

# Washington Elementary



## 2019-2020 Certified Staff Handbook

### MISSION

Every Student, Every Day

### VISION

Building Respect, Responsibility, and Safety  
for Successful Life - Long Learning

## **TO THE TEACHERS OF WASHINGTON SCHOOL:**

*The information in this handbook is provided to all staff in order to facilitate building management, and to make you aware of routines and procedures, which governs the operation of Jackson school. Please read this and keep it convenient as a reference.*

### **Sweetwater County School District #2** **BELIEF SYSTEM**

We believe that interactions among students, teachers and parents create opportunities for lifelong success.

#### **WE BELIEVE:**

- All people can learn.
- Each learner is unique and education develops each learner cognitively, socially, emotionally and physically.
- That trust and communication among community, parents, students, and staff will enable a quality learning environment.
- That outcomes must be clearly identified, communicated, implemented and assessed.
- That all students will be expected to demonstrate the essential outcomes identified by the District.
- That immediate and specific communication of results promotes the learning for students, parents, staff and community.
- That each individual will be given opportunities to achieve at higher cognitive levels.
- Enhancing each individual's view of self as a learner and as a worthwhile person will have a direct bearing on success.
- Education is an ongoing process in which everyone makes a commitment to growth that enhances life-long learning.
- That schools control the variables within the school environment which influence success.
- Educational behaviors must be based on research, knowledge, and best practices.

#### **Absences and Tardiness (Students)**

If a student is developing a pattern for tardies and absences, communicate with the parents early to prevent continued occurrences. If the pattern continues, **please notify the principal** who will also communicate with the parents. Students with 5 or more tardies or unexcused absences are subject to a letter from the office.

An 'excused absence' is one which the student's absence is determined by the principal to be permissible and occurring as a result of personal illness, a death in the family, or other such reasons approved by the principal.

#### **Birthdays and Celebrations**

Students are welcome to bring treats for their birthdays. Please try to encourage children to bring snacks low in sugar and fat.

### **Books or Fines**

The school literacy resource teacher will communicate with classroom teachers about overdue books at report card time. Damaged textbooks should be assessed a penalty depending on the extent of the damage. Textbook penalties will be determined by the building principal.

### **Building Intervention Team (BIT) Referral Procedures**

Guidelines for referring a student to the Building Intervention Team (BIT) will be reviewed at the beginning of each school year. We will collect data from our classroom, district and state assessments. When a child is considered “at risk” we will monitor that child. When progress (either academic or behavior) is not improving at a rate that will bring the child up to the average of the class, the teacher should contact the child’s parents and let them and the building principal know there is a concern. At that time, the child should be referred to BIT so more intensive interventions can be documented and data on the individual child can be tracked. The following are guidelines for the BIT and Special Education Referral Process:

1. Assessment data and classroom data are compiled.
2. Classroom teacher contacts parent with concerns and shares the discussed information with the building principal.
3. Classroom teacher fills out a referral packet for BIT and returns it to BIT Chair.
4. Principal or designee calls BIT meeting so the classroom teacher can discuss concerns and interventions that have been tried. Parents should be a part of this team, and should be informed of all meetings from this point on.
5. BIT will generate ideas to be tried and assist the classroom teacher in compiling data and searching for research based interventions to implement. Progress monitoring should be done every week until the next meeting.
6. The team will meet again on the child in 6 to 8 weeks to discuss the child’s progress (or lack thereof) and to see if (a) progress is being made at an appropriate rate, (b) another intervention is needed, or (c) testing for special education services is warranted. If the answer is “a” or “b” steps 4-6 are repeated. If the answer is “c” move to step 7.
7. The testing process is explained to the parent(s). Parental procedures and safeguards are offered and parents are asked to sign permission to test forms.
8. A multi-disciplinary assessment team and a case manager are designated.
9. Testing and observation takes place. When completed, the case manager schedules a child study committee meeting to discuss results and make recommendations.
10. A staffing is held, with the parent, and members of the MDT, to discuss testing results.
11. If warranted, an IEP is written and signed. Time may be given to the parent to review the findings and make a decision.
12. Should the child not qualify for special education services, the child should continue in the BIT process. Once the team has established enough evidence that a child needs assistance, an RTI team would be able to override testing to qualify the child.

### **Building Security**

All exterior doors are to remain locked at all times. Please take your ID with you to use to enter back into the building.

### **Cell Phones File: GBH and GDH**

Employees Acceptable Use of Personally Owned Electronic Communication Devices

**Overview:** This policy governs an employee’s use of electronic devices during the workday and during

other assigned duty times including, but not limited to, instructional time, school-sponsored programs or activities, meetings, in-service training, parent/teacher conferences, or any other time where there is a reasonable expectation of quiet and/or attentiveness. The possession and use of personally owned electronic communication devices by District employees may be appropriate in some instances. However, the use of such devices by District employees can also have the effect of distracting and disrupting the employee and others. These devices may also lead to disruptions in supervision and the educational process.

**Definitions:** An 'electronic communication device includes cellular and PCS telephones, camera telephones, Personal Digital Assistants (PDAs), two-way radios or video broadcasting devices, pagers, and any other device that allows a person to record and/or transmit, on either a real time or delayed basis, sound, video or still images, text, or other information.

**Description:** Employees are expected to use electronic communication devices in an ethical and responsible manner, and in compliance with all applicable federal, state and local laws and regulations. Employees are also to refrain from subjecting others at school and at District- or school-sponsored activities from video or audio capture, recording, or transmission of others' words or images without express prior notice and explicit consent for the capture, recording or transmission of such words and images. Employees may carry and use personally owned electronic communication devices on school property subject to rules and regulations promulgated by the Board of Education. Employees who violate this policy may be subject to disciplinary action. Electronic communication devices should not be used during scheduled work hours and Extra Duty Contract hours except under the following conditions:

- when being used for instructional purposes
- during school-related emergencies or school-related situations that require prompt communication to ensure health and safety
- during personal emergencies with pre-approval from the Superintendent, the building principal or designee
- during normal break times, lunch times and preparation times

Employees operating a school bus, or any other District-owned or leased vehicle, are prohibited from operating the vehicle while using an electronic communication device, whether personally owned or District-issued, except

- during an emergency situation
- when the school bus or other vehicle is parked
- (after stopping the vehicle) to call for assistance if there is a mechanical breakdown, other mechanical problem, or if student information is needed

If a District-owned phone rings while you are driving a District vehicle, do not answer it immediately. Pull over safely and stop the vehicle. Then push the SEND button on the cell phone.

