

INSTRUCTIONAL GOALS AND LEARNING OBJECTIVES

The school district is established by the community to serve the community and is dedicated to fostering in each student the ability and the character to fashion a worthy and successful life. The schools share with the home and society the task of preserving the values and wisdom of the past, while building the capacity to meet the future, by providing equal educational opportunity for all. It is the joint responsibility of the Board of Education, the staff and the community to maintain an educational program of excellence.

Recognizing the diversity of the needs and gifts of their students, and mindful that each must find his place in society, the schools strive to help every student develop his intellectual capacities fully, with due regard for emotional, mental, physical and social growth.

Our schools affirm the democratic concept of the worth of each person. Each pupil is entitled to the education which most nearly meets his needs and capacities. It is incumbent upon the entire staff to be sensitive to and to provide for personal differences, and to assume the responsibility for guiding and encouraging all students.

The educational process is directed toward helping each student to acquire a foundation of knowledge, skills and a love of learning; to assume an increasing responsibility for his self development; to become actively involved with ideas, people and things; and to learn responsible behavior as an individual and as a citizen.

SCOPE OF RESPONSIBILITY

The schools share responsibility with the home and other institutions for the total education of the individual. In educating the student, the schools must consider their responsibility to the student, the community and the profession. The District shall involve parents, community and professional staff in developing student performance standards in the common core of knowledge and skills and in implementing programs which will improve student results. WDE, Chapter VI, Section 9(a).

Responsibility to the Student

A student needs to be equipped with essential skills to grow and develop in a changing society.

A student should come to know and appraise himself realistically and act accordingly.

A student needs to learn to be purposeful, to plan and organize for his immediate and future objectives.

A student needs to learn to solve problems rationally.

Responsibility to the Community

Education serves the community well when it instills respect for the moral and ethical values of our society.

The schools should play an active role in coping with the problems of youth in the community.

The school should maintain active communication and dialogue with the community and shall involve the community in developing student performance standards in the common core of knowledge and skills and in implementing programs which will improve student results. WDE, Chapter VI, Section 9(a).

Responsibility to the Profession

It is the school's professional obligation to encourage, develop, select, and maintain a highly skilled professional staff.

GUIDES TO PROGRAM DEVELOPMENT

Establishing the Foundation of Continuous Learning

During his school years the student should master the tools of learning and acquire a body of basic skills and fundamental knowledge.

Students should leave school with the realization that education growth continues throughout life and doesn't end with formal schooling.

Developing Critical Thinking

The underlying purpose in all instructional areas will be the development of thinking processes so that every learner will be able to cope intelligently with problems.

Developing Self Regulated Behavior

The schools should aim toward developing self-regulated behavior which is dictated by independent thought and decision on the part of each learner.

Developing Citizenship

Through the instructional program, our schools should foster individual responsibility for participation in effective constructive citizenship in a democratic society.

- * Students should be given a knowledge of the evolving, continuing and developing ideals in our society.
- * Students should be made aware of social forces and trends and be helped to analyze and understand current issues.
- * Instruction should prepare students to make informed decisions regarding contemporary problems and to have the necessary skills and knowledge to implement their decisions.

Instruction

The Board of Education hopes to make its finest contribution to education in our community with regard to the instructional program. The Board sees itself supporting and supplementing the efforts of the faculty, not trespassing.

Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs and system operations. School administration and staff shall protect instructional time. When feasible, activities, transitions throughout the school day, and student travel shall be limited for the purpose of maximizing the amount of time that is allocated for instruction and student learning. Except when other options are not feasible, meetings and professional development opportunities shall not interfere with classroom instruction. The use of substitute teachers for such activities shall be limited.

Teachers, administrators and other instructional personnel need several kinds of important help from the community. Most important of all, they need to know what the Board expects our students to learn. Accordingly, the Board provides a clear purposes and direction for our schools. The district provides schools and teachers with defined autonomy to determine the best instructional methods and resources to teach the district's curriculum. The Board's contribution to that operation is to provide the needed equipment, materials of instruction, and such other facilitating action that they may require.

The Board is interested, too, in supporting the staff's continuing efforts to improve the instructional program -- assuming that there is always room for improvement.

Finally -- and of extreme importance -- The Board wishes to have the staff present evidence of achievement, or lack of achievement, of our students in the light of our schools' goals. It is clear that factual evidence of the productivity of our schools is the Board's best device for evaluating our educational system, for guiding improvement efforts, and for fostering approval of schools.

LEARNING OBJECTIVES

The Board of Trustees will adopt a comprehensive set of performance objectives in accordance with the rules and regulations of the Wyoming Department of Education. These performance objectives may be contained in a separate manual or included herewith as an exhibit. The performance objectives shall demonstrate, how student performance standards have affected planning for facilities and annual budget priorities. The Board of Trustees will approve the process in which student performance standards are identified, monitored and reported. The process shall include an annual report card disseminated widely to patrons of the District [see Wyoming Department of Education Chapter VI, *School Accreditation*, Section 9(b), (c)]. Each school within the District shall adopt District student performance standards and cite specific student performance standards. Each district will have its own performance objectives.

Adoption Date: August 11, 2008
Amended: April 13, 2015

ACADEMIC FREEDOM

The Board of Trustees recognizes that the right of people to study and discuss controversial issues is basic to the perpetuation of our American form of democracy. It is important to have a citizenry that exercises its rights, keeps well informed, searches actively for divergent points of view, evaluates courses of action in the light of available evidence and basic democratic values, and then acts responsibly on the basis of decisions made.

The school's educators, therefore, are directed to encourage freedom of discussion and enhance the desire to search for truth and knowledge. The school's educators must see that consideration is given to the relative immaturity of students and to the students' needs for guidance and assistance in studying the issues and arriving at balanced views.

SCHOOL YEAR/CALENDAR

The Board will establish, upon a recommendation of the Superintendent, an official school calendar for the ensuing school year. Tentative calendars for future years also may be established. The regular calendar will include the number of student days, number of work days for staff members, and will indicate holiday periods. The calendar adopted will be consistent with the existing statutes and the State Board and/or Department of Education directives. Community and staff desires will be considered in designing the calendar.

SCHOOL DAY

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

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

The Superintendent is authorized to adjust the regular daily school schedule to release students early for staff development activities and for other extraordinary events such as emergency school closings.

Teachers may be required to remain beyond the regularly scheduled hours for responsibilities including, but not limited to, meetings, parent conferences, and supervision of extra-curricular activities.

Instructional Time

Instructional time, material resources and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs and system operations. School administration and staff shall protect instructional time. When feasible, activities, transitions throughout the school day, and student travel shall be limited for the purpose of maximizing the amount of time that is allocated for instruction and student learning. Except when other options are not feasible, meetings and professional development opportunities shall not interfere with classroom instruction. The use of substitute teachers for such activities shall be limited.

ORGANIZATION OF INSTRUCTION

The Board is responsible for establishing a pattern of grade organization within the district and for housing and accommodating children in kindergarten through grade twelve.

Plans for the grouping and housing of instructional levels shall be recommended to the Board by the Superintendent. As circumstances change the arrangements for all or part of the district may be modified.

The current plan as approved by the Board, is as follows:

School

Elementary	K-5
Middle School	6-8
High School	9-12

CURRICULUM DEVELOPMENT, ADOPTION AND REVIEW

Constant adaption and development of the curriculum is necessary if the district is to meet the needs of the children in its schools. Therefore, the Board expects the administration and faculty to continually evaluate programs to see that they meet the needs of students and to undertake intensive curriculum evaluation and revision to design instructional programs and courses of study that will forward the educational goals of the district.

The Superintendent shall be responsible for providing the leadership necessary to develop a district-wide curriculum, and for working directly with principals and teachers. The Board of Trustees may in its discretion appoint a curriculum coordinator who shall be directly responsible for the coordination of the school district curriculum among students, staff and administrators and shall report to the Superintendent.

The Board will hear regular reports on district programs and on-going curriculum study and revision. It shall consider recommendations of the staff for intensive curriculum study and may authorize the establishment of curriculum committees to work in particular areas. The Board shall also be receptive to the desires of parents and students in considering changes in the curriculum.

All new programs and courses of study shall be subject to Board approval after review by the administration, as shall elimination or extensive alteration of programs and courses.

All teachers have professional obligations to the school program beyond regular classroom duties, and these duties shall include work on curriculum committees. It is expected that all teachers will make a contribution to this work.

CURRICULUM DEVELOPMENT

GENERAL ORGANIZATION PLAN

The centrally coordinated approach to instructional improvement which this school district employees, maintains that the efforts of individual schools, individual teachers and the central office are significant. The teachers in individual schools are encouraged to improve the instructional process in order to better serve their children. At the same time, staff members of some or all schools may combine efforts to attack a problem of instructional improvement common to all or several schools.

The centrally coordinated position implies that there is need for both general authority and individual responsibility. This authority and responsibility are exercised by the school administrator, by a committee, or by both. Thus, problems peculiar to an individual school and problems of general concern can be attacked at the same time.

The centrally coordinated approach implies a team approach to instructional improvements. It strives to secure some of the logical orderliness of centralization; yet it also seeks some of the permissiveness, freedom and democratic spirit of decentralization.

ELEMENTARY AND SECONDARY

The educational policy of the district is set by the Board of Trustees in this and other sections of the district's policy manual. This policy should be carried out by all teachers, but teachers should be granted latitude in trying new approaches, provided the experimentation is, in the opinion of the Superintendent, for the best interest of the school and the students. It is to this end that the schools of the district have been organized.

In general, the principal shall have the responsibility of managing and directing all activity carried on in the school to which he or she is assigned.

ELEMENTARY AND SECONDARY EDUCATION

Curriculum:

The Board of Trustees has established a policy which provides for a program of education known as the K through twelve (K-12) curriculum. The program shall be of such extent and intensity that all students shall be instructed in a continuous and expanding series of educational experiences commensurate with their capabilities. The subject matter areas shall be those generally included in the best educational practice. The contributions of racial, cultural, and religious minority groups to all aspects of our history as a people and a nation, shall be included in the total school curricula in grades K through twelve, and a special course emphasizing the same may be offered in the high schools.

CURRICULUM STUDY AND IMPROVEMENT

Responsibility for Initiating Improvement:

Responsibility for initiating improvements in the curricula of the district is vested in every teacher and principal and in the directors and coordinators. Suggestions for such improvements shall be routed through proper channels to the Curriculum Director and after review by the curriculum committees, if approved by the Superintendent, shall be referred to the Board of Trustees with recommendations. Approval at the Board level shall bring referral to the Superintendent for implementation.

Curriculum Committees:

Curriculum committees are selected through the cooperative efforts of the school principals and Curriculum Coordinator. Whenever feasible, committees shall be organized on a K-12 representation in an effort to obtain both vertical and horizontal coordinations.

Curriculum Development Procedure:

It is the policy of the district to work continuously in curriculum development, always seeking the "best" materials available, employing an option and variety of techniques and synthesizing ideas and experiences from whatever sources are available. It demands a creative and well-informed teacher as well as director and administrator.

Because the sources and ideas and materials are complex and often conflicting, this synthesis demands the best collective thinking of all concerned. Innovations and experimentation are encouraged but need to have district-wide awareness and systematic evaluation.

The Board of Trustees shall be kept informed on all phases of revision and upgrading of the school curriculum. Specific curriculum requirements for individual subjects shall be maintained in a separate curriculum manual.

CURRICULUM PILOT PROJECTS

It will be the policy of the district that innovation on a regular basis is critical to maintaining a quality learning program for students at both the elementary and secondary level. Planning for improvement of the district's learning program must always include innovative programs developed by the district's professional educators and supported by sound educational philosophy and research. The professional staff is encouraged to seek improvement of the educational program in the schools through all appropriate means, including carefully designed experimental program.

Experimental programs and "pilot studies" may originate at the individual classroom level, building level or district level. Approval of the plan should be obtained from the superintendent and Board of Trustees before implementation.

Plans for any new program, curricular or co-curricular, must be submitted to the superintendent by May 1 preceding the school year it is to be implemented. Proposals submitted to the superintendent after May 1 will not be considered until the following school year.

CURRICULUM ADOPTION

The Board shall rely on its certificated staff to design instructional programs and courses of study that will forward the educational goals of the district. All new programs and courses of study shall be subject to Board approval, as shall elimination of programs and courses and extensive alteration in their content. New programs and courses of study shall not be acted upon by the Board until the Board has had opportunity to review the proposed programs.

CURRICULUM REVIEW/COURSE CHANGES

The Superintendent/Curriculum Director or designee, in cooperation with the building administrators and classroom teachers, will review requests for the development of new courses or the revision of existing courses.

Administrative implemental procedures:

- (1) Criteria for the development of new courses will be determined by field and subject area needs.
- (2) The need for a new course or the revision of an existing course must be established prior to initiating procedures for course development and/or revision.
- (3) Cost factors will be considered regarding availability of teaching materials, supplies and equipment.
- (4) Course requests must be in writing and submitted by the person or group of persons desiring to develop a new course or revise an existing course.
- (5) The Superintendent/Curriculum Director, in conjunction with the building administrator, shall see that new courses are properly listed or old courses properly deleted from the course program listing.

BASIC INSTRUCTIONAL PROGRAM

In keeping with its commitment to provide equal educational opportunities for each child, the Board approves the planning and implementation of a competency-based curriculum. It is the Board's belief that such a curriculum will, in time, ensure that each child is allowed to develop to the child's fullest potential and develop a deeper appreciation of the value of a good education. We further believe that parents and the community at large will develop a stronger commitment to assist and support a competency-based curriculum.

A competency-based curriculum is one in which instructional objectives are clearly defined along with skills to be taught in each grade, subject, and course, with system-wide consensus about performance expectations for skill mastery.

More specifically, this curriculum design will ensure that:

- * instructional objectives are defined for each grade, subject, and course;
- * skills to be taught in each grade, subject, and course are clearly defined and taught consistently throughout the school system;
- * students and parents be given information about skills to be taught in each grade, subject, and course, and requirements for passing, at the beginning of the school year or semester; and
- * parents be given information about how they can assist student and support teachers' efforts to help each child achieve his maximum potential.

The District's Curriculum offerings will be in compliance with State and District Standards, Hathaway Success Curriculum, Graduation Requirements, and the Board's Leadership Governance Mission, Vision, Expectations, and Policies.

PHYSICAL EDUCATION

Every student must, to the extent possible, participate in and fulfill the school district physical education requirements for graduation. If a student is unable to participate in the regular physical education course offered, a letter from the attending physician addressed to the high school principal will be required stating the nature of the handicap/illness and the special area in which the student can/cannot participate. On this basis, the P.E. department will design a program for the special needs of the individual student thus enabling him/her to be enrolled in some phase of the program and fulfill the graduation requirement.

