessed by the Director of Finance and Facilities.
4. Principals and supervisors are responsible for repossessing school keys when an employee terminates their employment.
5. **No employee shall have a key duplicated.** Unauthorized copying of keys may be considered justification for dismissal.
6. Keys **should not** be left unattended in an office or classroom.
7. All teachers are responsible for securing their room at the end of each school day.

### POSTAGE (U.S. MAIL, U.P.S., ETC.)

We are happy to accept personal deliveries to the school for staff members and allow staff members to mail personal mail from the school, with proper postage. We will not accept responsibility for materials that are lost, stolen, or misplaced after arrival. Please check frequently if you are expecting a delivery.

### **SCHOOL ASSEMBLIES**

An assembly means that all students are expected to attend the assembly and that all classes will be dismissed. Assemblies will be few in number and only for important programs. Teachers are required to supervise assigned areas during the assembly.

### **PROTECTING STUDENT INFORMATION**

Numerous organizations are in the business of getting student names through various recognition programs. "Who's Who" programs fall into this category. Teachers are prohibited from releasing any information to such organizations. If CCHS participates in any programs of this type, all information is to be released **with the principal's knowledge and through the Guidance Office.**

### **STUDENT VALUABLES**

In some classes (physical education, art, etc.) students may be required to take off watches or jewelry before participating. Teachers in these classes are responsible to establish a secure procedure for collecting items and seeing to it that they get back to their owners. (This procedure must be in writing and a copy turned in to administration.) It may be necessary to tag each item so it is returned to the rightful owner.

### **PHONE CALLS**

Neither students nor teachers will be called from class for phone calls, except in emergencies. Personal use of cell phones during instructional time is prohibited for all staff.

### **VISITORS**

Due to the potential for disruption, **NO** student visitor passes will be issued. Parents wishing to visit must prearrange the visit with a building principal. They must also check in with the Campus Supervisor or the Attendance Office.

### **MAINTENANCE**

Maintenance requests should be emailed to the head custodian. Certain items will be scheduled with and completed by the custodians. Items which require special skills and/or equipment will be forwarded to the district maintenance department for completion.

### **USE OF THE BUILDING**

If you need to use the building for purposes other than regularly scheduled classes, please see the Principal's secretary in the Business Office for prearranged building usage. Any outside groups using the building must be authorized. Changes in classroom assignments during the school day should be coordinated with the aid of the Principal or Principal's secretary.

## **BUDGETING AND FINANCE**

### **GENERAL FUND PURCHASING AND RECEIVING PROCEDURES**

#### **I. Purchase Orders Issued by iVisions**

##### **A. Supplies**

1. Your department head will receive a copy of your actual budget. If you need to know the number of a purchase order, please check with the Principal's secretary.

##### **B. Subscriptions**

1. Please notify the Principal's secretary when you receive the first issue of your subscription.



2. Please let the secretary know if you have not received the first issue of your subscription. We will then issue a claim form to Purchasing regarding the problem.

## **II. Purchase Orders Initiated by Staff at Building Level**

- A. Supplies to be picked up by a staff member which are not emergencies.
  1. Obtain a Purchase Order Request form from either the department chairperson or Principal's secretary.
  2. Be sure all items are filled out prior to turning the form back into the Principal's secretary.
  3. After the secretary places the order, a copy of the requisition or receipt will be returned to the department head.
  4. The vendor copy of the purchase order, when received from Purchasing, will be given to the instructor making the request. They will then take the vendor copy to the vendor, pick the materials up, and leave the vendor copy. However, a receipt with the purchase order number noted on it must be turned into the principal's secretary.
- B. Emergency supplies to be picked up by staff members.
  1. In circumstances where the purchase order process needs to be expedited, staff may check out a P-Card from the Principal's secretary. These procedures should be kept to a minimum and used only in extreme emergencies when something is needed that very day or the next day.
  2. Give the packing slip to the Principal's secretary upon receipt of the material, as well as the invoice if it is sent to you.