Adopted: May 11, 2010

### **Children in the Classroom during Recess**

The district asks that we not use recess as a punishment on a regular basis per our Wellness Policy. If a child must stay in because of missed work or because of behavior, please notify the principal. If you do keep a child in from recess, make sure the child is under the supervision of you or another staff member. **Do not leave children alone in the classroom.**

Children who are to stay in due to illness must have a note from home (or permission from the office if a parent has called). These students are to be sent to the office where they will sit by the front window. Please send them with a book or some kind of work to do. If a child has to stay in for more than two days we ask that a note from a doctor is presented.

### **Classroom Supervision**

You are responsible for the well being of students in your room. They must be supervised at all times. If it is necessary for you to leave your classroom briefly, please ask a fellow staff member to cover for you.

### **Class Attendance**

Please take roll in the morning on Infinite Campus by **9:00 a.m.** If you know you will be gone, please leave a class list for attendance with your lesson plans on your desk. Take roll again after lunch by **1:00 p.m.** Students coming to school **before 9:10 AM** are marked tardy by the office. If a child comes to **school after 9:10 AM** he/she is counted as being absent ½ day. If a child leaves school before **3:00 PM**, that child will also be marked absent for ½ day by the office. After **3:00 PM**, an absence is considered an early dismissal. Students must check into the office if they come late and must leave through the office if they leave early. Please ask for an admit pass or call the office if a child has come into your classroom late.

### **Computer Lab**

The computer lab is an extension of the classroom. Classroom teachers will accompany and remain with their students while they are in the lab. Teachers will require all students to follow lab rules, work with the technology teacher or staff development aide to insure consistency, monitor correct use of equipment, and allow student use of equipment authorized by the technology staff. Do not allow any student to go in to an unattended computer lab and please keep lab doors locked when unattended.

Our literacy support teacher and instructional facilitator can be available to you during your lab time to assist with technology integration. Please ask them ahead of time if you would like assistance. The technology teacher will also be available, except when on duties and during lunch.

### **Computer Use**

Each staff member is required to read, sign and follow the “Technology Terms and Conditions” in order to have computer access through Sweetwater County School District #2. We will have a follow up training yearly to review these expectations. **All staff should read their email at least twice daily as important memos and reminders are sent via email.**

### **Confidentiality**

Students and staff have the right to confidentiality. It is vital that information regarding staff and students **not be shared**. If you need to discuss a child or a staff member it should be done privately. Please don't talk about staff, parents or students in hallways, the teacher's lounge, the grocery store, etc. Keep your conversations professional, even when someone else starts the conversation.

### **CRISIS MANAGEMENT POLICY**

A primary responsibility of public schools is to provide a safe and secure environment for students, employees, and the public. A standard of reasonable care under the doctrine of in loco parentis compels

our district to establish clearly defined policies and procedures for responding to crisis. The Trustees of the Sweetwater County School District No.2 Board believe it is necessary to have a comprehensive plan to deal with crisis.

A school crisis is defined as an event that threatens the safety and security of staff or students, is likely to escalate in intensity, interfere with normal functioning of the school, involve the media, interfere with learning, and/or jeopardize the school's image. It is the policy of the Sweetwater County School District No. 2 Schools to respond quickly and effectively to crisis in our schools by:

1. Developing, implementing, and periodically updating a district crisis management plan. This plan will establish a District Crisis Management Plan, provision for safe building environments and procedures communication with the media.

2. Development of building crisis management plans to include training for all personnel.

3. Crisis management procedures will be reviewed annually by all personnel.

Each crisis plan will include the following:

PREVENTION procedures and educational programs designed to avoid, when possible, crisis events at school

INTERVENTION procedures to prepare students and district personnel to manage and respond appropriately to crisis events

POSTVENTION Post-crisis procedures to help students and staff get through the pain and trauma of the crisis, learn from the crisis, and return to a normal, productive educational environment as quickly as possible

### **Standard Response Protocol**

Depending on the given situation one of four different commands will be delivered:

- Lockout
- Lockdown
- Evacuate
- Shelter

Each protocol has specific staff and student actions that are unique to the action. In the event student or staff identifies the initial threat, calling 911 and administration is advised.

Lockout: "Secure the Perimeter"

Students are trained to:

- Return to inside of building
- Do business as usual

Teachers are trained to:

- Recover students and staff from outside of building

- Increase situational awareness
- Take roll and account for students
- Do business as usual

Lockdown: “Locks, Lights, Out of Sight”

- Students are trained to:
- Move away from sight
- Maintain Silence

Teachers are trained to:

- Lock Classroom Door
- Lights out
- Move away from sight
- Maintain Silence
- Do Not open door
- Take roll, account for students

Evacuate: “To a Location”

Students are trained to:

- Leave stuff behind
- Bring their phone
- Form a single file line

Teachers are trained to:

- Grab a roll sheet if possible
- Lead students to evacuation Location
- Take roll, account for students

Shelter: “For a hazard using a safety strategy”

Hazards might include:

- Tornado
- Hazmat
- Earthquake

Safety Strategies might include:

- Evacuate to a shelter area
- Seal the room
- Drop cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and safety strategies

Teachers are trained in

- Appropriate Hazards and Safety Strategies
- Take roll, account for students
- Report Injuries or problems, at the evacuation assembly, to first responders using red card/Green Card Method.

The protocol carries an obligation. An implicit part of the SRP is that authorities and teachers tell students what is going on. While tempered at the elementary school, middle school students and above need accurate information for the greatest survivability, to minimize panic and to mitigate recovery.

### **Delegation of Authority during Principal's Absence**

Should your building principal be gone Danelle Burd is delegated to cover administrative duties. Should this person not be available, someone else will be delegated by the building principal or the superintendent of schools for the duration of the principal's absence.

### **Discipline**

At the beginning of the school year, introduce students to the school expectations of kindness, respect and responsibility. This introduction could be in the form of a class discussion that includes the characteristics of a positive learning environment and examples of how individuals could best behave to support this environment. Student participation in the establishment of specific classroom rules and expectations is advised.

A discipline problem exists when a student keeps a teacher from teaching, other students from learning, or jeopardizes the health and/or safety of others. Contact the principal when you need assistance; and/or when you have questions or concerns. Contact the principal immediately in the event of physical or verbal aggression. Parents are to be contacted whenever there is a concern about their child's behavior.

### **Dress Code**

Staff is expected to dress following the same dress code as students (see student handbook). We ask that you dress as professionally as possible, understanding that each of us has different styles. Wednesday's most staff wear Washington shirts or red, white and blue. Fridays are casual you may wear nice jeans.