TEACHING ABOUT RELIGION

Since the contribution of religions to civilizations is one of the crucial keys to understanding human history and development, the study of religious history and traditions may be part of the school curriculum, and can play a vital role in enhancing an understanding among people of different religious backgrounds and beliefs. Such study should give neither preferential nor derogatory treatment to any single religion or to religion in general, and should not be introduced or utilized for devotional purposes. Furthermore, no religious belief or non-belief should be promoted by the school district or its employees.

Criteria used to guide academic inquiry in the study of religion should seek the same objectivity and educational effectiveness expected in other areas of the curriculum. In addition, materials and activities should be sensitive to America's pluralistic society and should enhance rather than indoctrinate. All instructional and other school-sponsored activities should meet the three-part test established by the Supreme Court to determine constitutionality:

- * the activity must have a secular purpose;
- * the activity's principal or primary effect must be one that neither advances nor inhibits religion;
and
- * the activity must not foster an excessive governmental entanglement with religion.

Written guidelines should be provided for use in planning and conducting studies and activities that have a relationship to religion. The guidelines should be general enough to allow flexibility, yet specific enough to encourage consistency.

HEALTH EDUCATION

The school district is committed to a sound, comprehensive health education program that is an integral part of each student's general education.

The Board believes that the greatest opportunity for effective health education lies within the public schools because of the opportunity to reach almost all children at an age where positive, lifelong health habits may be engendered and because of the availability of qualified personnel to conduct health education programs. Good health is a dynamic quality and, therefore, depends upon continuous attention to scientific advances and acquisition of new knowledge. In an effort to promote a relevant and dynamic approach to health education, the Board will continue to stress the need for curricular, personnel, and financial commitments that are necessary to assure a high quality of health education in the district schools.

Health education may be incorporated into the subject matter of existing courses or may be taught as a separate class. The health education program will emphasize a contemporary approach to the presentation of health information, skills and knowledge necessary for students to understand and appreciate the functioning and proper care of the human body. In addition, the student will be presented with information regarding complex social, physical, and mental health problems that he or she will encounter in society. Health education will examine the potential health hazards of social, physical and mental problems that exist in the broad school-community environment in an effort to help students make intelligent, viable choices on alternatives of serious personal consequence.

The health education curriculum will be established in the same manner as all other subjects. Consideration shall be given to the attitudes of the community and any concerns from community members with regard to the health education curriculum shall be considered.

FAMILY LIFE/SEX EDUCATION

In recognition of the fact that sexuality is fundamental to all life, and is of primary importance in nature, in society, and in the life of every individual; and in recognition of the fact that the essence of education is the acquisition of knowledge related to those areas that are important in society and in the lives of individuals, the Board accepts the responsibility to provide information concerning sexuality as a part of the educational opportunities available to students.

The Board further recognizes that the family and the church have the primary responsibility for the education of children in the area of human sexuality. Although the public schools have a responsibility to provide information concerning sexuality, it is the family and the church that provide the specific value system through which students translate knowledge into decisions and actions.

The school district goals of instruction related to sexuality will be to:

- * insure accurate knowledge about human reproduction, including conception, birth, and prenatal care, with specific emphasis on the family unit and the responsibilities and consequences relating to sexual activity;
- * adapt this information to the age and grade level of students;
- * promote, encourage, and increase communication between parents and children;
- * increase decision-making skills;
- * offer information that will assist students to act responsibly;
- * discourage promiscuity; and
- * enhance and develop the student's self-esteem.

Within the focus of these goals, and at appropriate age and grade levels, the information presented regarding human sexuality will include:

- * anatomy, physiology, and psychology of adolescence and sexual growth;
- * marriage and responsibilities of family life;
- * responsibilities of parents and child care;
- * dating and dating situations;
- * legal aspects of sexual conduct;

- * homosexuality, masturbation, abortion, rape, child abuse, incest, birth control, and venereal disease;
- * self-respect, self-control, and individual differences among people;
- * community resources; and
- * pregnancy and childbirth.

The treatment of each of these topics will center on the influence on physical and mental health and well-being and the social, ethical and legal consequences relating to these subjects.

Alternative instructional activities will be provided for any student whose parents choose not to have their child participate in instruction dealing with human sexuality.

Personnel involved in instruction regarding human sexuality will conduct such instruction with maturity and discretion and in compliance with the spirit and intent of this policy. Personnel providing instruction in human sexuality will receive in-service training based on district approved standards before presenting such instruction.

The Board will review and adopt the program developed in response to this policy. The implementation of this policy will be monitored through the standard administrative processes of the school system.

CO-CURRICULAR AND EXTRA-CURRICULAR PROGRAMS

It is the policy of the school district to include within the school district a program of extra-curricular activities for all students enrolled in grades K-12 as a part of the school curriculum. The Board believes that such activities effectively promote the educational goals and values received by students in the classroom and help promote a better overall educational program.

Recognizing that extra-classroom activities represent an essential part of the education experience which should be available to young people, the Board of Trustees will recognize and support those extra-classroom activities which are formed for educational and school service purposes.

The school district does not fund or support summer clinics, camps for: sports, athletics, extra-curricular or co-curricular groups or individuals.

Definitions

The definition of an extra-curricular school activity is one which falls into one of the following categories:

- a. Activity as members of Student Council and its member organizations (clubs, etc.)
- b. Service as staff members of school publications
- c. Musical festivals or contests
- d. Speech contests, debates, dramatic contests, etc.
- e. All organized activities which are a part of the presentation and conduct of interscholastic athletic activities, including membership in bands, drill teams, cheerleading squads, etc.
- f. Interscholastic athletic contests of all types
- g. Any other extra-class activities which result primarily in inter-school competition and intra-school competitions.

The definition of a co-curricular school activity is any activity that is outside of the regular curriculum but complements the regular curriculum, for example but not limited to: Future Farmers of America (FFA).

Responsibility for Approved Activities and Authorized Groups

All organizations shall be approved by the Board of Trustees. The Superintendent shall maintain an up-to-date register of activities that have been approved. Each activity shall have a faculty sponsor appointed by the principal who shall report the names of sponsors for annual revision and approval of the activity register.

The sponsor shall attend all meetings of the activity. Activities shall not meet outside school property unless prior consent of the school principal has been obtained.

Responsibility for approved activities and authorized groups shall be vested in the school principal.

Eligibility for Participation

It is a privilege and not a right for students attending this school district to participate in the school's extra-curricular and co-curricular activities. Participation in such activities may be limited or conditioned upon compliance with school district policies, rules and regulations, and/or separate codes of conduct. Such privilege may also be conditioned upon attendance at school and maintaining satisfactory grades.

Children of school age who do not elect to receive the free public education provided by this school district and who are not under suspension or expulsion by a Wyoming school district, shall be permitted by the district to participate in any activities which are sanctioned by the Wyoming High School Activities Association and which are offered by the school district subject to the following:

- (i) The district may require the student to pay any fees for participation which are required by the Wyoming High School Activities Association;
- (ii) The district may charge that student an additional fee for participating, but that fee shall be no more than any fee for participating charged to full-time students of the district. The district shall not require that student to pay tuition or to pay any other fees or charges as a condition of participation;
- (iii) As a condition of participation, the student shall be required to comply with all other rules and policies of the district or any school activities association applicable to all students participating in the activity and not related to the assessment of fees or charges.

Good sportsmanship is a critical component in all district extra-curricular and co-curricular activities. Through its policies and administrative rules and regulations (both written and oral) the Board establishes a code of conduct for participants and spectators in district extra-curricular and co-curricular activities and events. The Board reserves the right (either through its actions or administrative actions) to remove anyone from district property or district extra-curricular and co-curricular activities and events (both short and long term) who violate this code of conduct.

PROGRAMS FOR STUDENTS WITH DISABILITIES

Big Horn County School District #2 shall locate, evaluate, identify and provide special education and related services for eligible children with disabilities, enrolled or residing in the district, in accordance with the Wyoming Department of Education's policies and procedures, Wyoming Chapter 7 Rules Governing Services for Children with Disabilities, and the IDEA.

Each eligible child in Big Horn County School District #2 shall be provided a free appropriate public education (FAPE) through an individualized education program (IEP). Students who have a documented disability that adversely impacts their education, who do not meet eligibility criteria for special education, shall be provided reasonable accommodations to support access, participation, and/or learning in school. The district shall ensure that children with disabilities have available to them the variety of educational programs and services available to non-disabled children.

Through this policy, the Board authorizes the district to utilize the Developmental Delay category, to determine eligibility for special education and related services of children ages three (3) through nine (9) who do not qualify in other categories, but meet the Developmental Delay criteria as specified in the Wyoming Chapter 7 Rules Governing Services for Children with Disabilities.

Schools in Big Horn County School District #2 may use response to intervention (RtI) as part of a comprehensive evaluation in determining whether a child has a specific learning disability.

The Superintendent may delegate responsibility for the administration of this policy.

Adoption Date: August 11, 2008

Amended: April 13, 2015, September 11, 2017

CHILD FIND

Big Horn County School District No. 2 shall implement an ongoing system to locate, identify and evaluate all children birth to 21 residing within the School District who have disabilities and need early intervention under Part C or special education under Part B of IDEA (the Act).

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

1. Highly mobile, such as migrant and homeless children;
2. Wards of the State;
3. Suspected of having a disability even though they advance from grade to grade;
4. Home schooled;
5. Attending a private (religious or secular) school located within the boundaries of the school district or public agency;
6. Attending a charter or virtual school;
7. Below the age of compulsory school attendance;
8. 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
9. Dropped out or dis-enrolled from public or private school.

Citations:

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

Adoption Date: August 11, 2008

Amended: May 9, 2011

CHILD FIND

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

A. Public awareness. Child find activities shall include local media resources and direct contact activities to:

1. Provide information about special education services in the District and the special education referral process to public and private facilities located within the boundaries of the District, including day care centers, homeless shelters, group homes, county jails, hospitals, medical offices, and other facilities that serve children birth to 21 years old.
2. Provide information about developmental and/or academic screening opportunities occurring throughout the District, including screening opportunities coordinated with other providers or agencies.

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

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

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

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

1. Personal contacts by regular and special education staff and administration;
2. Information/educational programs put on the for the benefit of parents;

3. Written communications to parents;
4. Public notices.

E. Children in private schools. The District shall locate, identify, and evaluate all children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located within the boundaries of the District, including children who reside in a state other than Wyoming. Child find activities for children in private schools include:

1. Direct communication with the private schools and the offer of services to locate, identify and evaluate children residing within private schools. The District will provide such assessments and/or evaluations and/or other assistance as is necessary or beneficial in location, identification and evaluation of students in private schools in order to identify any students who have disabilities and need early intervention under part C or special education under part B.

SPECIAL EDUCATION – CONFIDENTIALITY REQUIREMENTS

Big Horn County School District No. 2 shall keep confidential any personally identifiable data, information and records collected or maintained on a child with a disability, protecting the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

34 C.F.R. Part 99

34 C.F.R. §300.123

34 C.F.R. §§300.610 - 300.626

SPECIAL EDUCATION PROGRAM OPTIONS

Big Horn County School District No. 2 shall take steps to ensure that children with disabilities have available to them the variety of educational programs and services available to non-disabled children.

34 C.F.R. §300.110

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Big Horn County School District No. 2 shall make a free appropriate public education available to all children residing within its jurisdiction from kindergarten through the conclusion of the year in which the student turns 21 years of age, including children who have been suspended or expelled from school pursuant to 34 C.F.R. §300.530(d).

34 C.F.R. §300.17

34 C.F.R. §300.101

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

FREE APPROPRIATE PUBLIC EDUCATION

- A. The District shall make FAPE available to each eligible child within its jurisdiction from kindergarten through the end of the school year in which the child turns 21 years of age; and
- B. An IEP shall be in effect for the child at the time he/she starts kindergarten and continuing through graduation, or the end of the school year in which he/she attains age 21, in accordance with 34 C.F.R. §300.323(b).
- C. The District shall ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade and is advancing from grade to grade.
- D. The determination that a child is eligible for and in need of special education must be made on an individual basis by the group responsible within the District for making eligibility determinations.

ASSISTIVE TECHNOLOGY

- A. The District shall ensure that assistive technology devices or services or both will be available to a child with a disability, if required, as a part of:
 - 1. Special education
 - 2. Related services
 - 3. Supplementary aids and service.
- B. On a case-by-case basis, the District shall ensure the use of school-purchased assistive technology devices in a child's home or other setting if the child's IEP team determines that the child needs access to those devices in order to receive FAPE.

EXTENDED SCHOOL YEAR SERVICES (ESY)

- A. The District shall make extended school year services available as necessary to provide FAPE to children with disabilities.
- B. ESY services will be provided only if a child's IEP team determines, in accordance with §§300.320 – 300.324, that the services are necessary for the provision of FAPE.
- C. Services will not be limited to a particular category of disability, or unilaterally limited to the type, amount, or duration of services.

D. The ESY services that are provided to a child with a disability will:

1. Be provided beyond the normal school year of the agency;
2. Be provided in accordance with the child's IEP;
3. Be provided at no cost to the parents of the child; and
4. Meet the standards of Wyoming.

NONACADEMIC SERVICES

- A. The District shall afford children with disabilities an equal opportunity for participation in nonacademic and extracurricular services and activities including, as determined appropriate and necessary by the child's IEP team, the provision of supplementary aids and services.
- B. Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the District and assistance in making outside employment available.

PHYSICAL EDUCATION

- A. The District shall make regular physical education services available to children with disabilities to the same extent that the District provides those services to children without disabilities, unless:
 1. The child is enrolled full time in a separate facility; or
 2. The child needs specially designed physical education as prescribed in the child's IEP.
- B. If a child is enrolled in a separate facility, the District shall ensure that the child receives appropriate physical education services.
- C. If special physical education is prescribed in a child's IEP, the District shall provide for those services, either directly or through other public or private programs.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

Big Horn County School District No. 2 shall ensure:

- A. To the maximum extent appropriate, students with disabilities, including children in public or private institutions or other care facilities, are educated with students who are nondisabled; and
- B. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 C.F.R. §300.114

Wyoming Department of Education Rules, Chapter 7

SPECIAL EDUCATION EVALUATION AND ELIGIBILITY

Big Horn County School District No. 2 shall ensure a full and individual initial evaluation will be conducted by the public agency before the initial provision of special education and related services to a child with a disability in accordance with §§300.300 – 300.311 of the IDEA regulations.

A re-evaluation of each child with a disability will be conducted by the public agency in accordance with §§300.300 – 300.311 of the IDEA regulations.