## **III. Miscellaneous**

- A. A separate request should be completed for each vendor but more than one item may be placed on the requisition if they come from the same vendor.
- B. The outline above should be followed in all cases. No items should be ordered unless the steps outlined have been adhered to a purchase order cut.

## **SUBSTITUTE TEACHERS**

### **TEACHER LEAVE & SUBSTITUTE TEACHER REQUEST**

The teacher who needs to be absent should utilize the District approved sub-finder software. All personal/convenience leave must be entered 48 hours in advance and all sick leave should be entered no later than 5:00 a.m. on the day of the absence.

All teachers should have emergency sub plans available for the duration of the school year. Within that, teachers should highlight any special student concerns that a substitute may need to be aware of. Teachers should also provide substitute teachers with a copy of their own classroom behavioral expectations, as well as detailed information on how the universal cell phone expectations apply to their classroom. Please remember to have the substitute keep the students in the classroom for the duration of the class period.

### **GUIDELINES FOR SUBSTITUTES AND TEACHERS**

#### **I. The following guidelines shall be followed:**

- A. When possible, a substitute teacher will be placed in their area of expertise. If a substitute teacher is substituting in a teaching area for which they possess a valid Wyoming Teaching Certificate, they should follow lesson plans and conduct the class accordingly.
- B. When a substitute teacher is substituting in an area for which they are not certified or qualified, the following guidelines must be adhered to:

1. Physical Education - Gymnastics, tumbling, wrestling, swimming, archery, and other activities requiring special training and background should not be conducted. The regular classroom teacher should leave controlled, low-risk activities for the substitute.
  2. Science - Lab experiments should not be conducted. Students should not have access to chemicals. The regular teacher should leave some type of activity which does not require a science background.
  3. Family Consumer Science - Students are not to use the stove, irons, or sewing machines unless a qualified substitute is present.
  4. Fine & Performing Arts - All electrical apparatus, tools, kilns, power equipment or instruments requiring special training should not be used when a substitute is in charge.
  5. Vocational - All vocational shop areas will be closed when a substitute is present. Classroom activities should be planned.
  6. Academic Classes - Lesson plans will be followed unless authorized to do otherwise by the administration.
  7. Under no circumstances, should students be dismissed from class before the bell rings.
- C. Teachers, in conjunction with department chairpersons, should develop units which substitutes can follow regardless of their background and training.





# Campbell County School District

Teaching Effectively - Learning Successfully



## 2021-2022

### HOLIDAYS, SPECIAL DAYS, AND STUDENT DISMISSAL DAYS

July 4.....Independence Day  
 August 11-13.....New Teachers Induction Days  
 August 16-20.....All Teachers Professional Days  
 August 23.....Students Report  
 September 6.....Labor Day  
 October 15 (39 days).....End of First Quarter  
 October 21-22.....Parent/Teacher Conferences  
 November 11.....Professional Day  
 November 24-26.....Early Dismissal-Thanksgiving Break  
 December 22 (43 days).....End of Second Quarter  
 December 23-January 4 .....Holiday Break  
 January 17.....Professional Day  
 February 21.....Presidents Day Holiday (or snow day if needed)  
 March 11 (46 days).....End of Third Quarter  
 March 21-25.....Spring Break  
 April 15.....Early Dismissal  
 April 18.....Professional Day (or snow day if needed)  
 May 19.....Graduation Day-Westwood High School  
 May 22.....Graduation Day-CCHS, TBHS, and WJSHS  
 May 25 (47 days).....Students' Last Day-Early Release  
 May 30.....Memorial Day

- Special Dates
- ◆ End of Quarter
- Student Vacation Days
- Professional Days (No School)
- Professional Days - Early Release  
 Secondary Schools - 1:00 pm  
 Elementary Schools - 1:30 pm
- ❖ Parent/Teacher Conferences (No School)
- ⌘ Early Dismissal  
 Secondary Schools - 1:00 pm  
 Elementary Schools - 1:30 pm

Note: February 21 is Presidents Day Holiday or a built-in snow day if needed. April 18 is a Professional Day or built-in snow day if needed. \*\*Any additional snow days will be added to the end of the school year.