### **Duty Assignments**

Teachers assigned to recess duty incur a responsibility for the welfare and safety of each child. Keep a record of when you are on duty, be prompt and be consistent with established school/playground rules. Show your duty assignment in your lesson plans in case you have a substitute in your room. All staff may have duty times during the regular school week. Supervision must be provided when children are present on the playground. Playground rules need to be consistently and uniformly enforced by all teachers.

### **E-mail**

Teachers are expected to access and read their e-mail a minimum of twice daily, morning and afternoon.

### **Emergency Evacuation**

Maps for emergency evacuation are to be displayed prominently in every schoolroom where classes are held (right next to the door). These maps and procedures for evacuation must be thoroughly explained to and understood by the children. We will have a fire drill sometime every month that children are in school. We will have emergency drills of some kind every month paired with an alarm. We will let you know in advance when the first two will be, but after that, the drills will be at any time during the day/week/month.

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**Adopted: May 11, 2010**

**Evaluation:** Evaluation by principal following established timeline.

### **Field Trips**

Field trips need to be pre-approved by your building principal. All approved transportation requests for field trips must be submitted to your school secretary at least one week prior to the field trip. **All field trips must be connected to a district standard**, which should be documented on the transportation request. See district guidelines for "School Sponsored Trips" should you wish to request an out of state trip. You must notify food service at least one and a half weeks in

advance when your students won't be eating school lunch, and four weeks in advance if you will be requesting school sack lunches.

### **First Day of Class**

On the first day of school following introduction and assignment of seats, please include time for the following items: hand out and discuss the contents of the student handbook, go over playground rules, and explain emergency exit procedures. Please be sure to inform your students of the procedure to exit from the lunchroom and the amphitheatre. Review Washington expectations of *being respectful, responsible, and safe*. Special teachers please take time to teach exit procedures during the first meeting with each of your classes.

### **Fire/Crisis Drills**

Teachers need to familiarize themselves with all evacuation routes prior to having students.

- A. When the alarm sounds classes should wait for the announcement from the office for direction of which drill/evacuation we are performing.
- B. The class should follow the first person out of the door to the designated place (away from the school)
- C. The teacher should close the windows and door(s) and turn off all lights.
- D. The following teachers are responsible for checking restrooms:

Downstairs Boys and Girls: Eva Walsh and Ginger Counts

Upstairs Boys and Girls: Sarah Malicoat

The other teachers in the same wing or floor will assist in supervising the children coming from these teachers' rooms.

- E. When the students reach the assigned area, the teacher is to call roll to account for each child.
- F. Do not re-enter the building until the all-clear signal is given.
- G. Special teachers should stay with all students under their supervision at the time of the drill.
- H. If a hall is blocked or if a door is locked, go to the nearest alternate exit on your own.

**See the crisis management packet for instructions on additional drills. These will all be covered in staff meetings throughout the school year.**

### **Grades and Grading Procedures**

Keep your grades current and posted on Infinite Campus. If you know of parents who do not have internet access, please send copies of their child's grades throughout the quarter.

For grading purposes, a transfer student must be enrolled in Sweetwater County School District #2 for 20 school days in order to receive grades at the end of the current nine-weeks. If enrolled longer than 20 days, grades will be averaged into previous school grades, if available, and entered on the report. Otherwise, the previous grades will be given. Conferences will still be provided to parents of new students and any data we have on the child (WY-TOPP, etc.) should be shared.

### **Ill or Injured Children**

Injured or ill children should be sent to the office for treatment. If you suspect a serious injury, do not hesitate to contact the office for assistance rather than taking the child to the office. All accidents that occur at school should be reported on an accident report form available in the office. This will be completed by the school nurse if she is available

or by the office staff on duty. All calls to home due to an illness need to be made in the office or nurse's office. Please use common sense when deciding whether or not to respond to a child's request to visit the nurse or get an ice bag. Many seem frivolous and can be a waste of time, but sometimes that extra attention can make the child's day go better. J

### **Library Use**

The library is available for teacher use at all times. Do not send your children to the library without an adult. Our library is not secured so it is important to teach your students that they should only be there with an adult.

### **Local Purchase Orders**

Local purchase orders are obtained through the office. The white copy with a receipt must always be returned to the school office; please ensure that no tax is charged. Local purchase orders are good only with vendors who charge school district purchases and may only be written for orders in the amount of \$500.00 or less. The building secretary has a list of the approved vendors. These must be pre-approved by your building principal.

### **Lunch Count**

Lunch count is to be submitted with your attendance on Infinite Campus by 9:00 A.M. Please send lunchroom envelopes to the lunchroom only if student has lunch money. Our lunch lady will return the envelope to your classroom at the end of the day.

**No children will be allowed to go home for lunch without written permission from their parents on file in the office. They will not be released to go without an adult (with parental permission) to accompany them.**

### **Lunchroom**

In the lunchroom children are asked to be considerate of those around them. They may talk in the lunchroom. Children should raise their hand at their seat when they are through eating and then ask to scrape their trays and be dismissed.

### **Meetings**

Staff meeting dates and times will be posted on your Washington Calendar. Staff members are expected to attend all general staff meetings unless otherwise excused by your building principal. Those on morning duty should leave when the morning bell rings at 8:20 and those on bus duty should come after all students have left the school.

Certified staff may also be asked to attend BIT meetings and special education meetings, school wide staff development meetings and teacher staff development days.

### **New Teachers**

New teachers will be assigned to a mentor who will guide, teach, encourage, and support them through an orientation period. This will include, but not be limited to, use of equipment, familiarity with facilities, introduction to staff, where to locate things, and general routines and procedures. Responsibilities and expectations of new teachers and mentors will be discussed at the mentoring meetings throughout the school year.

### **Parent Teacher Conferences**

This year fall conferences will be the evenings of Tuesday, October 22<sup>nd</sup> and Wednesday, October 23<sup>rd</sup> and spring conferences will be Tuesday, March 10th and Wednesday, March 11th. Other appointments may be made with your students' teacher.

### **Parties**

Classrooms will celebrate three building wide parties: Halloween/Fall, Christmas/Winter, and Valentine's Day. Party times will be determined by the classroom teachers and shall not exceed one hour in length.

### **Pets on the Playground and in the School**

Every year we have problems with pets in the play area. If any dogs or cats are on the playground, report it to the office immediately. The Green River Animal Control Officer will be called. No animal should be brought for "Show and Tell" unless a parent can bring it and take it home afterwards. Due to allergies to pet hair, we ask that these "Show and Tell" days happen when the weather is good and they can be held outside.