34 C.F.R. §§300.300 – 300.311

SPECIAL EDUCATION EVALUATION AND ELIGIBILITY

PARENTAL CONSENT

A. Prior to conducting an initial evaluation to determine if a child qualifies as a child with a disorder, after reviewing existing data with the parents and providing prior written notice, the District will obtain informed consent from the parent of the child before collecting any additional data.

1. Parental consent for initial evaluation must not be construed as consent for initial provision of special education and related services.
2. The public agency must make reasonable efforts to obtain the informed consent from the parent for an initial evaluation.

B. For initial evaluation only, if the child is a ward of the State or is not residing with the child's parent, the District is not required to obtain consent from the parent if:

1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parents of the child;
2. The rights of the parents of the child have been terminated by the court;
3. The rights of the parent to make educational decisions have been subrogated by a judge and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

C. The District may, but is not required to seek informed consent through due process procedures if the parent of a child who is enrolled or seeking to enroll in the public agency refuses consent for an initial evaluation. The District does not violate its Child Find obligation under §300.111 if it declines to pursue the evaluation.

D. The District must obtain informed consent from the parent of the child before the initial provision of special education and related services to the child, and must make reasonable efforts to obtain that consent.

E. If a parent refuses consent for the initial provision of special education and related services, the District may not seek consent through due process hearing procedures. The public agency:

1. Will not be considered to be in violation to provide FAPE;
2. Is not required to convene an IEP team meeting or develop an IEP for the child.

F. The District must obtain informed consent prior to conducting any re-evaluation of a child with a disability. If the parent refuses consent, the public agency may utilize due process hearing procedure to seek consent, but does not violate its obligation if it declines to pursue the evaluation or re-evaluation. The informed parental consent for re-evaluation need not be obtained if the public agency can demonstrate that:

1. It made reasonable efforts to obtain such consent and has documented those attempts;
2. The child's parent has failed to respond.

G. Parental consent is not required before:

1. Reviewing existing data as part of an evaluation or re-evaluation; or
2. Administering a test or other evaluation that is administered to all children unless consent is required of parents of all children prior to administration.

H. The District may not use a parent's refusal to consent to one service or activity under this section to deny the parent or child any other service, benefit, or activity of the public agency, except as required by this part.

I. If a parent of a child who is home schooled or placed in a private school by the parents at their own expense does not provide consent for the initial evaluation or the re-evaluation, or the parent fails to respond to a request to provide consent, the District may not utilize due process hearing procedures to seek consent.

INITIAL EVALUATIONS

A. Consistent with consent requirements of §300.300, either a parent of a child or the District may initiate a request for an initial evaluation to determine if a child is a child with a disability.

B. The initial evaluation must be completed within 60 days of receiving parental consent for the evaluation, unless:

1. The child enrolls in the public agency from another public agency after the parent has provided consent and before the determination of eligibility by the other agency. In that event, the agency will ensure prompt completion of the evaluation.
2. The parent of a child with a disability repeatedly fails or refuses to produce the child for the evaluation.

C. The evaluation must consist of procedures to determine if the child is a child with a disability and to determine the educational needs of the child.

RE-EVALUATIONS

A. The District shall conduct a re-evaluation of a child with a disability if:

1. The District determines that the educational or related service needs, including improved academic achievement and functional performance, of the child warrant a re-evaluation.
2. If the child's parents or teacher requests a re-evaluation.

B. The District shall not conduct a re-evaluation more than once a year unless the parent and agency agree otherwise.

C. The District shall conduct a re-evaluation at least once every 3 years, unless the parent and the agency agree that a re-evaluation is unnecessary.

EVALUATION PROCEDURES

A. The District shall provide prior written notice to the parents of a child who has, or who is suspected of having, a disability, that described the evaluation procedures that the agency proposes to conduct.

B. In conducting an evaluation or re-evaluation, the District shall:

1. Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent in order to determine:

- Whether the child is a child with a disability; and
- If the child is a child with a disability, information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child to participate in appropriate activities).

2. Not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child; and

3. Use technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

C. The District shall ensure that evaluation materials and strategies:

1. Are selected and administered so as not to be discriminatory on a racial or cultural basis;
2. Are administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so;
3. Are used for the purposes for which the assessment(s) or measure(s) are valid and reliable;
4. Are administered by trained and knowledgeable personnel;
5. Are administered in accordance with the instructions provided by the assessment publisher:

- Are selected and administered so as to ensure that if administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure rather than reflecting the child's impairments (unless those skills are the factors being measured).

- Assess the child in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, adaptive behavior, communicative status, and motor abilities; and
- Are sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not those needs are commonly associated with the child's disability.
- Provide relevant information that directly assists in determining the educational needs of the child.

D. Evaluations of children who transfer to or from another public agency in the same school year are coordinated with the prior and subsequent schools, in order to expedite the completion of a full evaluation.

ADDITIONAL EVALUATION REQUIREMENTS

A. As part of an initial evaluation (if appropriate), and as part of any re-evaluation, the IEP team and other qualified professionals, as appropriate, shall:

1. Review existing evaluation data on the child including:

- Evaluations and information provided by the parents;
- Current classroom-based, local and statewide assessments, and classroom-based observations;
- Observations by teachers, and related services providers.

2. On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine whether:

- The child is or continues to be a child with a disability, and, if so, the educational needs of the child; and
- The present levels of academic achievement and related developmental needs of the child;
- Whether the child needs special education and related services to enable the child to meet measurable annual IEP goals and to participate, as appropriate, in the general education curriculum;
- Additions or modifications, if any, to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP and to participate as appropriate in the general curriculum.

3. The IEP team may conduct the review without a meeting.

4. If additional data are needed, the public agency shall administer the assessments required to obtain the additional data.

5. If additional data are not needed to determine whether the child continues to be a child with a disability, and to determine the child's educational needs, the public agency shall notify the parents of:

- The determination and the reasons for the determination; and
- The right of the parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs.

6. The District shall evaluate a child before determining that the child is no longer a child with a disability except when the termination is due to graduation with a regular high school diploma or completion of the school year in which the student turns 21 years of age.

7. When the child's eligibility terminates because of graduation or exceeding the age of eligibility, the District shall provide a summary of the student's academic achievement and functional performance that includes recommendations on how to assist the child in meeting the child's postsecondary goals.

DETERMINATION OF ELIGIBILITY

- A. Upon completion of the evaluation process, the District shall ensure that a group of qualified professionals and the parent of the child determine:

1. If the child is a child with a disability under the IDEA; and
2. If so, the educational needs of the child.
3. The parents are provided, at no cost, a copy of the evaluation report and eligibility determination.

- B. A child will not be determined to be a child with a disability if the primary factor for the determination is:

1. Lack of appropriate instruction in reading, including the essential components of reading instruction (as defined in 1208(3) of the ESEA);
2. Lack of appropriate instruction in math; or
3. Limited English proficiency.

- C. The eligibility determination, including education needs, will be based on all of the information sources used in the evaluation process, and if deemed eligible and in need of special education and related services, an IEP will be developed in accordance with §300.320 through 300.324.

ADDITIONAL PROCEDURES FOR IDENTIFYING CHILDREN WITH SPECIFIC LEARNING DISABILITIES

- A. The District will use a criteria for determining whether a child has a specific learning disability through the identification of a severe discrepancy between intellectual ability and achievement in conformity with IDEA Regulations §§300.307 – 300.311; or
- B. The District will use the state-adopted criteria for determining whether a child has a specific learning disability through a process based on the child's response to scientific, research-based intervention in conformity with IDEA Regulations §§300.300 – 300.311.

ADDITIONAL GROUP MEMBERS

A. The determination of whether a child suspected of having a specific learning disability is a child with a disability must be made by the child's parents and a team of qualified professionals which must include:

1. The child's regular teacher; or
2. If the child does not have a regular teacher, then a regular teacher qualified to teach children of that age;
3. For a child of less than school age, and individual qualified by the State to teach children of his/her age; and
4. At least one person qualified to conduct individual diagnostic evaluations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

DETERMINING THE EXISTENCE OF A SPECIFIC LEARNING DISABILITY

A. A child may be determined to have a specific learning disability (SLD) if:

1. The child does not achieve adequately for the child's age or to meet State-approved grade level standards in one or more of the following areas, when provided with learning experiences and instruction appropriate for the child's age or meet State-approved grade level standards:

- i) Oral expression
- ii) Listening comprehension
- iii) Written expression
- iv) Basic reading skill
- v) Reading fluency skills
- vi) Reading comprehension
- vii) Mathematics calculation
- viii) Mathematics problem solving

2. The child does not make sufficient progress to meet age or State-approved grade level standards in one or more of the areas above when using a process based on the child's response to scientific, research-based intervention; or

3. The child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age, State-approved grade level standards, or

intellectual development, that is determined by the group to be relevant to the identification of a specific learning disability, using appropriate assessments.

B. The findings of this section are not primarily the result of:

1. A visual, hearing or motor disability;
2. Mental retardation;
3. Emotional disturbance;
4. Cultural factors;
5. Environmental or economic disadvantage; or
6. Limited English proficiency.

C. The group must ensure that the underachievement is not due to a lack of appropriate instruction in reading or math and consider:

1. Data that demonstrate that prior to, or as part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
2. Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

D. The District must promptly request parent consent to evaluate if, prior to referral, the child has not made adequate progress after an appropriate period of time when provided instruction.

OBSERVATION

- A. The District must ensure that the child is observed in his/her learning environment, including the regular classroom setting, to document the child's academic performance and behavior in the areas of difficulty.
- B. In the case of a child less than school age or out of school, a group member must observe the child in an environment appropriate for a child that age.

SPECIFIC DETERMINATION FOR THE ELIGIBILITY DETERMINATION

- A. For a child suspected of having a specific learning disability (SLD), the eligibility determination must contain a statement of:

1. Whether the child has a specific learning disability;
2. The basis for making the determination, including an assurance the determination was made in accordance with the Individuals with Disabilities Education Act;
3. The relevant behavior, if any, noted during the observation and the relationship of that behavior to the child's academic functioning;
4. The educationally relevant medical findings, if any;
5. Whether the child does not achieve adequately for his/her age or to meet State-approved, grade level standards; and does not make sufficient progress to meet age or State-approved grade level standards; or
6. The determination of the group concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency of the child's achievement level.

B. If the child participated in a process that assessed the child's response to scientific, research-based intervention:

1. The instructional strategies used and the student-centered data collected;
2. The documentation that the child's parents were notified about the WDE's policy regarding the amount and nature of student performance that would be collected and the general education services that would be provided;
3. Strategies for increasing the rate of learning; and
4. The parent's right to request an evaluation.

C. Each group member must certify in writing whether the report reflects the member's conclusion. If it does not reflect the member's conclusion, the group member must submit a separate statement presenting the member's conclusions.

GIFTED EDUCATION

Big Horn County School District #2 is committed to provide a learning environment that inspires all students to reach their highest potential. Classroom instruction and all school programs shall account for the individual learning needs and learning styles of all students, including those who are gifted.

All children and youth in Big Horn County School District #2 need opportunities to develop their individual talents, and the gifted are no exception. The complex nature of giftedness may manifest itself through the interplay of many different intellectual abilities as well as through a variety of creative expression and non-academic talents. Giftedness implies that each gifted child is distinctly different from children in general and from other gifted children, yet their unique abilities and interests are found in every culture, ethnic and socioeconomic group.

Gifted students are those who give evidence of high intellectual capabilities and a high aptitude in areas such as creativity, artistic ability, leadership capacity, or in specific academic subjects, and who need services and activities not ordinarily provided by the school in order to fully develop those capabilities.

The school district will identify these students and make available appropriate educational opportunities. The gifted constitute a valuable and irreplaceable human resource. Therefore, the Board of Trustees is committed to the philosophy, design and implementation of educational programs that will assist gifted students to develop their full potential.

PROGRAMS FOR AT-RISK/DISADVANTAGED STUDENTS

Students "at risk" in Wyoming defined, according to State Board of Education Rules and Regulations, as individuals of school age who appear likely to fail economically, socially, and academically. The Superintendent shall promulgate procedures within the District to identify and provide intervention services for "at risk" students. The District will provide instruction, when appropriate, through the school curriculum directed at the prevention of "at risk" behavior. District residents and personnel shall be involved in the development of procedures, services, and curriculum strategies to be utilized with "at risk" students.

"AT RISK" STUDENTS

A. IDENTIFICATION

Individuals of school age who appear likely to fail economically, socially, and academically are "at risk" students. Often times, students are "at risk" as a result of physical or emotional problems that may be interfering with the student's education and/or personal life. This may take many different forms, including drug and alcohol abuse, depression, stress, suicide, teenage pregnancy, victims of violence, involvement with the legal system, dropping out, attendance/truancy, illiteracy, consistent lack of academic progress, etc.

The school district desires to make a good faith effort to identify students "at risk" and to intervene when possible with the students in an effort to help them with their problems and minimize the risk of failure. The school district realizes that it is impossible to identify all students who are "at risk". The school district does not, by the adoption of this policy, intend to assume any legal responsibility or liability for identifying and intervening with "at risk" students but only to make a good faith effort to do what it can to help students that can be identified as "at risk".

All school personnel, classified and certificated, will report to designated contact persons any student or situation thought to be a risk to the student himself/herself or when the student might be a risk to someone else.

The contact persons in each school shall be the school building administrator. The administrator may also designate the school psychologist or guidance counselor as a person who may also be contacted.

All reports should include the student's name, the nature of the problem, and any observations made to support the "at risk" identification.

B. CARE AND TREATMENT

Any student(s) suspected of being "at risk" may be helped by school personnel by:

1. Listening
2. Being honest
3. Getting help. Professional help is crucial when something as serious as suicide is considered. Call the designated representatives of your school.

Most problems can be handled immediately, and will be, but sometimes a Building Intervention Team may be organized. This team may request that school personnel involved with the suspected student/incident be present at an assessment meeting.

BUILDING INTERVENTION TEAM (BIT)

The Building Intervention Team will consist of the building principal or designee and other persons deemed appropriate by the principal. Parent(s) of the referred student may be included.

The Building Intervention Team will review the student referred to the building principal and will develop a plan of action to support the student deemed "at risk". If appropriate, the BIT also will periodically review the plan of action and behavior of the student to determine completion of the plan, behavioral status, and/or modifications necessary to support the student deemed "at risk".

For students in a court-ordered out-of-district placement, the BIT will appoint a case manager to monitor the progress of the student and provide assistance as deemed necessary to benefit the student.

REMEDIAL INSTRUCTION

The district may provide remedial and corrective services for those pupils in need of those specialized services. To the extent the Board does not have a program which the Superintendent or administration believes is necessary to meet the needs of those students who have a specialized requirement for additional educational training, the district Board of Trustees, upon the recommendation of the Superintendent, may establish such additional programs. Programs available to provide remedial education may include remedial reading, speech therapy, and psychological assistance and such other programs as the district may deem appropriate.