### JULY 2021

S	M	T	W	T	F	S
				1	2	3
●	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### AUGUST 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	●	●	●	14
15	■	■	■	■	■	21
22	●	24	25	26	27	28
29	30	31				

### SEPTEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### OCTOBER 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	◆	16
17	18	19	20	❖	❖	23
24	25	26	27	28	29	30
31						

### NOVEMBER 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	■	12	13
14	15	16	17	18	19	20
21	22	23	⌘	25	26	27
28	29	30				

### DECEMBER 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	◆	23	24	25
26	27	28	29	30	31	

### JANUARY 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	■	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### FEBRUARY 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

### MARCH 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	◆	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

### APRIL 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	⌘	16
17	■	19	20	21	22	23
24	25	26	27	28	29	30

### MAY 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	●	20	21
22	23	24	25	26	27	28
29	30	31				

### JUNE 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		



**CERTIFIED STAFF—NUMBER OF DAYS**

	Days With Students	Professional Days
July	0	0
August	7	5
September	21	0
October	19	2
November	19	1
December	16	0
January	18	1
February	19	0
March	18	0
April	20	1
May	18	0
June	0	0
<b>TOTAL</b>	<b>175</b>	<b>10</b>

**SUMMARY OF NINE WEEK REPORTING PERIODS**

1st Quarter.....	August 23–October 15.....	39 days
2nd Quarter.....	October 18–December 22.....	43 days
3rd Quarter.....	January 5–March 11.....	46 days
4th Quarter.....	March 14 –May 25.....	47 days

**EARLY DISMISSAL—PRIOR TO HOLIDAY**

Certified, 9- and 10-month ESP employees are released early; all other employees work a full day.

**EARLY RELEASE—PROFESSIONAL DAY**

9 and 10-month ESP employees are released early; all other employees work a full day.

**INCLEMENT WEATHER MAKE-UP DAYS**

If school is canceled for inclement weather, students and school staff will make up additional days as follows: first day missed, make-up on February 21; second day missed, make up on April 18. Any additional inclement weather days will be added to the end of the school year. Unused inclement weather make-up days will be student holidays.

**PROFESSIONAL DEVELOPMENT DAYS**

Throughout the school year, teachers are scheduled to work 10 professional development days: August 11-20, October 21-22, November 11, January 17, and April 18. If April 18 is needed as an inclement weather make-up day, and an additional professional day is needed, that day will be added to the end of the school year.

<b>WORK CALENDAR</b>	<b>START DATE</b>	<b>END DATE</b>
185 Day Certified	8/16/2021	5/25/2022
185 Day ESP	8/23/2021	5/25/2022
188 Day ESP	8/19/2021	5/26/2022
190 Day ESP	8/18/2021	5/27/2022
191 Day ESP	8/17/2021	5/27/2022
195 Day ESP	8/16/2021	6/02/2022
197 Day ESP	8/12/2021	6/02/2022
200 Day ESP	8/10/2021	6/03/2022
205 Day ESP	8/05/2021	6/07/2022
210 Day ESP	8/02/2021	6/09/2022
220 Day ESP	8/02/2021	6/23/2022
226 Day ESP	8/02/2021	6/29/2022
260 Day ESP	7/01/2021	6/30/2022

**PAID HOLIDAYS FOR EMPLOYEES**

<b>DATE</b>	<b>12-MONTH EMPLOYEES</b>	<b>9 &amp; 10 MONTH EMPLOYEES</b>
July 2	Independence Day	
July 5	Independence Day	
September 6	Labor Day.....	Labor Day
November 25	Thanksgiving.....	Thanksgiving
November 26	Day After Thanksgiving.....	Day After Thanksgiving
December 23	Christmas Holiday.....	Christmas Holiday
December 24	Christmas Holiday.....	Christmas Holiday
December 27	Christmas Holiday	
December 30	New Year's Holiday.....	New Year's Holiday
December 31	New Year's Holiday.....	New Year's Holiday
March 21	Spring Break.....	Spring Break
March 22	Spring Break.....	Spring Break
March 23	Spring Break.....	Spring Break
May 30	Memorial Day	