### **Phone Calls and Staff Messages**

Personal long distance calls are your responsibility. Log calls to parents in the Contact Log in Infinite Campus so we can document contacts. Training for this will be provided.

Unless it is an emergency, you will not be interrupted during class time to take a phone call. Messages will be delivered at your prep time or before the end of the school day.

### **Playground Rules**

Playground rules are listed in the student handbook. Be sure to review the rules with your class. Make sure new children in your class also become familiar with the rules. When on playground duty, enforce all the rules listed and be consistent. We need the cooperation of both teachers and children.

### **Professional Staff Time Schedules/Working Hours**

As per Board Policy File: GCJ, all teachers must be in the building 30 minutes before school starts and stay at least 30 minutes after school is dismissed unless leaving the building to attend a district meeting or district activity at another site.

### **Releasing Students**

**All** releases must be documented and no student is to be released to a person not identified and permitted to do so as represented on the student Summary on IC. Parent/Guardian contact is to be made before releasing a student—**no exceptions**. Parents **must** sign their child either into school or out of school – **no exceptions**.

### **Reporting Suspected Child Abuse**

Wyoming State Statutes require any person having reasonable cause to believe that a child under the age of eighteen is or has been the subject of child abuse as defined, shall report the matter to the administrator, social worker, counselor, or school nurse. Should a report be filed, the building principal **must** be informed of the incident.

### **Room Care**

Please have students pick up the room at the end of the day and put their chairs on the desks at least twice a week. Children are expected to pick up the mess they make. If glue, paint, milk or any other substance that can stain the carpet is spilled in your room please have someone notify the custodian to clean it immediately.

Please do not use any type of tape on carpet as tape leaves permanent marks.

### **Sign-Out Sheet**

The office has a teacher sign-out sheet for you to record your early departure on when you must leave the building before 3:55 PM. Before signing out, please clear your departure with the principal if you are leaving during the contract day.

### **Special Classes**

Specials will begin immediately the first day and will go to the end of the school year, unless approved by the principal.

### **Staff Ethics**

All District employees serve as role models to students and, as such, are expected to model positive, healthy human behavior and relationships that are emotionally, physically and intellectually safe. Such safe and healthy relationships are to be evidenced by Staff through appropriate boundaries in their relationships with students on and off District property, appropriate usage of technology, and respectful interactions with others.

For purposes of this policy, Staff includes any District employee, including administrators, certified staff, and support staff. Staff has a responsibility to maintain an atmosphere conducive to learning, modeling self-control, understanding, respect and cooperation.

Staff should be professional at all times in their relationships with other staff members, students, and student guardians. For purposes of this policy, professionalism means the display of respect and work ethic, within our job roles and throughout our work hours, to teach, model and encourage honesty, productivity, the honoring of confidentiality, and the acceptance of differences.

Staff has an ethical responsibility to model appropriate dress, manners, and behavior on school property and while performing school duties.

Staff is responsible for maintaining student discipline and shall be treated with respect by students at all times. At school or school-related activities, students will not address Staff on a first-name basis.

Although it is desirable that Staff have a sincere interest in students as individuals, partiality and impropriety are to be avoided. Inappropriate involvement with individual students should be avoided regardless of whether or not the student may have “consented” to such conduct. Such conduct is not compatible with professional ethics.

Staff shall use good judgment in their relationships with students, both inside and outside of the school environment.

Unethical behavior can be reported by visiting the Lighthouse Services website at <http://www.lighthouse-services.com/sw2> or by calling Lighthouse Services at 877-472-2110.

Any staff member who engages in prohibited conduct under this policy may be subject to discipline, up to and including termination of employment, subject to all applicable due process rights.

Adopted: Date of Manual Recodification

Revision Adopted: August 9, 2011

CROSS REF.: BBF-E School Board Member Ethics File: GBC

STAFF ETHICS

### **Student Handbooks**

Please read the information contained in the Student Handbook before students arrive at the beginning of the school year. Teach to the students those areas of the handbook that apply to students and as appropriate for the students' grade level.

### **Student Transportation in Private Vehicles File:EEAE**

District Personnel shall not transport students in personal vehicles at any time

### **Teacher Leave-Calling for a substitute**

If you are ill, please call the substitute hotline (872-8816) as soon as possible—call the night before if you know you will not be able to come in the next day. If you call in the morning, please do so by 6:00AM or as early as possible to better the chances of getting the right substitute for you. Also, please contact the school secretary or the building principal so that a person knows that you will be gone.

Your building principal must approve all personal and professional leave requests. Please request them as soon as the dates are confirmed. Forms are available in the office. Personal leave can be declined if no substitutes are available, or if shorter than 3 days is given for the request.

### **Teaming**

All teachers are expected to be a part of the educational team at Washington and teaming is expected and encouraged. Teaming is the intentional focus on the task of teaching the District Curriculum by planning together, and using the District adopted Instructional Process and working with other teachers in the building and throughout the district to provide opportunities for students to exceed.

### **Title IX/Section 504**

District #2 pledges to comply fully with the provisions of Title IX and Section 504. The District designated the **Human Resource Director** and/or his/her designee as the Coordinator for Title IX and the **Special Services Director for Section 504**. Questions or Complaints should be directed to the Office of Human Resources at (307) 872-8813 for Title IX. **Questions and Complaints should be directed to the Special Services Director Office for Section 504 at (307) 872-5503.**

### **Travel/Professional Development Requests (When not involving students)**

Travel for Professional Development outside of Green River must be approved initially by your building principal. Staff members must fill out a Travel/Training Authorization Request (available through your building secretary). Once this

form is completed and approved by your immediate supervisor it should be sent to the budget administrator who will be paying for the PD (i.e. Curriculum Director, Director of Special Education, etc.) The budget administrator will approve the request and send it on to Kathy Huber at Central Office. Kathy will take care of all travel arrangements (i.e. means of transportation, hotel, conference or course fee, etc.). She will send you the documents for the trip once they are arranged. If the request is not approved, your principal will notify you.

### **Windows, Doors and Lights**

It is imperative that all windows and doors be locked at the end of the day. Lock your classroom door at the end of the day when you leave. The front doors must be checked when leaving the building after hours. Please turn off lights every time you leave your classroom.

### **Certified Staff (Non-Administrative) School Board Policy**

Washington Elementary follows School Board Policy File: GCAG for Duties, Responsibilities and Professionalism of Teachers.