BILINGUAL INSTRUCTION

The district will provide a Bilingual/English as a Second Language Program designed to aid pupils who possess limited or no command of the English language. A special English program will be provided for those children who speak a language other than English in their home environment. This program will permit non-English speaking children and children with limited facility in the use of English to become proficient in the use of the English language, and to become completely bilingual as soon as possible.

The bilingual-bicultural programs will include a commitment to:

1. Develop in students a sense of pride in their own cultural heritage as well as a respect for other cultures.
2. Enable students to function effectively in their home language, as well as in English.
3. Nurture a sense of self-reliance, innovativeness, discipline, and personal satisfaction through individualized learning experiences.
4. Encourage and emphasize the beauty and strength of cultural pluralism as a model for our American society.
5. Provide instruction through English or other languages as appropriate for a proficiency in listening, understanding, speaking, reading, and writing English.

HOMEBOUND INSTRUCTION

The district will provide homebound instruction for children who are absent from school for more than one week due to an injury or illness that requires hospitalization or confinement to home. A qualified teacher will be provided to help the homebound or hospitalized student keep up with regular class work if the child is physically incapable of attending school, but is still capable of benefiting from a formal education program.

HOMEBOUND INSTRUCTION

A child may become a candidate for homebound instruction when he or she is hospitalized or homebound for more than one (1) week of school due to illness or injury. A parent or guardian of a student, unable to attend school because of illness or injury, may request that the student receive homebound instruction.

The building principal will select a homebound instructor from available staff or substitutes. The homebound teacher will instruct the homebound student and consult with the homebound student's regular classroom teacher. The homebound teacher will be responsible for securing needed textbooks and other educational materials from the school; coordinate instruction with course requirements in cooperation with the regular teachers; and submit a periodic evaluation of the student's performance to the regular classroom teacher.

HOME SCHOOLING

Wyoming law permits the establishment of a home-based educational program provided to the child by the child's parents or legal guardian or by a person designated by the parent or legal guardian. Any instructional program provided to more than one family unit does not constitute a home-based educational program. Home-based educational programs shall meet the requirements of a basic academic program pursuant to the Wyoming Statutes 21-4-101(a)(vi). It shall be the responsibility of every person administering a home-based educational program to submit a curriculum to the Board of Trustees in care of the Superintendent of Schools each year showing that the program complies with the statute. A basic academic educational program is one that provides a sequentially progressive curriculum of fundamental instruction in reading, writing, mathematics, civics, history, literature and science.

It shall not be the function of the school district to make any judgment about curriculum content. The Superintendent on behalf of the Board of Trustees will review the curriculum to determine if it shows that the program complies with the requirements of a basic academic educational program. Any adverse decision by the Superintendent may be appealed to the Board of Trustees.

The district regards home-based educational programs as non-accredited schools and reserves the right to require appropriate testing or to use any other means it deems appropriate for placement in a grade level of any student entering the district's schools.

Students attending home schools located within the Big Horn County School District #2 boundaries may enroll in middle school and high school courses with no tuition being charged. To be eligible for enrollment a student must also be a resident of Big Horn County School District #2. In addition:

- If special materials are required for student projects, the student will be responsible for the cost of the materials.
- No full-time public school student will be displaced to make a space available for a part-time student; only courses where space is available may be taken.
- All school rules and regulations will be followed; consequences for violating rules and regulations will be as the same as for public school students.
- A transcript will be provided to the student for courses in which the student has enrolled.

Student(s) who reside in the district in grades 7 - 12 from a Home School Program may participate in activities/athletics in accordance with the rules and regulations of the Wyoming High School Activities Association (WHSAA) and Big Horn County School District #2 Policies and Procedures. A request for Authorization to Participate Form must be completed and approved prior to the student's participation in the activity. Big Horn County School District #2 reserves the right to refuse any requests submitted if conditions do not warrant a positive agreement for both parties.

**BIG HORN COUNTY SCHOOL DISTRICT #2
BASIC ACADEMIC EDUCATIONAL PROGRAM OF A HOME BASED
EDUCATIONAL PROGRAM**

DATE: _____

PARENTS OR GUARDIANS:

ADDRESS:

CHILDREN OF COMPULSORY ATTENDANCE AGE

Name _____ Birthdate _____ Program* _____

TYPES OF PROGRAMS

* Specify A, B, or C to indicate the type of academic program the child is involved in:
A for correspondence or satellite schools, B for a curriculum supplied primarily by a single publisher or supplier, and C for individually compiled or prepared curricula.

Program A: Correspondence or Satellite Schools

For children instructed at home by parents, guardians, or assigned tutors using the services of a correspondence or satellite school.

Name of school _____ Phone No. _____

Address of school _____

Name of principal contact person _____

Program B: Single Publisher

For children instructed at home by parents, guardians, or assigned tutors using curriculum materials and a basic course of study prescribed and furnished primarily by a single publisher or supplier.

Name of Publisher _____ Phone No. _____

Address of Publisher _____

Name of principal contact person _____

Program C: Individually Compiled Curriculum

For children instructed at home by parents, guardians, or assigned tutors using a basic course of study and curriculum materials designed and/or compiled by the parents, guardians, or tutor.

1. List major suppliers of basic academic educational materials:

Subject Area _____ **Name of Supplier** _____

Address of Supplier _____

Reading

Math

Science

Language Arts

Social Studies

BIG HORN COUNTY SCHOOL DISTRICT #2
REQUEST FOR AUTHORIZATION TO PARTICIPATE IN ACTIVITIES/ATHLETICS
BY STUDENTS IN A HOME BASED EDUCATIONAL PROGRAM

The following information is related to the Home School and Big Horn County School District #2 agreement to combine for _____ during the school year. (Activity)

1. WHSAA Combination School Agreement form completed prior to participation. Forms and information may be obtained from:

WHSAA
6571 East 2nd Street
Casper, WY 82609
(307) 577-0614

2. Visiting School Responsibilities:
 - A. WHSAA affiliation membership fee paid.
 - B. Catastrophic Insurance fee paid.
 - C. Any other WHSAA Home School obligations.
 - D. Participant's medical insurance coverage, personal supplies or equipment, travel to the school paid and/or arranged and approved.
 - F. Monitor student's progress on Home School Curriculum.
 - G. Report to the Activity Director on Tuesday of each week; if the participant is not meeting weekly eligibility requirements.
 - H. Participants will meet or exceed WHSAA and Lovell High School or Middle School participation standards.
3. District Responsibilities:
 - A. Provide uniforms and equipment the school normally provides for activity participants.
 - B. Provide copies of Lovell High School or Lovell Middle School policies, rules and regulations.
 - C. Make any final determination of participants eligibility status.

4. Home School Participants will be eligible for the same honors, recognitions, and/or awards as other activity participants.
5. THE VISITING HOME SCHOOL AND LOVELL HIGH SCHOOL ARE IN AGREEMENT WITH ALL CONDITIONS MENTIONED ABOVE.

Lovell Schools

Date

Home School

Date

ALTERNATIVE SCHOOL PROGRAMS

The Board recognizes that among those students who appear to have the potential to complete at least the equivalent of a secondary education are children who have great difficulty coping with the conventional school program and as a result will drop out. These children may require more support and direct supervision than is reasonably available in conventional school settings; or may need a highly structured academic experience with a special focus on life skills and an appropriate vocational involvement.

The Board may provide alternative educational programs where the needs have been identified, where establishment of such programs is feasible, and where the proposed programs fall within the function normally associated with the public school system. These alternative educational programs will seek to provide an appropriate academic, social, and vocational experience to aid these young people either to re-enter the regular school system, move into another educational setting, or prepare them for successful employment.

EXTENDED INSTRUCTIONAL PROGRAM

Students may receive a limited number of credits to apply towards graduation by taking (correspondence) extension courses, if approved by the Superintendent/high school principal. Extension courses are generally available only to those students who need a few credits to graduate. The program also is available as an option to students who have been excluded from the district's regular program. All students enrolling in the extension courses will be required to follow the district guidelines and requirements regarding graduation.

Generally speaking, a student may not take a correspondence class when the same subject is offered in the regular curricular offering of the school district. However, under unusual circumstances, such courses will be permitted upon recommendation of the district's high school principal or Superintendent. Extension course may be taken on-line as approved the high school principal.

The Board also recognizes with the advances in technology virtual school opportunities exist. Based upon the Superintendent's recommendation the Board may create virtual public schools as per state law and Wyoming Department of Education Rules and Regulations.

SUMMER SCHOOL

Within the financial resources available, the Board may establish summer school programs for students as it deems desirable or necessary. Such programs may be for remedial, enrichment, or make-up purposes or to provide additional educational training for elementary students. Summer school shall be subject to annual approval by the Board of Trustees.

Fees for summer programs may be charged as approved by the Board. However, no tuition will be charged to students who are residents of the district and whose need for the particular summer program has been identified. Teachers for summer session shall be recruited from the district's staff insofar as possible. The Board shall set summer salaries and make appointments.

Except as a condition of promotion, no student may be required to enroll in a summer program. However, students who enroll shall be required to attend regularly and comply with school rules or they will be dropped from the summer roll.

TRAVEL STUDY

Travel study experiences may make learning more relevant. Therefore, the Board may endorse travel as an educational tool when adequate planning, financial arrangements and preparation have been demonstrated.

ADVANCED COLLEGE PLACEMENT

The Board of Trustees hereby adopts a program of advanced placement and enrichment by allowing high school students to take post-secondary courses concurrent with the regular high school program. Such courses may be taken at area post-secondary institutions under guidelines to be developed by the school administration and approved by the Board.

Pursuant to W.S. §21-20-201, the school district will enter into an agreement to establish a post-secondary education enrollment program with one or more community colleges or the University of Wyoming. Student eligibility for the post-secondary educational programs shall be based upon criteria established by the post-secondary institution in collaboration with the Wyoming Department of Education and the school district.

A student participating in a post-secondary education enrollment program shall, upon successfully completing any course offered under the program, receive academic credit from the school district, which shall be counted toward the graduation requirements of the district. Evidence of successful completion of each course, the secondary credits granted, and a statement that the credits were earned through program participation, shall be made a part of the participating student's records maintained by the district. In addition, the participating student shall receive post-secondary education credit in accordance with the post-secondary education institution's requirements.

The school district will enter into an agreement with the post-secondary institution with regard to the fees for the courses, if any, and acquisition of necessary textbooks, materials or equipment to complete the program, which fees or charges to the extent required for the program shall be charged by the post-secondary institution to the district and not the student. To the extent there may be a fee for the purchase of materials incorporated into projects retained by the student, student may be requested to pay for such materials the same as if such class were taught by the school district.

The district at its option may also include transportation to or from such programs.

Nothing in this policy shall prohibit a high school student from taking a college or university course apart from any agreement entered into between the district and the post-secondary institution so long as the student bears the cost. Such college courses will not be counted toward credit for the purpose of meeting graduation requirements at the school district.

ADULT/COMMUNITY EDUCATION

The Board recognizes that it has an educational responsibility to the entire community. To the extent possible, adult education programs and courses shall be supported to meet the needs of adults and out-of-school youth for basic academic education, vocational education, and development of special interests in various arts, crafts, and recreation.

GROUPING FOR INSTRUCTION

It is the belief of the Board of Trustees that children may be grouped for instruction in whatever way provides the most effective learning. All arrangements for instruction shall be made with the knowledge and consultation of the superintendent and principal and shall reflect responsible educational practice. They will be made with the educational interests of the student as the major concern.

CLASS SIZE

The Board of Education will strive to maintain the class size that it deems appropriate for the effective instruction of pupils in accordance with financial realities. The Board of Education recognizes that greater direct teacher contact with pupils is a positive aspect toward the educational growth of children. The Board of Education also recognizes that classes can be too small to be effective and even to promote a high level of educational growth. Smaller class sizes also require a larger faculty with larger related instructional costs that will require an increasing tax burden on the taxpayers. The Board of Education will seek to strike a balance in class size with its ability to finance a higher level of instructional expenditures following the state funding model as closely as possible and feasible meeting district needs.

Each principal will plan and monitor the class size to ensure that the number of students is neither too large nor too small for effective instruction and efficient use of personnel.

STUDENT SCHEDULES AND COURSE LOADS

Student schedules and course loads should be developed with the participation of the student and the student's advisor/counselor with the student's parents given an opportunity to review and provide input, if desired, to proposed schedules and course loads selected by the student. Students that have a class choice will be allowed to drop a subject and to add a subject during the time period each semester as prescribed in the high school handbook without penalty. Subjects which are dropped after this time period must have the approval of the principal. The superintendent will have the final decision in regard to what grade and credit, if any, will be given the student if there is a dispute not resolved by the principal. Students must comply with any other student handbook or administrative regulations pertaining to class schedules as may be adopted from time to time by the administration.

INDIVIDUALIZED INSTRUCTION

The Board will encourage those programs, instructional arrangements and forms of class organization which provide opportunities for each student to progress in school at his own pace and attain the highest educational achievement possible as an individual. It believes that such programs must necessarily provide for a high degree of individualized instruction and a wide variety of teaching-learning materials.

Further, the Board recognizes that individualized instruction becomes meaningless in the long run unless it is accompanied by means through which a child's progress can be evaluated and measured in relation to his or her own abilities and the progress he or she, alone, has shown. If uniform programs for all students cannot be justified, neither can uniform evaluation. The Board will support and encourage its staff to examine, study, and try out new programs, as described above, to individualize instruction and learning.

INSTRUCTIONAL RESOURCES AND MATERIALS

The Board of Trustees shall purchase all textbooks and supplies for the schools to be held as property of the district and loaned to pupils free of charge. Pupils shall be held responsible for damage to, loss of, or failure to return the books and supplies except those that, by their nature, are expended during the course of study. All materials, services and equipment purchased by the district shall remain property of the district and will not be considered the property of any individual, department, level, or section of the school system but will be available to all segments of the district for mutual use.

A wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view, will be provided to meet the needs of students and teachers. The term "learning resources" refers to any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. The primary objective of learning resources is to implement, support, and enrich the district's educational program.

The professional staff will:

- * Provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, learning styles, and maturity levels of the students served;
- * Provide materials that will stimulate growth in factual knowledge, literary appreciation, and aesthetic values and will promote reading for enjoyment;
- * Provide materials that present more than one point of view but not necessarily all sides of issues (e.g., political, economic, religious, social) so that students may have an opportunity to develop the practice of critical analysis and make informed judgments in their daily lives; and
- * Provide materials that explain or describe the many religious, ethnic, and cultural groups and their contributions to national heritage and the world economy.

The Board delegates the responsibility for the selection of learning resources to the professional staff employed by the district. Criteria for selection will be that learning resources:

- * Support and be consistent with the general educational goals of the district;
- * Be chosen to enrich and support the curriculum and the personal needs of users;
- * Meet high standards of quality in presentation, physical format, educational significance, readability, interest appeal, authenticity, artistic quality and/or literary style, factual content;

- * Be appropriate for the subject area and for the age, emotional development, ability level, learning styles, Board and community norms, and social development of the students for whom the materials are selected;
- * Be designed to provide a background of information that will motivate students and staff to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights, and privileges as participating citizens in our society; and make intelligent judgments in their daily lives; and
- * Provide information on opposing sides of issues so that users may develop the skill of critical analysis in decision making.

Recommendations for purchases will involve administrators, teachers, students, district personnel, or community persons, as appropriate. Gift materials and recommendations will be accepted or rejected according to the criteria. Selection of materials is an ongoing process that will include the removal of materials no longer appropriate and the replacement of lost and worn materials still of educational value.

TEXTBOOK SELECTION AND ADOPTION

The Board will officially adopt textbooks and textbook programs for use in the schools upon recommendation of the superintendent after consultation with the district's curriculum/textbook committee. Responsibility for the review and selection of textbooks to be recommended will rest with textbook or curriculum committees as appointed by the superintendent or his designee. Membership on the committees will include representation for teachers who will use the texts, administrators, and other staff members as found desirable. Students and parents may be asked to serve on textbook selection committees.

Principles that apply generally to the selection of instructional materials and library materials will apply to textbooks. Additionally, basic textbooks and textbook programs shall be chosen:

1. To advance the educational objectives of the school district and particular objectives of the course or program;
2. To contribute to continuity, integration, and articulation of the curriculum;
3. To establish a general framework for the particular course or program.

Because the instructional purposes of textbooks are of such importance, particular care should be taken in their selection as to content. Textbooks are selected for several years' use. Special attention should also be given to their physical characteristics, durability, format, and price. For Complaint Procedure, see (IJLA).

TECHNOLOGY RESOURCE SELECTION AND ADOPTION

Computer Software and Hardware

Computer software and hardware will be selected and purchased in accordance with district policies on selection of instructional materials and equipment and purchasing. More specifically:

Software:

Educational computer software will be selected in the same manner in which instructional material is selected, giving care to avoid ethnic, racial, or religious stereotypes or biases.

Hardware:

The purchase of computer hardware will be in keeping with state bidding regulations and with the district's best analysis of the suitability of specific equipment.

**CITIZEN'S REQUEST FOR RECONSIDERATION
OF A BOOK OR OTHER MATERIAL**

PLEASE ANSWER ALL THE QUESTIONS. USE REVERSE SIDE IF NECESSARY.

Title of Book, Film, Article, Etc. _____

Author _____ Hardcover _____ Paperback _____

Request initiated by _____ Date _____

Address _____ Telephone _____

Complainant represents: _____ Himself
_____ Name of Organization
_____ (Identify Other Group)

To what in the material do you object? (Please be specific -- cite pages).

What do you feel might be the result of exposure to this material?

For what age group would you recommend this material? _____

Is there anything good about this material? _____

Have you inspected all the material? _____ Did you read the entire book?

Did you view the entire film? _____

Are you aware of the judgment of this material by literary critics? _____

What do you believe is the theme of this material? _____

What would you like your school to do about this material? _____

- _____ Do not assign it to my student.
- _____ Withdraw it from all students as well as from my student.
- _____ Have its place within the curriculum reviewed.

In its place, what material of equal literary or scholarly value would you recommend?

RETURN COMPLETED FORM TO: _____

Signed

Superintendent of Schools

LIBRARY MATERIALS SELECTION AND ADOPTION

The primary objective of the school's library media center is to implement, enrich and support the educational programs of the school. It is the duty of the center to provide a wide range of materials on all levels of difficulty, with diversity of appeal, and the presentation of different points of view.

The school library Bill of Rights endorsed by the American Association of School Librarians, sets forth the philosophy of materials selection as it is related to the educational program of the school. Those individuals involved in the selection of library materials shall be guided by that philosophy and shall further select materials in accordance with the procedures for the selection of other instructional materials of the school district. To this end, the Board believes that the responsibility of the school library is:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served;
2. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards;
3. To provide a background or information which will enable pupils to make intelligent judgments in their daily life;
4. To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking;
5. To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage;
6. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the users of the library.

COMPLAINT PROCEDURE TO CHALLENGE INSTRUCTIONAL AND/OR LIBRARY MATERIALS

There may be occasional objections to certain textbooks or other books or non-book materials either utilized in the classroom or in the library. If such objection is made about any book or non-book material used for instruction or located in the library/media center, the following procedure adopted by the board shall be followed:

1. All potentially involved people -- classroom teacher, librarian, building principal, and superintendent -- will be notified immediately.
2. An attempt will be made to resolve the matter through personal contact.
3. If agreement is not reached, the teacher, librarian, principal, or superintendent will invite the complainant to register the complaint on a prescribed form.
4. When the completed form is returned, the superintendent will appoint a review committee to whom copies of the materials, if possible, will be distributed. At the first meeting, the review committee shall schedule a time to act on the complaint and will decide whether to withdraw the material pending their decision.
5. This committee shall consist of the certified librarian or curriculum coordinator, the principal, two teaching faculty, and members of the community (community members to be appointed by the superintendent).
6. The review committee shall determine whether or not to withdraw the material unless withdrawn. The material will remain in use pending a final decision. The review shall be conducted in the following manner:
 - a. The complainant may be present to express his views on the material in person. He/she will then be excused from the meeting.
 - b. The review committee, having read or viewed the challenged material, will check the information made available by the librarian on the general acceptance of the materials by reading reviews and selection aids.
 - c. The members of the review committee who have read or reviewed the material in its entirety will then weigh its values and faults against each other and form individual opinions based on the material as a whole.
 - d. The majority consensus of the committee will be determined by a poll of the members. The complainant will be notified of the review committee's decision

within 15 working days of the filing of the complaint along with the reasons therefore.

- e. Should dissatisfaction on the part of the complainant still remain, the complainant may ask that the matter be placed on the agenda of the next regularly scheduled Board meeting.
- f. The Board will review the complaint in a manner and using procedures it deems appropriate.
- g. The decision of the Board shall be communicated in writing to all interested parties. The decision of the Board shall be final.

PROFESSIONAL LIBRARIES

The School District shall provide for and encourage the use of a professional library as a resource center for its employees.

1. A list of all materials contained in the professional library shall be available at the beginning of each school year.
2. As new materials are added to the professional library, the librarian shall see that the list of materials is updated as soon as the materials are available for use.
3. Teachers shall be encouraged to submit to the building librarian a list of materials they wish to have added to the professional library.
4. A centralized card catalog of materials contained in the professional library shall be on file in the professional library.

COMPUTER-ASSISTED INSTRUCTION

Internet Safety

It is the policy of this School District that to the extent reasonably possible, the staff and students will be encouraged and permitted to utilize the computer network provided by the School District for the purpose of facilitating learning and providing the best educational experience possible for its students. In this regard, the School District has made available to students and staff, electronic mail and the Internet. To gain access to E-mail and the Internet, all students under the age of eighteen (18) must obtain parental permission and sign and return a parental permission form to the School District. Students eighteen (18) and over may sign their own forms. Access to E-mail and the Internet will enable students to explore thousands of libraries, data bases and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While it is possible for students to access inappropriate material and otherwise misuse the system, it is the intent of the School District that Internet access should only be used to further the educational goals and objectives set out for each student. It is the policy of this School District to try to educate our students using modern technology which the students will need to be familiar with in order to be successful in their subsequent careers. However, in order to utilize this modern technology, it will ultimately be the responsibility of parents and guardians of minors to set and convey standards to their children which they will follow while utilizing this technology. To that end, the School District will support and respect each family's right to decide whether or not to apply for access.

DISTRICT INTERNET AND E-MAIL RULES.

Students are responsible for good behavior on school computer networks just as they are in the classroom or a school hallway. Communicating on the network is often public in nature. General school rules for behavior and communications apply.

Internet filters shall be used to block access to obscenity, child pornography, and materials harmful to minors. Disciplinary action shall be taken against any student who tampers with the filters. The filters may only be disabled for bona fide research or other lawful purposes, and may only be disabled by the Internet coordinator or other faculty member or administrator.

INTERNET SAFETY TRAINING

In compliance with the Children's Internet Protection Act, each year all District students will receive Internet safety training which will educate students about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyber bullying awareness and response.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a considerate and responsible manner. Parental permission is required. Access is a privilege, not a right. Access entails responsibility. Individual users of the District computer networks are responsible for their behavior and communications over those networks. It is presumed that users will comply with District standards and will honor the agreements they have signed. Beyond the clarification of such standards, the District is not responsible for restricting, monitoring, or controlling the communications of individuals using the network.

Network storage areas are not to be considered private or personal property of students or staff. They are learning areas subject to review by administrators and teaching staff. Any files and communications may be reviewed by the administration or staff to maintain system integrity and to ensure that users are using the system responsibly. Users should not expect that files stored on District servers will be private.

While school teachers of younger students will generally guide them toward appropriate materials, older students and students utilizing the system outside of regular school hours will need to be directed by families in the same manner they direct their children's use of television, telephones, movies, radio, and other potentially offensive media.

The following conduct and utilization of the Internet by students and staff are **NOT** permitted:

1. sending or displaying offensive messages or pictures;
2. using abusive, objectionable or obscene language;
3. searching for, downloading, or otherwise reviewing any type of sexually explicit, obscene material or other information for any non-instructional or non-educational purpose;
4. harassing, insulting or attacking others;
5. damaging computers, computer systems, or computer networks;
6. violating copyright laws or otherwise using the network for any illegal purpose;
7. user shall not use or attempt to discover another user's password nor shall user use or let others use another person's name, address, passwords, or files for any reason, except as may be necessary for legitimate communication purposes and with permission of the other person;
8. trespassing in another's folders, work or files;
9. intentionally wasting limited resources;

10. employing the network for commercial purposes;
11. otherwise accessing forums or "chat rooms" devoid of educational purpose;
12. user shall not tamper with computers, networks, printers, or other associated equipment or software without the express permission of supervising staff;
13. user shall not write, produce, generate, copy, propagate or attempt to introduce any computer code designed to self-replicate, damage, or otherwise hinder the performance of any computer's memory, file system or software.
14. Student using school district computers and/or accessing school district web pages, or using the Internet service provided by the School District, shall not engage in 'hacking' and shall not access unauthorized sites or participate in any other unlawful activities on line.
15. Disclose, use or disseminate personal identification information regarding students.

SUPERVISION AND MONITORING

It shall be the responsibility of all District employees to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for the disabling, filtering or otherwise modifying of any technology protection measures shall be the responsibility of Big Horn County School District #2 or designated representatives. To make a request:

1. Follow the process prompted by the District's filtering software (or to remain anonymous, log in under log in name: 123 anonymous) and submit an electronic request for access to a web site; or
2. Submit a request, whether anonymous or otherwise, to the District's Superintendent/ Superintendent's designee.
3. Requests for access shall be granted or denied within three (3) school days. If a request was submitted anonymously, persons should either attempt to access the website requested after three (3) school days or log back in at 123anonymous to see the status of the request.
4. Appeal of the decision to grant or deny access to a website may be made in writing to the Board of Education. Persons who wish to remain anonymous may mail an anonymous request for review to the Board of Education at the School District's Central Office, stating the website that they would like to access and providing any additional detail the person wishes to disclose.
5. In case of an appeal, the Board of Education will review the contested material and make a determination.

6. Material subject to the complaint will not be unblocked pending this review process.

In the event that a District student or employee feels that a website or web content that is available to District students through District Internet access is obscene, child pornography, or “harmful to minors” as defined by CIPA or material which is otherwise inappropriate for District students, the process described above should be followed, except any decision to filter or block web content will be made within thirty (30) days.

PENALTY

Violations will result in a loss of access as well as other disciplinary or legal action. The first offense will generally result in a warning and loss of computer privileges/Internet access until a parent conference, and further loss of privilege for such time as is determined by the administration. A second offense or a first offense of a flagrant nature, such as using the system for illegal behavior or intentionally damaging school district hardware or software, may result in removal from a class, termination of computer/network privileges, or recommendations for suspension and/or expulsion.

USER AGREEMENT AND PARENTAL PERMISSION FORM

As a user of the Big Horn County School District No. 2 computer network, I hereby agree to comply with School District policy IJNDA and the rules set forth therein pertaining to communication over the Internet in a reliable fashion while honoring all relevant laws and restrictions. I agree only to use the Internet for legitimate, educational purposes.

I do hereby expressly consent to allow school district personnel, including teachers, aides and administrators, to access and review any computer files, e-mail transmissions, and other computer data and/or information received by or sent from the student named below in order to ensure that the school district computers are being used appropriately and solely for educational purposes.

Date: _____

_____ Student

As the parent or legal guardian of the student signing above, I grant permission for my son or daughter to access the network for computer services, such as electronic mail and the Internet. I understand that individuals and families may be held liable for violations. I understand that some materials on the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people, and I accept responsibility for guidance of Internet use, including setting and conveying acceptable standards to my son or daughter to follow when selecting, sharing, or exploring information on this network. We do hereby release the School District, its Board of Trustees, staff, and agents, from any liability of any kind arising out of our son's or daughter's use of the computer/Internet system at the school.

We do hereby authorize school district personnel, including teachers, aides and administrators, to access and review any computer files, e-mail transmissions, and other computer data and/or information received by or sent from the student named above in order to ensure that the school district computers are being used appropriately and solely for educational purposes.

Parent consents to allow school to use Internet (Web site) operators to offer online programs for the benefit of students and the school system, such as for communication regarding homework, facilitating online testing and/or communication regarding grades.

The school requires that the service provider assure the school that it has in place a procedure or security system to maintain the confidentiality of any personal information that the service provider could have access to.

Because these services or programs will necessitate giving access to student personal information to the Internet or Web site operators that host or facilitate these programs, the school must represent that it has parental permission for this and your execution of this policy/handbook shall be considered permission.

Date: _____

_____ Parent/Guardian

Date: _____

_____ Parent/Guardian

STAFF TECHNOLOGY USER AGREEMENT FORM

As a user of the Big Horn County School District No. 2 computer network, I hereby agree to comply with School District policy IJNDA and the rules set forth therein pertaining to communication over the Internet in a reliable fashion while honoring all relevant laws and restrictions. I agree not to use the District's network for personal use and only for approved District, legitimate, and educational purposes.