### **Terms of Employment**

Professional contract issued stating length of contract.

Working hours: Contract employee

**Assignment:** Employees shall be assigned to apposition that fits the needs of the District in accordance with their Wyoming Teacher Certification endorsements. Assignments may be changed by the Superintendent or designee whenever the best interest of the district will be served (Policy GCI).

**Activity Assignment:** A certified teacher could be assigned to an extracurricular activity if no suitable candidate can be located through a district employment search. Only certified employees will be assigned to positions requiring certification.

**Salary Schedule:** As per Current Professional Salary Scheduled based on 185 days per year.

**Education Requirements, Certifications, and Endorsements:** All certified employees will have valid Wyoming Professional Teaching Standards Board certification with endorsement(s) in their assigned field(s) of teaching. It is strongly encouraged that teachers placed at the seventh and eighth grade level have a subject area endorsement that matches their major teaching assignment.

**Essential Skills and Knowledge:** Interpersonal communication skills; Oral and Computer hardware and software application.

**Purpose:** To provide instruction or services to the students of Sweetwater County School District No. 2.

### **General Duties and Responsibilities:**

Certified employees shall:

- Look directly at the principal for rules and suggestions covering all normal school procedure and activities.

- Not absent themselves from school without the approval of the principal. Teachers, who have planning periods shall remain in the building in which they teach during this time, unless explicitly excused by the principal or the principal's designee.
- Abide by the policies and regulations of the Board of Trustees.
- Be responsible for the care, instruction, and discipline of pupils in their charge as assigned by the principal.
- Be responsible for carrying out policies and regulations pertaining to pupil conduct as directed by school handbooks.
- Report promptly to the school administrator or designee any serious accident, illness, or suspected abuse affecting any child in their charge.
- Prepare and submit all required records.
- Be prepared for daily lessons or services and provide lesson plans if requested by the building principal.
- Administer evaluation of pupil achievement.
- Participate in curriculum and building in-service programs.
- Attend staff meetings as directed by principal.
- Participate in close supervision of halls, rooms, bus loading, cafeteria, and playgrounds as directed by building principal.
- Compile an inventory of books, supplies, and other equipment as directed by the building principal.
- Assist in the planning and evaluation of curriculums and assessments.
- Notify building administrator of absence due to illness or emergency as directed in the handbook.
- Follow building procedures (in handbook) for scheduling parties, activities, field trips and schedule transportation services through the Activities Office of the District.
- Not furnish student or district employee names and addresses to anyone but school officials. Exception: Student names (not addresses) for valentines.
- Follow building procedure for release of students from class or building.
- Use and distribute items from commercial advertising only as approved by the Superintendent or building administrator.
- Follow the chain of command for complaints and grievances (Policy GBM).
- Complete a physical examination at the request of the Superintendent.
- Be encouraged to discuss their problems with the Superintendent. No teacher should approach the Superintendent without having first consulted the principal unless following a specific policy, (i.e. sexual harassment). Any complaint or grievance that a teacher may have, that merits the attention of the Board, shall be submitted through the Superintendent. This provision shall not be construed to deprive any teacher of a hearing before the Board.

Adopted: July 20, 1994; Revised: 12/11/2007

### **Employee Discrimination/Harassment Policy**

Sweetwater County School District 2 is committed to providing equal of employment opportunities to all individuals. It is the policy of this District to maintain a working environment that is free from discrimination and/or harassment.

The District prohibits discrimination and/or harassment by employees, supervisors, or non-employees based on sex, race, color, creed, religion, national origin, age, political belief, marital or parental status, or sexual orientation. Sexual harassment is a form of sexual discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended, 42 U.S.C. § 2000e, et seq., the Educational Amendments of 1972 (Title IX), 20 U.S.C. § 1681, et seq., and the Wyoming Fair Employment Practices Act of 1965. The prohibition against sexual harassment applies whether the alleged sexual harassment is between members of the same sex or members of the opposite sex.

The District is committed to taking any immediate and appropriate corrective action necessary to eliminate existing discrimination and/or harassment and its effects. The District shall conduct a prompt, thorough, and impartial investigation of all complaints of discrimination and/or harassment filed pursuant to its policies and procedures. The District is committed to taking affirmative steps to protect employees and all others who participate in the investigation of complaints of discrimination and/or harassment.

The District will discipline as provided in this policy and administrative regulation and considering the seriousness of the offense, any employee who has been found to be in violation of this policy, or any employee making a false malicious complaint under this policy.

The District requests students, parents, and staff to assist the Superintendent and the Board of Trustees in identifying barriers to a discrimination-free working environment in the District. Inquiries regarding discrimination and/or harassment should be directed to the designated Human Resources Administrator, 351 Monroe Avenue, Green River, WY 82935 (307) 872-8813.

### **CONFIDENTIALITY**

The District will respect the confidentiality of the complainant and the respondent to the extent reasonably possible and consistent with the District's legal obligations and the necessity to investigate allegations of discrimination and/or harassment and take appropriate disciplinary action when the conduct has occurred.

### ***Retaliation***

The District shall discipline any individual who retaliates against any person who reports alleged discrimination and/or harassment or any person who testifies, assists or participates in any investigation, proceeding or hearing relating to a complaint under this policy. Retaliation includes, but is not limited to, any form of intimidation, harassment, threats and menacing behavior, coercion, or discriminatory acts taken against any person who reports, files a complaint, or participates in an investigation conducted pursuant to this policy.

Such discipline shall be in accordance with applicable Board policies, consistent with applicable state and federal laws.

## **CONSEQUENCE FOR FALSE ACCUSATION**

A false accusation of discrimination and/or harassment under this policy can have a serious detrimental effect on innocent parties. Any individual who is found to have made a deliberate or intentional false accusation, report, or complaint is subject to discipline in accordance with this policy and administrative regulation. A finding that a claim under this policy is not substantiated after investigation does not equate to a false accusation, if the claim is made in good faith.

## **RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

This policy and related administrative regulation do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Equal Employment Opportunity Commission, the Wyoming Fair Employment Program, or the Office for Civil Rights (U.S. Department of Education), or from initiating civil action, or seeking redress under state criminal statutes and/or federal law.

## **DISSEMINATION OF POLICY AND TRAINING**

This policy shall be included in the employee handbook and shall also be available to the public on the District's website in a manner to be determined by the Superintendent and his/her designee. The District shall incorporate yearly training and education on this policy in its professional development programs.

Adopted: August 9, 1994

Revised: December 13, 1994

Revised: August 8, 1995

Revised & Adopted: January 10, 2006

Revised: July 19, 2006

Revised: August 10, 2010

Revised: February 12, 2019

LEGAL REFS.: W.S. 21-4-305. 12-4-306; 9-4-101 et. Seq.

Wyoming Education Policies Manual, code JGD/JGE

Title VI of the Civil Rights Act of 1964

Title VII of the Civil Rights Act of 1964

Americans with Disabilities Act

CROSS REF.: JGD/JGE Student Suspension/Expulsion

JGD/JGE-R Student Suspension/Expulsion

BDE Procedures for Conducting Hearings

GBN Certified Staff Harassment

GCPD Suspension and Dismissal of Professional Staff Members  
GCP Professional Staff Termination of Employment  
GDR Support Harassment  
GDPD Suspension and Dismissal of Support Staff Members

## **Discrimination/Harassment Report Form GBN/GDR/JFCK**

**File: JFCK-R**

ADMINISTRATIVE REGULATION FOR POLICY JFCK-HARASSMENT, SEXUAL  
HARASSMENT, INTIMIDATION, OR BULLYING

DEFINITIONS:

### **1. Harassment, Intimidation, or Bullying**

Harassment, intimidation, or bullying, means any gesture, any electronic communication, or any written, verbal, or physical act occurring or received at a school or at a school function, or that creates a hostile environment at school, that a reasonable person under the circumstances should know will have the effect of:

- a. Harming a student physically or emotionally, damaging a student's property or placing a student in reasonable fear of personal harm or property damage;
- b. Insulting or demeaning a student or group of students causing substantial disruption in, or substantial interference with, the orderly operation of school; or
- c. Is so sufficiently severe, persistent or pervasive that it creates an intimidating, threatening, or hostile environment so as to interfere with or limit a students' ability to participate in or benefit from the services, activities, or opportunities offered by the school.

Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Because students often experience the continuing effects of off-campus harassment in the educational setting, the District will consider the effect of off-campus conduct when evaluating whether there is a hostile environment on campus.

When such harassment is based on race, color, national origin, sex, or disability, it may violate civil rights laws.

In the case of bullying, the following three criteria must also be met:

- a. Must be intentional action meant to harm,
- b. Must be repeated behavior over time,
- c. Must have a power imbalance where a student or group of students have a hard time defending themselves.

Harassment, Intimidation, or Bullying may take many forms, including:

**a. Cyber Bullying**

Cyberbullying, as defined in District Policy JFCFA, is the use of any electronic communication device to convey a message in any form (text, image, audio, video, or other) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which disrupts or prevents a safe and positive educational environment may also be considered cyberbullying.

**b. Sexual Harassment (Title IX of the Education Amendments of 1972)**

Sexual harassment is defined as, but not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, nonverbal, or physical conduct of a sexual nature. Sexual harassment may include: verbal harassment, including epithets, derogatory comments or slurs, physical harassment, physical interferences with movement or work, or visual harassment such as derogatory cartoons, drawings, pictures or posters.

Specifically, sexual harassment includes unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature, which:

1. Is so severe, persistent, or pervasive, as to create an intimidating, hostile, or offensive environment;
2. Interferes with a student's work performance;
3. Creates a condition such that a student believes that submission to such conduct is a term or condition to participate in a school activity or program; or,
4. Causes a student to believe that an educational decision will be based on whether he or she submits to the unwelcome sexual conduct.

**c. Sexual Violence**

Sexual Violence is a form of sexual harassment and refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the student's age or use of drugs or alcohol, or because an intellectual or other disability prevents the student from having the capacity to give consent). A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

EXAMPLES: Conduct that the District considers unacceptable and may constitute sexual harassment includes, but is not limited to, the following:

1. Sexual assault, attempted sexual assault, forcible sexual abuse, sexual hazing, and other sexual and gender-based activity of a criminal nature as defined under the Wyoming Criminal Code;
  2. Unwelcome sexual invitations or requests for sexual activity in exchange for grades, preference, favors, selection for extracurricular activities, homework, etc.;
  3. Unwelcome and/or offensive public sexual display of affection;
  4. Any unwelcome communication that is sexually suggestive, sexually degrading, or implies sexual motive; or intentions;
  5. Unwelcome and offensive name calling or profanity that is sexually suggestive, sexually degrading, implies sexual intentions, or that is based on sexual stereotypes or sexual preference;
  6. Unwelcome physical contact or closeness that is sexually suggestive, sexually degrading, or sexually intimidating;
  7. Unwelcome and offensive physical pranks of a sexual nature;
  8. Unwelcome leers, stares, gesture, or slang that are sexually suggestive, sexually degrading or imply sexual motives or intentions;
  9. Clothing with sexually obscene or sexually explicit slogans or messages;
  10. Unwelcome and offensive skits, assemblies, and productions that are sexually suggestive, sexually degrading, or implies sexual motives or intentions, or are based on sexual stereotypes;
  11. Unwelcome written or pictorial display or distribution of pornographic or other sexually explicit materials such as magazines, videos, films et., or;
  12. Any other unwelcome gender-based behavior that is offensive, degrading, intimidating, demeaning, or that is based on sexual stereotypes and attitudes.
- Sexual harassment is prohibited against members of the same sex as well as against members of the opposite sex.

#### **d. Gender-based Harassment**

Gender-based harassment is another form of sex-based harassment and refers to unwelcome conduct based on an individual's actual or perceived sex, including harassment based on gender identity or nonconformity with sex stereotypes, and not necessarily involving conduct of a sexual desire.

#### **e. Disability/Handicap (section 504 of the Rehabilitation Act of 1973, and Americans with Disabilities Act)**

Disability harassment under Section 504 and Title II is intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a

student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating.

#### **f. Racial/Ethnic Harassment (Title VI)**

Racial/ethnic harassment under Title IV is intimidation or abusive behavior toward a student based on the individual's race or ethnic background that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating an individual's race or ethnic background.

#### **g. Religious Harassment**

Religious harassment is intimidation or abusive behavior toward a student based on the individual's religious beliefs and/or practices that creates a hostile environment by interfering with or denying a student's participation in or receipt of benefits, services, or opportunities in the institution's program. Harassing conduct may take many forms, including verbal acts and name-calling, as well as nonverbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful, or humiliating individual's religious beliefs and/or practices.

### **2. Consent**

Consent is defined as knowing, voluntary and clear permission communicated either by words or overt actions by a person who is legally or functionally competent to give informed approval, to participate in mutually agreed upon sexual activity or behavior. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the sexual activity or behavior. Consent can be withdrawn at any time. Consent cannot be obtained by way of threat, coercion, force, or when an individual is incapacitated by age or use of drugs or alcohol, or because an intellectual or other disability prevents the students from having the capacity to give consent.