I do hereby expressly consent to allow the Technology Director and/or his designee(s), to access and review any computer files, e-mail transmissions, and other computer data and/or information received or sent to ensure that the school district's network is being used appropriately and solely for educational purposes and in accordance with School District policy IJNDA. I understand using the School District technology network is a privilege not a right. I also understand any violations of this agreement or School District policy IJNDA will result in penalties decided by the Technology Director and/or Superintendent. I do hereby release the School District, its Board of Trustees, staff, and agents, from any liability of any kind arising out of my use of the computer/Internet/Technology system at the school. I also understand if I refuse to sign this agreement by the date prescribed by the Technology Director I will not have access to the District's technology network.

Date: _____

Staff

SCHOOL DISTRICT WEB SITE PUBLISHING

Big Horn County School District No. 2 supports and encourages the publication of School District web sites. School District web sites provide the District with unique and ever-changing ways to interact with the community, improve student learning, improve community relations, foster creativity, and demonstrate student learning. School web sites:

1. Allow an individual school to provide current and complete information to its community at-large;
2. Give the community a means to communicate effectively with schools and personnel;
3. Create expanded means for student expression;
4. Provide new avenues for teachers to help students meet high standards of performance.

All District schools wishing to maintain a presence on the Internet shall make certain that all staff involved in the development of the web site and/or its use are familiar with this policy and comply with its provisions.

The Superintendent shall be responsible for communicating to all schools and staff members who will be involved with a school district, school or class web site, the requirements of this policy. If necessary, training will be arranged for any staff as necessary to assure their compliance with this policy. The Superintendent will designate a staff member (herein called the “Technology Director” to implement this web site policy and to review materials published on the web site. All web pages on the web site will conform to this policy and any corresponding regulations.

Purpose and Use of School Web Sites

The primary purpose of a School District web site is to communicate effectively with its community. The principal or designee shall ensure that the site is maintained in such a way that the community receives reasonably current and accurate information.

The school may elect to have its web site serve additional purposes related to its educational mission. These include, but are not limited to:

1. publishing the student newspaper;
2. publishing student literary magazines;
3. posting teacher-created class information;
4. publishing appropriate student class work.

When a school allows student publications on its web site, the purpose of including such publications shall be clearly identified in that section of the site. These publications shall be consistent with the mission, goals, policies, programs and activities of the District. All publications shall meet established District and school requirements related to student print publications and in accordance with state and federal law related to student expression.

Content Standards- All postings on the District website must be submitted to and have the prior approval of the Technology Director.

1. Required Information

All web pages must:

- a. contain the name, address and District e-mail address of the author. Student web pages shall use the sponsoring staff member;
- b. be grammatically correct with no spelling errors. Spell-checking and proofreading are required;
- c. contain current and accurate information;
- d. include a copyright statement with student work and at other appropriate times;
- e. use District templates as required by the Technology Director;
- f. contain a “created or modified” date and the name or initials of the person responsible;
- g. identify District affiliation and contain a link to return to the District’s own page.
- h. The following disclaimer will be published on all web pages:

“The accuracy and quality of information cannot be guaranteed. The District will not be responsible for any information that may be lost, damaged or unavailable due to technical or other difficulties. The District has made every reasonable attempt to ensure that the District’s web pages are educationally sound, and do not contain links to any questionable material or anything that can be deemed in violation of the District’s electronic communications policy.”

Student and organization web page disclaimers should also include the following:

“Opinions expressed on this page shall not be attributed to the School District.”
Staff members requesting links to sites outside the District’s server are responsible for checking all materials at those sites for appropriateness. Those links should be checked regularly and revised, if necessary.

Use of web pages for personal or commercial financial gain is prohibited.

2. Standards

- a. All materials and information must be consistent with the mission, goals, policies, programs and activities of the District. All subject matter shall relate to curriculum, instruction, appropriate general information, or to activities of the District or of schools within the District.
- b. All materials on a school web site shall be either original to the school, in the public domain, or posted with the express permission of its rightful owner. This includes, but is not limited to, text, graphics, pictures, video, sound, music, characters, logos, and trade marks. Web page publications shall follow all applicable copyright laws and guidelines.
- c. Teachers may maintain instructional pages on the school's web site. They may also maintain and link to instructional sites on remote servers, especially servers designed for educational use, provided that the linked sites conform to all parts of this policy.
- d. Neither staff nor students may publish personal home pages on the District's server.
- e. Student-created web pages shall be supervised and monitored by a designated staff advisor and shall comply with all aspects of school and District web policy. Student organizations that are not officially recognized and do not have staff advisors shall not be permitted to submit materials for publication on school web sites.
- f. Web page authors will use web sites for academic, educational and research purposes only.
- g. Web page authors will respect the rights of others.
- h. Web page authors will not display abusive, harassing, libelous, obscene, offensive, profane, threatening, sexually explicit or illegal material.
- i. Web page authors will not use the web sites for commercial, purchasing or illegal purposes.
- j. Students using school district computers and/or accessing school district web pages, or using the Internet service provided by the school district, shall not engage in "hacking" and shall not access unauthorized sites or participate in any other unlawful activities on line.

3. Advertising/Sponsorships

Any use of advertising or sponsorships that appear on a web site must be approved by the Technology Director and the Superintendent or designee. Guidelines for approval shall be

established by Technology Director and the Superintendent or designee and must be consistent with District policies and guidelines used in other schools and District publications.

4. Staff Web Pages

Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the District. District employees, Board members, or guests may not establish personal web pages using District resources.

5. School or Class Web Pages

Schools or classes may establish web pages that present information about school or class activities. The building principal will designate an individual to be responsible for managing the school web site under the supervision of the Technology Director. Teachers will be responsible for maintaining their class pages.

6. Extracurricular Organization Web Pages

Extracurricular organizations may establish web pages with the approval of the organization's sponsor and the Technology Director. Material presented on the organization web page must relate specifically to organization activities and will include only student-produced material.

7. Student Web Pages

Students may not establish personal web pages.

8. Other Web Pages

The District may allow other organizations, such as parent-teacher groups, booster clubs, school foundations, etc. to publish web pages provided they conform to this policy and the corresponding administrative regulations.

Privacy Standards

1. Because Internet publications are available to the entire world, special care shall be taken to protect the privacy of students and staff. Web pages may not include personally identifying information regarding a student, such as telephone numbers, addresses, names of other family members, names of friends, e-mail addresses, specific location of a student at any given time, grades, or any other academic information. No confidential information shall be published on or linked to the web site.
2. Student work may be posted on web pages only with the written consent of the student's parent/guardian or the eligible student before each incident of publication. The authoring student shall also sign a copyright consent form.
3. Links to student e-mail accounts are prohibited.

4. Pictures of students may be included only under the following conditions:
 - a. Individual student pictures may be published on the web site only with the written consent of the student's parent/guardian or eligible student.
 - b. Pictures of groups of students involved in a school-related activity may be published without consent, however, students shall only be identified by the group name.
 - c. Students shall not be individually identified in pictures unless there is a special reason for doing so, such as recognition for receiving an award. In such cases, student's parent/guardian or eligible student must give written consent.
5. Web page documents may include only the first name and the initial of the student's last name.
6. There shall be no expectation of privacy for information stored on or transmitted with District equipment. The Technology Director may review web pages to maintain system integrity and to monitor appropriate use of the District equipment. Illegal activities will be reported to the appropriate authorities.

Discussion Group (Asynchronous) and Instant (Synchronous) Communication

The School web site may link to Usenet discussion groups, web boards and other asynchronous communication systems, as long as such use is consistent with clearly identified educational purposes and provided that a staff member is assigned to a moderator role to ensure that inappropriate material is removed in a timely fashion. School and District are not responsible for inappropriate content posted by participants acting outside the identified educational purposes. Asynchronous communication systems shall be disabled during time periods when no moderator is available. The use of synchronous communication systems with student participation shall be restricted to a controlled environment that includes staff supervision and does not allow anonymous participation. It is acceptable for participants to use pseudonyms as long as the staff advisor knows the true identity of each student using a pseudonym.

Changes in Technology

Given the rapid change in technology, some of the provisions of this policy may become outdated rapidly. Therefore, this policy shall be reviewed periodically and revised as necessary. When changes occur before this policy can be adjusted, the Superintendent or designee shall make decisions at the District level and the principal or designee shall make decisions at the building level, consistent with the philosophy set forth in the Board's policy and this policy.

Written Permission

Written permission from both the parent/guardian and the student must be obtained prior to placing a student photograph, art work, writing or other projects on a web site. No personal contact information about the child, such as home address, phone number, or e-mail address will be given.

The work will appear with a copyright notice prohibiting the copying of such work without express written permission. In the event that anyone requests such permission, those requests will be forwarded to the parent or guardian. All such work may be removed from the web site at the end of the current school year.

Definitions

Asynchronous communication - Asynchronous communication occurs when a message is sent to a location where readers may view it at some later time and respond. This includes such communications as Usenet groups and web boards.

Synchronous communication - Synchronous communication occurs when participants send and receive messages at the same time, as in a live conversation. This includes a variety of programs commonly referred to as “chat rooms”.

Instructional site - an educational web site maintained exclusively to assist in instruction.

Advertising - the use of banners or logos that may appear at any point on a web page.

Sponsorship - names or logos associated with sponsoring persons or organizations located at a specified section of a web site.

Chat - a communication exchange in which all participants are involved simultaneously and messages are transmitted to a common site instantly.

Discussion group/Usenet/Web board - a communication exchange in which messages are posted at a common site, but participants are not necessarily involved simultaneously.

Moderator - a staff member who reviews discussion groups regularly and deletes unsuitable messages.

Pseudonym - a false name used during chat sessions.

Officially recognized student organization - any club or organization in the school, approved by the principal and assigned a staff advisor, that operates within the framework of state statutes, Board policy, administrative rules and the parameters of the curriculum.

WEB SITE PUBLISHING OF STUDENT WORK

Student Name: _____ Grade: _____

I understand that my child's art work, writing, or other project is under consideration for publication on the School District web site, connected to the Internet. I further understand that this work will appear with a copyright notice prohibiting the copyrighting of such work without express written permission. In the event anyone requests such permission, those requests will be forwarded to me. No student last names, home address, or telephone numbers will appear with such published work.

The specific work by my child under consideration is described below:

This permission will remain in effect until I request in writing that the work be removed. Such request will be submitted to the building principal. When requested, the work will be removed within one (1) week of receipt of the request.

I understand the work may be removed from the web site at any time at the decision of the computer coordinator or person designated in the individual school.

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

WEB SITE PUBLISHING OF STUDENT PHOTOGRAPH
AND IDENTIFYING INFORMATION

Student Name: _____ Grade: _____

I understand that the school would like to place a picture of my student, together with his/her name, on a School District web page.

The reason the school would like to give my son/daughter recognition is as follows: _____

I understand that once my student's photograph, together with identifying information, is placed on the Internet, it may be accessed by anyone who has access to the Internet.

I have been requested to provide consent to include with the photograph the identifying information in order to give my child the recognition the school would like to give him/her.

_____ I do hereby consent to allow the school to include my child's full name with the photograph that will be placed on the web site.

_____ I do not consent to allow the school to include my child's name with the photograph to be placed on the web site.

Student Signature

Parent/Guardian Signature

Parent/Guardian Signature

REQUEST TO BROADCAST

A form has been developed to enhance communication and to ensure the proper channels are followed for those wishing to broadcast district events. Operators of school-owned broadcasting equipment and announcers of Big Horn County School District #2 activities and events must be approved by the Technology Director and building principal using Code IJNBD-BH2-R. The final decision will be made by the Superintendent.

Request to Broadcast Activities
BIG HORN COUNTY SCHOOL DISTRICT #2

Date of Request _____

Requesting Party _____

Event Being Broadcast _____

Date/Time of Event _____

Type of Broadcast Audio _____ Video _____ Both _____
 Live _____ Taped _____

Equipment Being Used for Broadcast _____

Equipment/Assistance Needed from District _____

Time of set up _____

Approval must be received from all parties prior to setting up any equipment in Big Horn County School District #2 facilities or facilities rented/leased by Big Horn County District #2.

Building Principal

Technology Director

Superintendent

COPYRIGHT NOTICE

“Copyright 20__ (year of publication, all copyrights reserved by _____” (name of individual(s) owning copyright).

Example: “Copyright 2001, all copyrights reserved by John Smith”

EMPLOYEE USE OF SOCIAL MEDIA SITES, INCLUDING PERSONAL SITES

Because of the unique nature of social media sites, such as Facebook and Twitter, and because of the District's desire to protect its interest with regard to its electronic records, the following rules have been established to address social media site usage by all employees:

KEEP PERSONAL AND PROFESSIONAL ACCOUNTS SEPARATE

Staff members who decide to engage in professional social media activities will maintain separate professional and personal email addresses. Staff members will not use their District email address for personal social media activities. Use of District email for this purpose is prohibited and will be considered a violation of District policy that may result in disciplinary action.

CONTACT WITH STUDENTS

Although it is desired that staff members have a sincere interest in students as individuals, partiality and the appearance of impropriety must be avoided. All staff shall maintain a professional relationship with all students, both inside and outside of the classroom. Informal and/or social involvement with students is therefore prohibited. This includes:

- Listing current students as Afriends@ on networking sites wherein personal information is shared or available for review;
- Contacting students through electronic means other than the District's email and telephone system;
- Coaches electronically contacting a team member or members without including all team members in the communication;
- Giving private cell phone or home phone numbers to students without prior approval of the District;
- Inappropriate contact of any kind, including via electronic media.

Nothing in this policy prohibits District staff and students from the use of education websites and/or use of social networking websites created for curricular, co-curricular, or extra-curricular purposes where the professional relationship is maintained with the student.

Failure to maintain a professional relationship with students, both inside and outside of a classroom setting, including interaction via social networking websites of any nature, e-mailing, texting, or other electronic methods could result in the reporting of such conduct to the Professional Teaching Standards Board by District's administration and the imposition of disciplinary action up to and including termination.

RULES CONCERNING DISTRICT-SPONSORED SOCIAL MEDIA ACTIVITY

If an employee wishes to use Facebook, Twitter, or other similar social media sites to communicate meetings, activities, games, responsibilities, announcements, etc. for a school-sponsored club or a school-based activity or an official school-based organization, the employee shall comply with the following procedures and rules:

Notify the District

Employees that have or would like to start a social media page should contact their Superintendent or designee. All District pages must have an appointed employee who is identified as being responsible for content. The Superintendent or designee will outline the duties of the employee responsible for the site, including how often the site must be checked for comments and who is allowed to post to the site. Superintendent or designee should be aware of the content on the site, arrange for periodic monitoring of the site, and for the receipt and addressing of any complaints about the content on the site. The Superintendent reserves the right to shut down or discontinue the site if he/she believes it is in the best overall interest of the students.