### **3. Retaliation**

Retaliation includes, but is not limited to, any form of intimidation, harassment, threats and menacing behavior, coercion, or discriminatory acts taken against any person who reports, files a complaint, or participates in an investigation conducted pursuant to the District's Harassment, Sexual Harassment, Intimidation, and Bullying policy.

#### **4. School**

School as used in this policy includes a classroom or other location on school premises, a school bus or other school related vehicle, a school bus stop, an activity or event sponsored by a school, whether or not it is held on school premises, and any other program or function where the school is responsible for the child.

#### **COMPLAINT PROCEDURE**

The District is committed to providing a balanced and fair process to resolve complaints of harassment, sexual harassment, intimidation, bullying, and other forms of violence so that everyone – alleged target, alleged aggressor, and the entire school community – is granted the right to a safe environment, free from discrimination.

In determining whether a violation of this Policy has occurred, the District uses a preponderance of the evidence standard (“it is more than likely than not that harassment, sexual harassment, intimidation, bullying, or other form of violence occurred.”)

The District shall respect the privacy of the alleged target, the alleged aggressor, and any witnesses as much as possible, consistent with the District’s legal obligation and the necessity to investigate the allegations. In pursuing its investigation and making its determination, the District shall ensure the alleged aggressor received the due process guaranteed to students.

The complaint process should be completed as promptly as possible, but shall not take any longer than sixty (60) calendar days, absent extenuating circumstances, communicated to the parties.

#### **REPORTING PROCEDURES**

All persons, whether student, parent or school staff, are encouraged to immediately report incidents of harassment, sexual harassment, intimidation, or bullying. Reports should be made

as soon as possible but not later than one (1) calendar year from the date of the alleged incident.

Teachers and other District employees who are aware of or suspect that a student is the target of alleged harassment, sexual harassment, intimidation, or bullying shall report to the building principal.

Reports may be submitted in any of the following ways:

1. Complete and submit the Anti-Harassment/Bullying Complaint form which is available at any local school building or can be accessed on the District website

– [www.swcsd2.org](http://www.swcsd2.org) However, use of formal reporting forms is not mandatory.

2. An oral report may be made, which will be documented by a District employee.
3. An email report may be submitted to a District employee.
  
4. An anonymous report may be made by utilizing the Safe 2 Tell™ link on the District's website – [www.swcsd2.org](http://www.swcsd2.org) or calling 1-855-996-7233 (855-WYO-SAFE). However, disciplinary action shall not be taken against an alleged harasser based solely on the contents of an anonymous report.

Any employee who receives a report under this policy and administrative regulation shall immediately inform a building principal, who will document the report and initiate the investigation as set out in this regulation.

If the complaint/report is against a District employee, the complaint/report shall be filed directly with the Title IX Coordinator. If the complaint/report is against the Title IX Coordinator, the complaint/report shall be filed directly with the Superintendent.

For complaints/reports against District staff, please see Policy GBN/GDR.

Individuals experiencing sexual harassment or discrimination also always have the right to file a formal grievance with the Office for Civil Rights, 1244 Speer Blvd., Suite 310, Denver, CO 80204-3582, (303) 844-5695, [OCR.Denver@ed.gov](mailto:OCR.Denver@ed.gov)

Report of harassment based on disability may also be initially directed to the Special Services Director, 351 Monroe Avenue, Green River, WY 82935, (307) 872-5505.

### **Confidentiality**

All complaints of harassment, sexual harassment, intimidation, or bullying will be investigated in a manner, which protects the alleged target and the alleged harasser and maintains the students' confidentiality to the great extent possible. If an alleged target does not wish for his or her name to be shared, does not wish for an investigation to take place, or does not want a formal resolution to be pursued, the alleged target may make such a request to the building principal, who shall discuss confidentiality standards and concerns with the alleged target initially. If the alleged target continues to ask that his or her name not be revealed, the building principal, who shall discuss confidentiality standards and concerns with the alleged target initially. If the alleged target continues to ask that his or her name not be revealed, the building principal should take all reasonable steps to investigate and respond to the complaint consistent

with the student's request as long as doing so does not prevent the school from responding effectively to the alleged conduct and preventing harassment, sexual harassment, intimidation, or bullying of other students. Note that an alleged target's request for confidentiality may limit the District's ability to respond.

## **INTERIM MEASURES**

When an alleged target reports that he or she has been harassed, sexually harassed, intimidated or bullied in violation of this policy, the building principal may take immediate interim measures, at his/her discretion, if deemed prudent to protect the alleged target, alleged harasser, or other students, and/or employees pending completion of an investigation. Interim measures may include counseling extensions of time or other class-related adjustments, modifications of class or bus scheduled, safety plans, restrictions on contact between the parties, changes in locker locations, changes in recess or cafeteria schedules, providing academic or other support, and other similar accommodations. The specific interim measures and the process for implementing those measures will vary depending on the facts of each case.

The building principal shall inform the student(s), a student'(s) parent(s), the student'(s) teacher(s), and other appropriate staff members as determined by the building principal, of steps or strategies to protect that alleged target and/or alleged harasser from additional harassment, intimidation, or bullying and from retaliation.

## **INVESTIGATION**

All reports made under this policy shall be processed by the building principal or his/her designee. The District shall provide a prompt, fair, and impartial investigation and resolution for any report of harassment, sexual harassment, intimidation, or bullying. The building principal shall immediately initiate an investigation. Every reasonable effort shall be made to determine the merits of each complaint/report while protecting the interests and well-being of both the alleged target and the alleged harasser.

### **Preliminary Inquiry**

Following a receipt of a report under this policy, the building principal shall engage in a preliminary inquiry to determine if there is reasonable cause to believe this policy has been violated. If the answer is yes, a formal investigation will be conducted as outlined below. The preliminary inquiry shall be conducted and the parties notified of the outcome with five (5) school days.

The goal of the Preliminary inquiry is to gather enough information to determine whether the facts, when taken at face value, constitute a potential violation of the Harassment, Sexual Harassment, Intimidation, or Bullying policy. If the answer is yes, a Formal Investigation shall be conducted as outlined below. If the answer is no, the actions may constitute student misconduct that will be documented and addressed pursuant to school policy.

## **Formal Investigation**

If the preliminary inquiry concludes that a violation of this policy may have occurred, the building principal shall initiate a formal investigation. At this time, the parents/guardians of both the alleged target and the alleged harasser shall be contacted, if such contact has not already been initiated. Parents of the students involved in the complaint shall be encouraged to participate at each stage of the investigation and resolution process.

The formal investigation shall be thorough and will afford all parties an equal opportunity to submit evidence and to identify witnesses relative to the complaint. The formal investigation shall include personal interviews with the alleged target, the alleged harasser, possible witnesses to the incident, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. Students as well as adults may be interviewed. If sexual harassment is suspected, the allegations shall be investigated by two investigators of different gender. The investigation will also consist of any other methods and documents deemed pertinent by the investigator, including but not limited to a review of student records, video surveillance, electronic content/web content, and any tangible evidence.

In determining whether the alleged conduct constitutes harassment, sexual harassment, intimidation, or bullying, consideration should be given to the surrounding circumstances, age and maturity of the involved parties, and if in the case of sexual harassment, the nature of the sexual advances, relationships between the parties involved, and the context in which the alleged incidents occurred. The District recognizes not every advance or consent of a sexual nature constitutes harassment. Whether a particular action or incident is a personal, social relationship without a discriminatory education effect requires a determination based on all the facts and surrounding circumstances.

If the target of harassment is a student with a disability who has an Individualized Education Program under the Individuals with Disabilities Education Act (an "IEP") or a Plan under Section 504 of the Rehabilitation Act of 1973 (a "Section 504 Plan"), the investigation shall include a determination of whether the student's receipt of a free appropriate public education ("FAPE") under the IEP or Section 504 Plan may have been affected by the harassment, regardless of why the harassment occurred.

Upon completion of the investigation, the building principal shall prepare a written report of the findings and conclusions of the investigation. The building principal shall respond in writing to the parent/guardian of the alleged target and the parent/guardian of the alleged harasser as expeditiously as possible, but in no event later than sixty (60) calendar days following receipt of the report, absent extenuating circumstances that have been communicated to all parties.

The response may include:

1. Whether the District found that the alleged conduct occurred and whether the alleged

action violates this policy;

2. Any individual remedies offered or provided to the target and other steps the District has taken to eliminate the hostile environment, though this information shall not be provided to the aggressor;
3. Whether disciplinary action or other sanctions are imposed on the aggressor that directly relate to the target; if not, such information is provided to the aggressor only;
4. Notice of the right to appeal as set forth below.

Either party may appeal the result of the investigation to the Superintendent. All requests for appeal must be submitted in writing to the Superintendent within ten (10) school days of delivery of the building principal's response. Appeals are limited to the following grounds:

1. A procedural error omission occurred that significantly impacted the outcome of the investigation.
2. To consider new evidence, unknown or unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
3. The sanctions imposed are substantially disproportionate to the findings.

### **DISTRICT ACTION**

If the investigation determines that a student or students engaged in harassment, sexual harassment, bullying, or intimidation of a student in violation of this policy, the building principal shall recommend corrective, remedial, and/or disciplinary action under the guidance of the District's policies, as appropriate, and based on the results of the investigation.

The District may take such action as training, counseling, or other appropriate action based on the results of the investigation.

Any school action taken pursuant to this Policy shall be consistent with the requirements of Wyoming Statutes and District policies. The District shall take such disciplinary action it deems necessary and appropriate, including warning, suspension, or expulsion to end the harassment, sexual harassment, intimidation, or bullying and prevent its recurrence.

When determining corrective and/or disciplinary action, the building principal shall consider; the age of the students involved, facts gained through investigation, the impact of harm that the behavior had on the target; the context in which the behavior occurred; the nature of sexual advances, if applicable; the relationship between the parties; and the level of severity of the behavior. Any corrective disciplinary action(s) should be consistent with appropriate past discipline imposed by the District in similar situations.

## **RETALIATION**

The District prohibits retaliation and shall discipline any individual who retaliates against any person who reports alleged harassment, sexual harassment, intimidation, or bullying, or who retaliates against any person who testifies, assists or participates in any investigation, proceeding or hearing relating to a harassment, sexual harassment, intimidation, or bullying complaint.

Such discipline shall be in accordance with applicable Board policies, consistent with applicable state and federal laws.

## **REPORTS/COMPLAINTS TO LAW ENFORCEMENT AUTHORITIES**

Where there is reasonable suspicion that the alleged harassment, sexual harassment, intimidation, or bullying involves criminal activity, the appropriate law enforcement agencies will be immediately contacted.

Under certain circumstances, sexual harassment may constitute child abuse or neglect under W.S. §§14-3-201 et seq. as amended. In such situations, the District shall comply with the reporting requirements contained herein.

IN the event that law enforcement agencies become involved, the District will complete its investigation and render its written findings in accordance with its policies and procedures and independent of the law enforcement agencies disposition of the case.

## **RECORDS**

A report under this policy shall be documented and maintained by the District for seven (7) years.

In the case of sexual harassment, the Title IX Coordinator shall keep documentation of all reports and incident analyses for ten (10) years. Even if the alleged target refused to file a complaint, the building principal must proceed with the process of completing a report and the support documentation.

Adopted: July 19, 2006

Revised: December 8, 2009

Revised: March 12, 2019

CROSS REF: JFCC Student Conduct on Buses  
JFCK Discipline/Harassment  
JG Student Discipline  
JFCG Student Conduct

LEGAL REFS: W.S. §§21-4-311

Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.; 34  
C.F.R. Part 100  
Educational Amendments of 1972 (Title IX), 20 U.S.C. §1681, et. Seq.; 34  
C.F.R Part 106  
Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701;  
34 C.F.R. Part 104  
Americans with Disabilities Act, 42 U.S.C. § 12101

**Anti-Harassment/Bullying Witness Disclosure Form**

Name of Witness: \_\_\_\_\_

Position of Witness: \_\_\_\_\_

Date of testimony, interview: \_\_\_\_\_

Description of incident: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Any other information: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

**Anti-Harassment/Bullying Complaint Form**

Name of complainant: \_\_\_\_\_

Position of complainant: \_\_\_\_\_

Name of target (if different than complainant): \_\_\_\_\_

Date of complaint: \_\_\_\_\_

Name of alleged harasser(s) or bully(ies): \_\_\_\_\_

Date and place of incident or incidents: \_\_\_\_\_

\_\_\_\_\_  
Description of misconduct: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Name of witnesses (if any): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible)

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Any other information: \_\_\_\_\_

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I agree that all of the information on this form is accurate and true to the best of my knowledge.

Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Date: \_\_\_\_\_