Have a Plan

District staff will consider their messages, audiences, and goals, as well as strategy for keeping information on social media sites up to date, accurate, and in the best interest of the students.

Protect the District Voice

Posts on District-affiliated social media sites protect the District's voice by remaining professional in tone and in good taste. Carefully consider the naming of pages or accounts, the selecting of pictures or icons, compliance with District policy, state, and federal laws with regard to student and employee confidentiality, and the determination of content.

The employee must also comply with the following rules:

- The employee must set up the club, etc. as a group list which will be "closed and moderated".
- The employee must set up mechanisms for delivering information to students that are not members of the group via non-electronic means.
- Members will not be established as Afriends@ but as members of the group list.
- Anyone who has access to the communications conveyed through the site may only gain access by the permission of the employee (e.g., teacher, administrator, or supervisor). Persons desiring to access the page may join only after the employee invites them and allows them to join.
- Parents shall be permitted to access any site that their child has been invited to join. Parents shall report any communications they believe to be inappropriate by students or school personnel to District administration.

- Access to the site may only be permitted for educational purposes related to the club, activity, organization, or team.
- The employee responsible for the site will monitor it regularly.
- The employee's supervisor shall be permitted access to any site established by the employee for a school-related purpose.
- Employees are required to maintain appropriate professional boundaries in the establishment and maintenance of all such District-sponsored social media activity. This includes maintaining a separation between the school activity pages and employees' personal social media profiles and pages.
- Postings made to the site must comply with all other District policies pertaining to District web sites, Internet usage, and technology.

PERSONAL SITES

The board respects the right of employees to use social media as a medium of self-expression on their personal time. As role models for the school system's students, however, employees are responsible for their public conduct even when they are not performing their job duties as employees of the school system. Employees will be held to the same professional standards in their public use of social media and other electronic communications as they are for any other public conduct. Further, school employees remain subject to applicable state and federal laws, board policies, administrative regulations and applicable code of ethics, even if communicating with others concerning personal and private matters. If an employee's use of social media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.

Employees are responsible for the content on their social media sites, including content added by the employee, the employee's friends or members of the public who can access the employee's site, and for Web links on the employee's site. Employees shall take reasonable precautions, such as using available security settings, to restrict students from viewing their personal information on social media web sites and to prevent students from accessing materials that are not age-appropriate.

If you identify yourself as a District employee online, it should be clear that the views expressed, posted, or published are personal views, not necessarily those of the District, its Board, employees or agents.

Opinions expressed by staff on a social networking website have the potential to be disseminated far beyond the speaker's desire or intention, and could undermine the public perception of fitness of the individual to educate students, and thus undermine teaching effectiveness. In this way, the effect of the expression and publication of such opinions could potentially lead to disciplinary action being taken against the staff member, up to and including termination or nonrenewal of the contract of

employment.

POSTING TO SOCIAL MEDIA SITES

Employees who use social media for personal purposes must be aware that the content they post may be viewed by anyone, including students, parents and community members. Employees shall observe the following principles when communicating through social media:

1. Employees shall not post confidential information about students, employees or school system business.
2. Employees shall not accept current students as Afriends@ or “followers” or otherwise connect with students on social media sites, unless the employee and student have a family relationship or other type of appropriate relationship which originated outside of the school setting.
3. Employees shall be professional in all Internet postings related to or referencing the school system, students and other employees.
4. Employees shall not use profane, pornographic, obscene, indecent, lewd, vulgar or sexually offensive language, pictures or graphics or other communication that could reasonably be anticipated to cause a substantial disruption to the school environment.
5. Employees shall not use the school system’s logo or other copyrighted material of the system without express, written consent from the board.
6. Employees shall not post identifiable images of a student or student’s family without permission from the student and the student’s parent or legal guardian.
7. Employees shall not use Internet postings to libel or defame the board, individual board members, students or other school employees
8. Employees shall not use Internet postings to harass, bully or intimidate other employees or students in violation of District policy.
9. Employees shall not post inappropriate content that negatively impacts their ability to perform their jobs.

10. Employees shall not use Internet postings to engage in any other conduct that violates board policy and administrative procedures or state and federal laws.

CONSEQUENCES

School system personnel shall monitor online activities of employees who access the Internet using school technological resources. Additionally, the superintendent or designee may periodically conduct public Internet searches to determine if an employee has engaged in conduct that violates this policy. Any employee who has been found by the superintendent to have violated this policy may be subject to disciplinary action, up to and including dismissal.

PROTECT CONFIDENTIAL AND PROPRIETARY INFORMATION

Employees shall not post confidential or propriety information about the District, its employees, students, agents, or others. The employee shall adhere to all applicable privacy and confidentiality policies adopted by the District or as provided by state or federal law.

Do Not Use District Name, Logos, or Images

Employees shall not use the District logos, images, iconography, etc. on personal social media sites; nor shall employees use the District name to promote a product, cause or political party, or political candidate; nor shall employees use personal images of students, or names or data relating to students, absent written authority of the parent of a minor or authority of an adult or emancipated student.

FIELD TRIPS AND EXCURSIONS

The Board recognizes that the first hand learning experiences provided by field trips are an effective means of learning. Therefore, the board will encourage field trips which enrich educational experiences. The administration shall develop a set of guidelines to implement the planning of field trips as part of, and directly related to, classroom learning activities.

FIELD TRIPS AND EXCURSIONS

Educational field trips will be planned in accordance with the following guidelines.

1. The teacher shall review the educational value of the field trip and receive the principal's approval prior to making arrangements for the field trip.
2. The teacher will provide parents with information concerning the purpose and destination of the trip, transportation and eating arrangements, date and time of departure, estimated time of return, and an itinerary when a field trip will extend beyond the school day.
3. One or more adults, in addition to the teacher, will accompany each class on field trips unless other arrangements have been approved by the principal. Teachers are responsible for informing the accompanying adults of their duties and responsibilities.
4. The teacher should review acceptable standards of conduct with the students in advance of the trip. The teacher has primary responsibility for the conduct of the children.
5. The teacher planning the trip will be responsible for arranging an appropriate educational experience and supervision for students who do not participate in the field trip.
6. Student safety will be a primary consideration.
7. School buses will ordinarily be used for transportation. The use of private vehicles by staff members and/or parents for transporting small groups of students may be authorized in certain instances with the approval of the principal.
8. Requests for school bus transportation will be channeled through the principal.
9. Children will not be permitted to leave the field trip group during the trip unless they are released to parents.
10. The funding necessary for any activity trip or field trip sponsored by the school will come from district monies, and be approved by the Principal.
11. Parental permit slips will be required. No student will be required to go on a field trip if their parents do not approve.

COMMUNITY RESOURCE PERSONS/SPEAKERS

The classroom use of resource persons from the community can be an invaluable educational instrument. Like field trips, resource speakers can help to eliminate artificial barriers which may exist between the school and community. A resource person should not be indiscriminately selected, but rather should be invited to participate in the class or school program when there exists an actual need for his special contribution.

The Board wishes the professional staff to be concerned with locating and contacting people in various areas of interest and expertise who might serve as resource persons in particular units of study. All requests to use resource persons should be cleared through the principal.

SCHOOL VOLUNTEERS

The Board of Trustees recognizes the need to develop a volunteer program to support district instructional programs and extracurricular activities. The purpose of the volunteer program will be to:

- * Assist employees in providing more individualization and enrichment of instruction.
- * Build an understanding of school programs among interested citizens, thus stimulating widespread involvement in a total educational process.
- * Strengthen school/community relations through positive participation.

A volunteer is a person who works on an occasional or regular basis at school sites or other educational facilities to support the efforts of professional personnel. Such an adult volunteer worker will serve in that capacity without compensation or employees benefits of any type. Use of volunteers within the district is not to conflict with or replace any regularly authorized personnel allotment. Volunteers will work with students under the immediate supervision and direction of a certificated person. Volunteers are expected to comply with all rules and regulations set forth by the district.

ACADEMIC ACHIEVEMENT/PROGRESS REPORTS

The Board believes that children have diverse capabilities and individual patterns of growth and learning. Therefore, it is important that teachers have as much and as accurate knowledge of students as possible in order to determine their needs, growth, and make instructional plans for them. Thus, a sharing of information among parent, teacher, and student is essential.

Notification to parents of the academic achievement of students is essential in order to get the parents involved in the academic achievement of their children. Two procedures are utilized in notification of parents regarding academic achievement. A progress report will periodically be sent home. This will generally occur at the end of each grading period or at the parent conference. Parent conferences will periodically be scheduled also to provide information to parents. Parents should normally be contacted before the official conference period or at the end of the reporting period if their child is having behavior or academic problems. The Board supports staff efforts to find better ways to measure and report student progress.

GRADING SYSTEMS

It is the philosophy of the Board that students will respond more positively to the opportunity for success than to the threat of failure. The district will seek through its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance. The administration and professional staff will devise grading systems for evaluating and reporting pupil progress. The records and reports of individual pupils will be kept in a form which will be meaningful to parents, as well as teachers.

The Board shall approve the grading and reporting systems as developed by the faculty, upon recommendation of the superintendent.

REPORT CARD/PROGRESS REPORTS

The Board believes that it is essential for parents to be kept fully informed of their children's progress in school. A written report shall be provided to parents four times a year with supplementary reports sent as needed. Supplementary reports will be required for students in danger of failure, notices of praise or letters noting outstanding achievement will be sent whenever a teacher or school official feels a student deserves recognition. Parent-teacher conferences will be used as an integral part of the reporting system. Each school will hold conferences at least once annually. The principals will be responsible for making necessary conference arrangements.

Disputes involving grades may be reviewed by the principal and the superintendent shall have final authority. The judgment of the teacher shall be respected in grading the work of the pupil. Teacher shall accumulate sufficient evidence to justify grades given.

PARENT CONFERENCES

It is our belief that there is no substitute for direct, face-to-face, discussion of pupil progress or problems. Every parent should be encouraged to confer with their child's teacher(s) on a regular basis. Parent conferences are scheduled once each year at every grade level. Teachers should request a conference when problems are developing. In addition, they should help parents feel welcome to confer whenever they have questions about the progress of their children.

HOMEWORK

Homework will be considered a necessary part of the learning process and a legitimate demand on the non-class time of students. Generally homework should provide sufficient practice time to master the subject matter of the course. A home assignment should be an extension of clearly defined school activities and should be appropriate to the age, ability and independent level of students. Teachers should assign meaningful homework which fosters lesson enrichment, application, review, and the practice of skills which have been previously taught and learned. Homework should also provide an opportunity for open-ended individual activities encompassing a variety of levels for suitable response and a variety of activities and products.

- A. Homework should be tailored to fit the needs of the individual student.
- B. Homework should never be assigned as a disciplinary measure.
- C. Homework assignments should be able to be completed within a reasonable time.

CLASS RANKINGS/GRADE POINT AVERAGES

Because some colleges and organizations use class rank as a basis for admission and for awarding scholarships, class ranking shall be computed and made available to students in grades 9-12 and to their parents at the end of each semester. Grade point averages shall also be computed at the end of each semester for purposes of determining eligibility for school honor rolls.

For purposes of designation of student honors (valedictorian, etc.) and for college admission information, the end of the first semester of the senior year will serve as the cut-off date for computation of class rank. To qualify to be valedictorian or salutatorian, a student must have been enrolled in Lovell High School for at least one semester prior to the selection.

HONOR ROLLS

To encourage general excellence in academic achievement and to recognize those students who have attained the special grade average, elementary and secondary school honor rolls shall be prepared and made public at the end of each reporting period. The school administrator shall be responsible for adopting guidelines for honor roll eligibility.

PROMOTION, RETENTION AND ACCELERATION OF STUDENTS

Students who have reached an acceptable standard of achievement shall be promoted at the end of each school year. Students who fail to meet the acceptable standard of achievement may be promoted when deemed appropriate due to social, emotional, mental or physical maturity. Promotion in each class or subject will be determined by the teacher provided, however, in the case of retention the decision shall be made ultimately by the principal.

Acceleration or double promotion will be used only in rare and extreme cases. The final decision will be made by the school principal after considering the judgments of the parents, classroom teacher and involved professional staff.

A student may be retained when the level of achievement would not allow the student to progress satisfactorily in the next grade level or class; or if he/she is not sufficiently mature socially, emotionally or mentally. As a general rule, no student shall be retained for more than one year in the same grade. Retention is generally more effective at the kindergarten and/or first grade. The final decision regarding promotion and retention shall rest with the principal.

Retention of any student should be approached with the utmost caution, preparation, and planning by all parties concerned. It is critical that the reasoning behind retention has been very thoroughly considered by the instructional and administrative staff involved in making the decision to retain the child and that this be communicated to the parents.

PROMOTION AND RETENTION OF STUDENTS

Elementary School

1. By the end of the first grading period teachers will notify the Principal of possible retention of students. After notifying the Principal of the possibility of retention, teachers will make arrangements to confer with the parents about the reasons for a possible retention and alternatives to retention.
2. By the end of the second grading period the parents will again be contacted in reference to retention. The progress of the child should be noted as should reasons for continued consideration of retention. The Principal may attend these sessions.
3. By May 1 a conference will be scheduled involving the parents, teachers, and building principal for the purpose of making a final decision on retention.
4. All meetings with parents regarding retention should be documented in writing by the teacher.
5. No conditional retentions or promotions should be made.
6. A summary sheet of information pertaining to retention will be entered into the child's cumulative folder stating specific reasons for retention.
7. When assigning a retained student to a classroom the following year, the building principal will arrange a conference with the accepting teacher(s) to discuss in detail the needs of the retained student. This will be done prior to the start of school. A student who is retained shall be assigned to a different teacher for the second year in a grade whenever possible.
8. Maximum emphasis is placed on conferring with parents about retention. It is important that they have an understanding of the problems and if possible, agree with the retention. No parent should be told that a final decision will be made at the beginning of the fall term. They should be fully aware of the decision pertaining to retention before the student begins the summer break.
9. In cases where parents refuse to attend a conference and the student is to be retained, a registered letter will be sent home before the end of the school year informing them of the school's decision to retain the student.
10. No student will be retained whose average grades on the report card do not average a failure without an explanation to the parent.
11. As far as is possible, necessary retention shall be accomplished before the child leaves the primary grades.

Middle School - Senior High School

1. Sixth, Seventh and Eighth grade students who are failing according to the Middle School Policy will be retained.
2. The middle school staff, comprised of those teachers in the "solid" areas, the guidance counselor, and other staff as needed will meet at the end of the first semester to discuss those students whose academic progress is poor enough to consider as possible retainees. Alternatives for each student should be considered in terms of maturity, learning ability, achievement, and home problems.
3. Following this meeting, parents of students will be notified in writing of academic deficiencies and/or other problems should retention be considered by the middle school staff. This notice is to be sent directly to the parents with a copy filed in the student's permanent folder. The letter will indicate that should academic progress not improve for the remainder of the year, grade level retention will be considered. Concurrent with this notice the appropriate staff member should schedule a conference with parents to discuss the problems and to investigate alternatives.
4. The same group of people will meet again at the conclusion of the third grading period to discuss those students who have received letters and other students whose progress has declined substantially during the prior nine weeks of school. The same factors as listed above will be considered and recommendations will be made relative to possible grade level retention. Written notice will be sent to the parent or guardian of those children involved.
5. Parents will be included in appropriate conference sessions. No student will be retained without prior knowledge being provided the parents through a conference or registered mail.
6. Maximum emphasis is placed on conferring with parents about retention. It is important that they have an understanding of the problems and if possible, agree with the retention. No parent should be told that a final decision will be made at the beginning of the fall term. They should be fully aware of the decision pertaining to retention before the student begins the summer break.
7. In cases where parents refuse to attend a conference and the student is to be retained, a registered letter will be sent home before the end of the school year informing them of the school's decision to retain the student
8. Students are not retained in grades 9-12, but rather moved into classes containing students appropriate with their own achievement levels. The Principal or Guidance Counselor will notify parents or guardians of junior and senior students whose academic progress would seem to indicate that graduation from high school may be in question.

GRADUATION REQUIREMENTS

In order to be awarded a high school diploma from Big Horn County School District No. 2, a student shall successfully complete the following courses:

16 Required Credits:

- (A) four (4) school years of English (4 credits);
- (B) three (3) school years of mathematics (3 credits), including at a minimum, Algebra I or an equivalent;
- (C) three (3) school years of science (3 credits), including one credit of physical science and one credit of biological science;
- (D) three (3) school years of social studies, including history, American government, and economic systems and institutions (3 credits)
- (E) 1/2 credit Health
- (F) 1/2 credit Physical Education
- (G) 1 credit Fine & Performing Arts
- (H) 1 credit Career Technical

Education 11 Elective Credits

27 Total Credits Required for Graduation

In addition thereto, the School District, in consultation with the State Board of Education, shall establish requirements for students to earn a high school diploma as evidenced by course completion and as measured by the district's assessment system prescribed by rule and regulation of the State Board and required under W.S. 21-3-110(a)(xxiv).

Students eligible for special education services who have met the requirements of their Individualized Educational Program but will not meet the district's requirements for a regular high school diploma will receive a Certificate of Completion and may participate in commencement exercises according to the regulations of the district.

Arrangements may be made with the school principal to enroll in college credit courses when available and receive credit towards graduation requirements.

Students who for some reason need a course(s) to graduate which is not available to them at the high school will be permitted to enroll in distance education or online courses approved by the principal. The student will be expected to pay all costs of the course unless provision is made by other Board policy or administrative regulation for the school district to pay some or all of the cost of such courses.

Adoption Date: August 11, 2008

Revised: January 11, 2016, November 14, 2016

EARLY GRADUATION

Students may request graduation at the end of the seventh semester of high school if they have met the necessary requirements. Each request must be in writing using Code: IKFA-BH2-R and shall be reviewed in a conference with the principal, counselor, at least one (1) of the student's parents, and the student. Final approval for all such requests shall be made by the principal.

REQUEST FOR EARLY GRADUATION FORM

STUDENT: _____ CLASS: _____ GPA: _____

I am hereby requesting that _____ be allowed to graduate

at the end of the first semester of his/her senior year.

The reason for this request is

Student Signature

Parent/ Guardian Signature

Date

GRADUATION EXERCISES

The Board believe that graduation exercises are an important part of the total school program. Therefore, the high school principal and staff shall plan suitable culmination activities for those graduating from high school.

The Board chairman or other person(s) designated by the Board shall present diplomas at graduation or shall give this honor to a member who has a son or daughter graduating.

PARTICIPATION IN GRADUATION EXERCISES

All students who have successfully completed the requirements set by the Board of Trustees and are in good standing may participate in the graduation exercises. The principal of the high school is authorized to withhold participation privileges in the graduation exercises and other senior activities for good cause. The principal, upon withholding the participation privileges, shall make an immediate and complete report to the Superintendent.

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board of Trustees recognizes the need for constant evaluation of the instructional program in order to comply with State Department of Education requirements and to fulfill the needs of the students and the expectations of the community. Therefore, the Board authorizes the system's professional personnel, directed by the superintendent, to plan and carry out the evaluation.

The evaluation will be designed to compare student progress with the aims and objectives established by the system's curriculum plan. Its sole aim is to determine if established goals are being met. Such means and instruments as are necessary to conduct this evaluation fairly, fully, and constructively in respect to all teachers and students may be used. Evaluative devices may include pre-tests and post-tests furnished by textbook publishers, teacher made tests, teacher judgments, standardized tests, and skill check lists.

Determination of curriculum adequacy, quality and the scope and method of educational programs shall be the first concern of the Superintendent. It will be the Superintendent's responsibility to determine, through personal visits and through regular reports received from the staff, the adequacy, quality and progress of the educational program in individual schools, to suggest means for improvement, and to report any deficient condition of affairs.

TEST/ASSESSMENT ADMINISTRATION

The school district will establish and maintain a district educational testing program which shall be mandatory and applicable to all students. The purpose of the district testing program is to facilitate and provide information for the following:

1. **STUDENT ACHIEVEMENT** - To produce information about relative student achievement so that parents, students, and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information may be used to serve as a validation device, for other measures of student progress.
2. **STUDENT COUNSELING** - To serve as a tool in counseling and guidance of students to further education and for specific academic placement.
3. **INSTRUCTIONAL CHANGE** - To provide data which will assist in preparing recommendations for instructional changes. This data should:
 - a. Help teachers with instructional decisions, plans, and changes regarding classroom objectives and program implementation.
 - b. Help staff formulate and recommend instructional policy.
 - c. Help the Board of Trustees adopt instructional policy.
4. **SCHOOL AND DISTRICT ASSESSMENT** - To provide indicators of the relative progress of schools within the district.
5. **SCHOLASTIC TESTING** - To provide evidence of demonstrated proficiency in meeting applicable student performance standards and/or to determine competency in required curriculum areas as determined by the School District, State law, and/or rules and regulations of the State Board of Education. The procedures utilized by the District for test assessment and administration shall, to the extent possible, avoid bias against any one set of students. The District will strive to achieve consistency and reliability in its test administration and assessment procedures.

TEACHING ABOUT CONTROVERSIAL/SENSITIVE ISSUES

Controversial issues are those problems, subjects, or questions about which there are significant differences of opinion, for which there are no easy resolutions, and discussions which generally create strong feelings among people. Although there may be a disagreement over what the facts are and what they mean, subjects usually become controversial issues because of differences in the values people use in applying the facts. Controversy is inherent in the democratic way of life. It is essential that the study and discussion of controversial issues have an important place in education for citizenship for a free society. Students can develop into free citizens with informed loyalty to democracy only through the process of examining evidence, facts, and differing viewpoints; through the exercise of freedom of thought and moral choice; and through the making of responsible decisions.

Each student has the right and need, with competent guidance and instruction, to study issues appropriate to his interest, experience, and ability. He must have access to relevant information, and he has the obligation to examine all sides of an issue with care. He has the right to form and express his own point of view and opinions without jeopardizing his position in the classroom or in the school.

Each teacher has the right and the obligation to teach about controversial issues. It is his responsibility to select issues for study and discussion which contribute to the attainment of course objectives, and to make available to students the materials concerning various aspects of the issues. He also has the obligation to be as objective as possible and to present the several sides of an issue in a fair manner. Although he has the right to express his own viewpoint and opinions, he does not have the right to indoctrinate students to his views.

Controversial issues are to be presented with good judgment, keeping in mind the maturity and background of the students. The influence on values, attitudes, and responsibility of the individual student must be considered in conjunction with the actual subject matter.

In accordance with the corresponding Board Policy Code IMB, the following regulations are established:

DEFINITION: Any question, topic, or material that a school patron asks to have excluded from the school program or to have taught with a different emphasis will be regarded by this regulation as a controversial issue.

RESPONSIBILITY: Within each building, over-all responsibility for supervision of staff and for administration of Board Policy on controversial issues rests with the principal. The principal has a duty to foresee problems, to direct and advise teachers, and to guide them in sound professional judgment regarding controversial issues. The teachers, however, remain responsible for their own professional acts. If in doubt about handling of specific issues, a teacher should confer with the principal. Both principal and teacher should consult with other members of the staff whose advice would be of constructive value.

CONTROVERSIAL TOPICS: Teachers should use the following criteria for determining whether a controversial topic should be studied:

1. It should be within the maturity and competence of the students involved.
2. It should be one with which the teacher is competent to teach.
3. It should be one on which necessary materials can be secured to present both sides of the issue adequately.
4. Topic discussion should contribute to the student's growth and consistent with approved district curriculum, not merely provide sensational stimulation.
5. Feature length movies to be shown in the school must meet the following criteria:
 - a. The movie will be reviewed by the teacher prior to use in the classroom.
 - b. The movie will be educationally relevant to the curricular material in both alignment and time considerations. On limited occasions a movie may be used as a motivator, reward or management tool.
 - c. The guidelines for movies to be used in the school are G and PG only at the elementary level, G, PG or PG-13 at the middle school level and G to PG-13 at the high school level. High School teachers will have the ability to use professional discretion to use clips of an R rated movie that have educational significance to the classroom curriculum or standards. The building principal will need to approve any full-length movie prior to it being shown in the classroom.

- d. Teachers will inform parents and students of any full-length movies they will show in their syllabi each year. Separate notification will be provided to parents prior to the showing of movies not included in their syllabi throughout the year.
- e. Student's/parents choice not to participate will not affect the student's grade nor result in a penalty of any kind.
- f. Alternative related activities will be assigned to those choosing not to participate in the viewing.

EXEMPTIONS FROM REQUIRED INSTRUCTION

If the religious belief and teachings of a student or his parents or legal guardian are contrary to the content of a school subject, or to any part of a school activity, the student may be exempt from participation. To receive such an exemption the parent or legal guardian must present a written request for exemption to the school principal, stating the conflict involved.

If a student is unable to participate in a physical education class he must present to the school principal a statement from a physician stating the reason for his inability to participate. Exemptions from required instruction do not excuse a pupil from the total semester hours required for graduation.

CONTROVERSIAL SPEAKER/PROGRAMS

The Board recognizes that visiting speakers are a valuable supplement to regular school programs. Speakers should not be denied solely because their topics may be controversial. All speakers must be invited through the school principal, who shall endeavor to engage speakers for both sides of issues. In no instance shall a speaker who advocates unconstitutional or illegal acts or procedures be permitted to address students. The principal will seek the advice of the superintendent, who in turn shall seek the advice of the Board, in all cases of doubt.

Code: IMD

SCHOOL CEREMONIES AND OBSERVANCE

The Board of Trustees believes that the K-12 curriculum should include patriotic programs, ceremonies and observances which will instill in students a respect for their country and heritage.

Adoption Date: August 11, 2008

PATRIOTIC EXERCISES

Principals are encouraged to have a patriotic exercise at the beginning of assemblies, athletic contests, and other school activities.

No one will be required to salute the flag if it is against his beliefs. Members of the staff and students are required to stand during the pledge of allegiance.

The words and meaning of the pledge of allegiance and the National Anthem may be taught to all students in the intermediate level.

Students whose participation in the pledge of allegiance or any flag ceremony is contrary to their religious beliefs may be excused.

Code: IMDB

FLAG DISPLAYS

A suitable flag of the United States of America will be displayed during every school day from a flag staff or pole at every school building located in the district, weather permitting. Flags may also be properly displayed in the school in classrooms or at assemblies, gymnasiums or in other locations as deemed appropriate by the building administrator.

Adoption Date: August 11, 2008

POLICY AND PROCEDURES ON SERVICE ANIMALS IN SCHOOLS

Big Horn County School District #2 acknowledges its responsibility to permit students and/or adults with disabilities to be accompanied by a “service animal” in its school buildings, in classrooms, and at school functions, as required by the Americans with Disabilities Act, 28 CFR Part 35, subject to the following:

1. All requests for an individual with a disability to be accompanied by a service animal must be addressed to the Superintendent of Schools and must contain required documentation of vaccinations. This written request must be delivered to the Superintendent of School’s office at least ten (10) business days prior to bringing the service animal to school or a school function.
2. Owners of a service dog must provide annual proof of the following vaccinations: DHLPPC (Distemper, Hepatitis, Leptospirosis, Paroinfluenza, Parvovirus, Corona virus), Bordatella, and Rabies.
3. Owners of service miniature horses must provide annual proof of the following vaccinations: Equine Infectious Anemia (Coggins Test), Rabies, Tetanus, Encephelomyelitis, Rhinoneumonitis, Influenza, and Strangles.
4. All service dogs must be spayed or neutered.
5. All service animals must be treated for, and kept free of, fleas and ticks.
6. All service animals must be kept clean and groomed to avoid shedding and dander.
7. Owners of service animals are liable for any harm or injury caused by the animal to other students, staff, visitors, and/or property.
8. The animal must be a dog or, in specific circumstances, a miniature horse. No other species of animal, whether wild or domestic, will be permitted in schools as a “service animal”.
9. The animal must be “required” for the individual with a disability.
10. The animal must be “individually trained” to do work or a task for the individual with a disability. Proof of individual training must be presented to the School District at the time the written request is made as required in paragraph 1.
11. The animal must be house broken.
12. Special Provisions/Miniature Horses: Requests to permit a miniature horse to accompany a

student or adult with a disability in school buildings, in classroom, or at school functions, will be handled on a case-by-case basis, considering:

- a. The type, size, and weight of the miniature horse and whether the facility can accommodate these features.
 - b. Whether the handler has sufficient control of the miniature horse.
 - c. Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.
13. Removal of a Service Animal: A school administrator may ask an individual with a disability or his parents to remove a service animal from a school building, a classroom, or from a school function if any one of the following circumstances occurs:
- a. The animal is out of control and the animal's handler does not take effective action to control it.
 - b. The animal is not housebroken.
 - c. The animal's presence would "fundamentally alter" the nature of the service, program, or activity.
14. A service animal must have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control.
15. The school system is not responsible for the care or supervision of a service animal, including walking the animal or responding to the animal's need to relieve itself.
- a. The school district is not responsible for providing a staff member to walk the service animal or to provide any other care or assistance to the animal.
 - b. Students with service animals are expected to care for and supervise their animal. In the case of a young child or a student with disabilities who is unable to care for or supervise his service animal, the parent is responsible for providing care and supervision of the animal. Issues related to the care and supervision of service animals will be addressed on a case-by-case basis in the discretion of the building administrator.